

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL

(2022-2023)

Class : XII

ENGLISH CORE

Under the Guidance of

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MESSAGE

Remembering the words of John Dewey, "Education is not preparation for life, education is life itself, I highly commend the sincere efforts of the officials and subject experts from Directorate of Education involved in the development of Support Material for classes IX to XII for the session 2022-23.

The Support Material is a comprehensive, yet concise learning support tool to strengthen the subject competencies of the students. I am sure that this will help our students in performing to the best of their abilities.

I am sure that the Heads of School and teachers will motivate the students to utilise this material and the students will make optimum use of this Support Material to enrich themselves.

I would like to congratulate the team of the Examination Branch along with all the Subject Experts for their incessant and diligent efforts in making this material so useful for students.

I extend my Best Wishes to all the students for success in their future endeavours.

(Ashok Kumar)

HIMANSHU GUPTA, IAS
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MESSAGE

“A good education is a foundation for a better future.”

- Elizabeth Warren

Believing in this quote, Directorate of Education, GNCT of Delhi tries to fulfill its objective of providing quality education to all its students.

Keeping this aim in mind, every year support material is developed for the students of classes IX to XII. Our expert faculty members undertake the responsibility to review and update the Support Material incorporating the latest changes made by CBSE. This helps the students become familiar with the new approaches and methods, enabling them to become good at problem solving and critical thinking. This year too, I am positive that it will help our students to excel in academics.

The support material is the outcome of persistent and sincere efforts of our dedicated team of subject experts from the Directorate of Education. This Support Material has been especially prepared for the students. I believe its thoughtful and intelligent use will definitely lead to learning enhancement.

Lastly, I would like to applaud the entire team for their valuable contribution in making this Support Material so beneficial and practical for our students.

Best wishes to all the students for a bright future.

(HIMANSHU GUPTA)

Dr. RITA SHARMA
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D.O. No. PS/Addl.DE/Sch/2022/131

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संदेश

शिक्षा निदेशालय, दिल्ली सरकार का महत्वपूर्ण लक्ष्य अपने विद्यार्थियों का सर्वांगीण विकास करना है। इस उद्देश्य को ध्यान में रखते हुए शिक्षा निदेशालय ने अपने विद्यार्थियों को उच्च कोटि के शैक्षणिक मानकों के अनुरूप विद्यार्थियों के स्तरानुकूल सहायक सामग्री कराने का प्रयास किया है। कोरोना काल के कठिनतम समय में भी शिक्षण अधिगम की प्रक्रिया को निर्बाध रूप से संचालित करने के लिए संबंधित समस्त अकादमि समूहों और क्रियान्वित करने वाले शिक्षकों को हार्दिक बधाई देती हूँ।

प्रत्येक वर्ष की भाँति इस वर्ष भी कक्षा 9वीं से कक्षा 12वीं तक की सहायक सामग्रियों में सी.बी.एस.ई के नवीनतम दिशा-निर्देशों के अनुसार पाठ्यक्रम में आवश्यक संशोधन किए गए हैं। साथ ही साथ मूल्यांकन से संबंधित आवश्यक निर्देश भी दिए गए हैं। इन सहायक सामग्रियों में कठिन से कठिन सामग्री को भी सरलतम रूप में प्रस्तुत किया गया है ताकि शिक्षा निदेशालय के विद्यार्थियों को इसका भरपूर लाभ मिल सके।

मुझे आशा है कि इन सहायक सामग्रियों के गहन और निरंतर अध्ययन के फलस्वरूप विद्यार्थियों में गुणात्मक शैक्षणिक संवर्धन का विस्तार उनके प्रदर्शन में भी परिलक्षित होगा। इस उत्कृष्ट सहायक सामग्री को तैयार करने में शामिल सभी अधिकारियों तथा शिक्षकों को हार्दिक बधाई देती हूँ तथा सभी विद्यार्थियों को उनके उज्ज्वल भविष्य की शुभकामनाएं देती हूँ।

रीता शर्मा
(रीता शर्मा)

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL

(2022-2023)

ENGLISH CORE

Class : XII

NOT FOR SALE

PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS

भारत का संविधान

भाग 4क

नागरिकों के मूल कर्तव्य

अनुच्छेद 51 क

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

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



Constitution of India

Part IV A (Article 51 A)


Fundamental Duties

It shall be the duty of every citizen of India —

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

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).



भारत का संविधान

उद्देशिका

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

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,

तथा उन सब में

व्यक्ति की गरिमा और ²[राष्ट्र की एकता

और अखंडता] सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

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

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

THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

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

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

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

SESSION 2022-2023

LIST OF MEMBERS WHO REVIEWED SUPPORT MATERIAL FOR

ENGLISH (CORE) CLASS XII

Team Leader

Mr. Rakesh Semalty **GBSSS, West Jyoti Nagar Delhi-94**
Vice Principal / Head of School

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ENGLISH (CORE)- 301 (2021-22)

Background

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

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

Competencies to be focused on:

The general objectives at this stage are to:

- listen and comprehend live as well as record in writing oral presentations on a variety of topics
- develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation on given topics
- perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- translate texts from mother tongue(s) into English and vice versa
- develop ability and acquire knowledge required in order to engage in independent reflection and enquiry
- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts) understand and respond to lectures, speeches, etc.

- write expository / argumentative essays, explaining or developing a topic, arguing a case, etc. write formal/informal letters and applications for different purposes
- make use of contextual clues to infer meanings of unfamiliar vocabulary
- select, compile and collate information for an oral presentation
- produce unified paragraphs with adequate details and support
- use grammatical structures accurately and appropriately
- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.
- filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.

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

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

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

- skim for main ideas and scan for details
- refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's purpose and tone
- comprehend the difference between the literal and the figurative
- differentiate between claims and realities, facts and opinions, form business opinions on the basis of latest trends available
- comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text
- Specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text

Develop literary skills as enumerated below:

- respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama identify the elements of style such as humour, pathos, satire and irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

B. Listening and Speaking

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

I. Specific Objectives of Listening & Speaking

Students are expected to develop the ability to:

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

II. Guidelines for Assessment in Listening and Speaking Skills**i. Activities:**

- Activities for listening and speaking available at www.cbseacademic.in can be used for developing listening and speaking skills of students.

- Subject teachers should also refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. Parameters for Assessment:

The listening and speaking skills are to be assessed on the following parameters:

- Interactive competence (Initiation & turn taking, relevance to the topic).
- Fluency (cohesion, coherence and speed of delivery).
- Pronunciation
- Language (accuracy and vocabulary).
- Schedule:

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

iii. Record keeping:

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

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

C. Specific Objectives of Writing

The students will be able to:

- write letters to friends, relatives, etc. to write business and official letters.
- open accounts in post offices and banks. To fill in railway/airline reservation forms.
- draft notices, advertisements and design posters effectively and appropriately
- write on various issues to institutions seeking relevant information, lodge complaints, express gratitude or render apology.
- write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.

- write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures
- draft papers to be presented in symposia.
- take down notes from talks and lectures.
- write examination answers according to the requirement of various subjects.
- summarise a text.

D. More About Reading

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

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

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

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

- Short review I dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, storyline and characters

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

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

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

Methods and Techniques

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

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

TERM WISE SYLLABUS (2022-23)
CLASS XII
ENGLISH CORE (SUBJECT CODE 301)
COURSE STRUCTURE

Section - A Reading Comprehension	20 Marks
Section - B Writing Skills	20 Marks
Section - C Literature	40 Marks
ALS + Project + Viva	20 Marks

Interaction with students regarding introduction of the syllabus
and blueprint of question paper

TEXTBOOKS	READING SKILLS	WRITING SKILLS	INTERNAL ASSESSMENT
<u>FLAMINGO</u> Prose: Lesson-1 The Last Lesson Lesson-2 Lost Spring Lesson- Deep Water Lesson-4 The Rattrap Lesson-5 Indigo Poetry: 1. My Mother At Sixty Six 2. Keeping Quite 3. A Thing of Beauty <u>VISTAS</u> Lesson-1 The Third Level Lesson-2 The Tiger King Lesson-3 Journey to the end of the Earth	<u>Reading Comprehension</u> <u>Unseen Passage</u> Type: I. One unseen passage to assess comprehension, interpretation interface and vocabulary. The passage may be factual or descriptive. II. One unseen case-based passage with verbal/ visual inputs like statistical data, charts etc. Note: The combined word limit for both the passage will be 600-750.	<u>Short Composition</u> -Notice Writing Word Limit : 50 words <u>Letter Writing</u> Based on visual and/or verbal input may include the type: -Application for a job with bio data or resume. Word Limit : 120-150 words <u>Article Writing</u> -Based on verbal input -May be descriptive or analytical in nature. Word Limit : 120-150 words	<u>Internal Assessment</u> Listening skills Speaking skills Project work Parameters for Assessment: 1. Interactive Competence 2. Fluency 3. Pronunciation 4. Language
<u>MID-TERM EXAMINATION</u>			
DISCUSSION OF MID TERM EXAMINATION QUESTION AND MARKING SCHEME			

TEXTBOOKS	READING SKILLS	WRITING SKILLS	INTERNAL ASSESSMENT
<p><u>FLAMINGO</u></p> <p>Prose: Lesson-6 Poets and pancakes Lesson-7 The Interview Lesson-8 Going Places</p> <p>Poetry: 4. A Roadside Stand 5. Aunt Jennifer's Tigers</p> <p><u>VISTAS</u> Lesson-4 The Enemy Lesson-5 On the Face of It Lesson-6 Memories of Childhood • The Cutting of My Long Hair. • We Too are Human Beings</p>	<p><u>Practice of Reading Comprehension</u></p> <p>Type: I. One unseen passage to assess comprehension, interpretation interface and vocabulary. The passage may be factual or descriptive. II. One unseen case-based passage with verbal/visual inputs like statistical data, charts etc. Note: The combined word limit for both the passage will be 600-750.</p>	<p><u>Short Composition</u> -Formal and Informal Invitation and replies Word Limit: 50 words</p> <p><u>Letter Writing</u> Based on visual and/or verbal input may include the type: -Letter to Editor (giving suggestions or opinion on issues of public interest) Word Limit : 120-150 words</p> <p><u>Report Writing</u> -Based on verbal input -May be descriptive or analytical in nature. Word Limit : 120-150 words</p>	<p><u>Internal Assessment</u></p> <p>Listening skills Speaking skills Project work</p> <p>Parameters for Assessment: 1. Interactive Competence 2. Fluency 3. Pronunciation 4. Language</p>
<p>INTERNAL ASSESSMENT</p> <p>Assessment of Listening Skills - 05 marks.</p> <p>Assessment of Speaking Skills - 05 marks.</p> <p>Project Work - 10 Marks</p>			
<p>SYLLABUS OF ANNUAL EXAMINATION MUST BE COMPLETED BY 15/12/2022</p> <p>PREPARATION AND REVISION FOR PRE BOARD EXAMINATION</p> <p><u>PRE BOARD EXAMINATION</u></p> <p>THE WHOLE SYLLABUS WILL BE COVERED IN PRE BOARD/CBSE EXAMINATION</p> <p>DISCUSSION OF PRE BOARD EXAMINATION QUESTION PAPER AND MARKING SCHEME</p> <p>PREPARATION AND REVISION FOR ANNUAL CBSE EXAMINATION</p>			

Special Scheme : Internal Assessment Listing/Speaking and Project

Subjects with Project Work, Assessment of Listening and Speaking Skills	<p>1.Subjects with Project Work of 20 marks: (Economics, Business Studies, Accountancy, History, Political Science, Sociology, Legal Studies)</p> <p>There would be only ONE project for the session. The project work would be divided into two parts i.e. Term I (10 marks) and Term II (10 marks) for the purpose of assessment.</p> <p><i>(Detailed guidelines for project work are given at Annexure I of this circular)</i></p> <p>2.Subject with Project Work of 30 marks: (Entrepreneurship)</p> <p>There would be only ONE project for the session. The project work would be divided into two parts i.e., Term I (15 marks) and Term II (15 marks) for the purpose of assessment. Detailed guidelines would be given in the term-wise curriculum.</p> <p>3.Subjects with Assessments of Listening and Speaking Skills (All Languages)</p> <p>Term-I Scenario I: if it is possible to conduct in-person assessment</p> <ul style="list-style-type: none"> Assessment of Listening and Speaking Skills (10 marks) will be done in person by internal examiner. <p>Scenario-II If schools remain closed</p> <ul style="list-style-type: none"> Assessment of Listening and Speaking Skills (10 marks) will be done online by internal examiner. <p>Term-II</p> <ul style="list-style-type: none"> Assessment of Project and Viva based on the project work will be jointly done by external examiner and Internal Examiner. (10 marks) Project can be in the form of a neighbourhood survey/Role play performance (individual/group) etc. (Online or in-person as situation allows). Students shall submit a project report (5 marks) and Viva voce (5 marks) shall be conducted by external examiner. <p>Assessment of Listening Speaking guidelines are given at Annexure II and also provided along with respective language curriculum.</p>
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The schools should ensure that internal assessment is reliable, fair, and transparent for all students. The evaluation done by teachers for internal assessment / practical / project work needs to be based on evidence of the students' performance throughout the academic session. The evidence of internal assessment/practical/project work needs to be presented/ uploaded by schools as per directions of Examination Unit/ Regional Office of CBSE for verification.

Annexure II

Guidelines for Assessment in Listening and Speaking Skills (ALS)

ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

Listening Skills:

The focus is to use the assessment of Listening Skills for improving learners' competency to listen for basic interpersonal, instructional and academic purposes. A number of sub-skills need to be developed in the everyday classroom transaction. Given below are some of the sub-skills of listening which need to be assessed for the Internal Assessment component of Listening:

- i. Listening for Specific Information
- ii. Listening for General Understanding
- iii. Predictive Listening
- iv. Inferential Listening
- v. Listening for Pleasure
- vi. Intensive Listening
- vii. Evaluative Listening

Hence, the assessment items being prepared by subject teachers must assess the above.

Speaking Skills:

Assessment of speaking skills must be made an important component of the overall assessment, using this assessment as learning.

iii. Schedule:

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

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

No recording of Speaking Skills is to be sent to the Board.

Classes XI-XII Total Marks: 20

Term I: 10 Marks

Assessment of Listening and Speaking Skills

i. Activities:

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. Parameters for Assessment: The listening and speaking skills are to be assessed on the following parameters:

- a. Interactive competence (Initiation & turn taking, relevance to the topic)
- b. Fluency (cohesion, coherence and speed of delivery)
- c. Pronunciation
- d. Language (grammar and vocabulary)

A suggestive rubric is given below:

Interaction	1.	2.	3.	4.	5.
	<ul style="list-style-type: none">• Contributions are mainly unrelated to those of other speakers• Shows hardly any initiative in the development of conversation• Very limited interaction	<ul style="list-style-type: none">• Contributions are often unrelated to those of the other speaker• Generally passive in the development of conversation	<ul style="list-style-type: none">• Develops interaction adequately, makes however minimal effort to initiate conversation• Needs constant prompting to take turns	<ul style="list-style-type: none">• interaction is adequately initiated and develop• Can take turn but needs little prompting	<ul style="list-style-type: none">• Can initiate & logically develop simple conversation on familiar topics• Can take turns appropriately
Pronunciation	<ul style="list-style-type: none">• Insufficient accuracy in pronunciation; many grammatical errors• Communication is severely affected	<ul style="list-style-type: none">• Frequently unintelligible articulation• Frequent phonological errors• Major communication problems	<ul style="list-style-type: none">• Largely correct pronunciation & clear articulation except occasional errors• Some expressions cause stress without compromising with understanding of spoken discourse.	<ul style="list-style-type: none">• Mostly correct pronunciation & clear articulation• Can be clearly understood most of the time: very few phonological errors	<ul style="list-style-type: none">• Can pronounce correctly & articulate clearly• Is always comprehensible uses appropriate intonation

Fluency & Coherence	1. <ul style="list-style-type: none"> • Noticeably/long pauses; rate of Speech is slow • Frequent repetition and/or self-correction • Link only basic sentences; breakdown of coherence evident 	2. <ul style="list-style-type: none"> • Usually fluent; produces simple speech fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow speech • Topics partly developed; not always concluded logically 	3. <ul style="list-style-type: none"> • Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; occasionally loses coherence • Topics mainly developed, but usually not logically concluded 	4. <ul style="list-style-type: none"> • Speaks without noticeable effort, with a little repetition • Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction • Topics not fully development to merit 	5. <ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal hesitation • Development fully & coherently
Vocabulary & Grammar	<ul style="list-style-type: none"> • Demonstrates almost no flexibility, and mostly struggles for appropriate words • Uses very basic vocabulary to express view-points 	<ul style="list-style-type: none"> • Communicates with limited flexibility and appropriacy on some of the topics • Complex forms and sentences are rare; exhibits limited vocabulary to express new ideas 	<ul style="list-style-type: none"> • Communicate's with limited flexibility and appropriacy on most of the topics • Sometimes uses complex forms and sentences; has limited vocabulary to describe/ express new points 	<ul style="list-style-type: none"> • Can express with some flexibility and appropriacy on most of the topics • Demonstrates ability to use complex forms and sentences most of the time; expresses with adequate vocabulary 	<ul style="list-style-type: none"> • Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events • Frequently uses complex forms and sentences structures; has enough vocabulary to express himself/ herself

iii. Schedule:

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

Term II: 10 Marks

Protect Work + Viva

Out of ten marks allotted for the term, 5 marks will be allotted for the project report/script /essay etc. and 5 marks for the viva.

I. Schedule:

- Schools may refer to the suggestive timeline given in these guidelines for the planning, preparation and viva-voce of ALS based projects.

- The final assessment of the skills may be done on the basis of parameters suggested by the Board. Language teachers, however, have the option to adopt/ modify these parameters according to their school specific requirements.

II. Suggestions for Project Work:

- The Project can be inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books can also be developed in the form of a project. Students can also take up any relevant and age-appropriate theme.
- Such topics may be taken up that provide students with opportunities for listening and speaking.

Some suggestions are as follows:

a. Interview-Based research:

Example:

- Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic : “Evolving food tastes in my neighbourhood” or “Corona pandemic and the fallout on families.” Read the available literature.
 - The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/background.
 - The student will then write an essay/ write up / report etc, up to 1000 words on his/her research and submit it. He / She will then take a viva on the research project. The project can be done in individually or in pairs/ groups
- #### **b. Listen to podcasts/ interviews/radio or TV/ documentary on a topic and prepare a report countering or agreeing with the speakers. Write an 800 - 1000 words report and submit. Take a viva on the report.**
- #### **c. Students create their own video/ Audio, after writing a script. Before they decide a format, the following elements can be taken into consideration:**
- Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
 - What are the elements that need to be part of the script?
 - Will the video/audio have an interview with one or more guests?
 - Would they prefer to improvise while dialling with guests, or work from a script?

- What would be the duration?
- How would they present the script/report to the teacher, e.g. Can it be in the form of a narrative?
- d. Write, direct and present a theatrical production, /One act play
This will be a project which will be done as a team. It will involve planning, preparation and presentation. In short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play. The project will end with a presentation and subsequently a viva. Teachers will be able to assess the core language skills of the students and help them grow as 21st century critical thinkers.

III. Instructions for the Teachers:-

1. **Properly orient students about the Project work, as per the present Guidelines.**
2. **Facilitate the students in the selection of theme and topic.**
3. Create a rubric for assessment and share with the students before they start so that they know the parameters of assessment:
 - Teachers need to familiarize themselves with the method of assessing students with the rubric- a table with different criteria and a grading scale.
 - Choose the criteria on which you will grade students and list them along the left side of the page.
 - Create an even number of columns along the top of the page. These columns will represent potential skill levels of the students.
 - Assessing students on four/five criteria is an easy way to begin. For each criterion, define the ability that a student would exhibit at each of the levels.
 - The more detailed you make your criteria, the easier it will be to evaluate each student and define the level at which the student is presenting.

(Sample Rubric is attached at the end for reference)

IV. Parameters for Overall Assessment:-

1. **Pronunciation:**
 - When evaluating the pronunciation of the students, teachers must listen for clearly articulated words, pronunciation of unusual spellings and intonation.
 - Assess the students for the pronunciation skills and determine at which level the student needs improvement.

2. **Vocabulary:**

- After noting their pronunciation levels, evaluate the students on the use of extensive and appropriate vocabulary during the viva. Check if students are using vocabulary appropriate to the context about which they are speaking.

3. **Accuracy:**

- Grammar has always been an important component of language skills. As students speak/ answer the questions during the viva, listen to their grammatical structures. Are they competent enough to use multiple tenses? Is their word order correct in a given sentence? An effective speaker will automatically use the correct grammatical structures of his language.

4. **Communication:**

- Assessing the communication skills of the students means looking at more than language. Look at how creatively students use the language to make their points understood. Students with a low level of vocabulary and grammar may still have good communication skills if they are able to make the teacher understand their point of view.

5. **Interaction:**

- During the viva teachers need to ask the students some questions. Questions need to be based on the projects that have been suggested or chosen by the students.
- It is imperative for a teacher to read the essays/project reports before they can be ready to ask questions.
- Teachers need to observe how students answer the questions that are posed to them: Are they able to understand and answer questions independently or can they answer only when the questions are translated into simpler words or repeated? Are they able to give appropriate responses in a conversation?
- These elements of interaction are necessary for clear and effective communication. A student with effective interaction skills will be able to answer questions with relative ease and follow the flow of conversation.

6. **Fluency:**

- Fluency may be the easiest quality to judge in the students' speech: How comfortable are they as they speak and express themselves? How easily do the words come out? Are there inappropriate pauses and gaps in the way a student speaks?
- Fluency is a judgement of this communication and is an important criterion when evaluating speaking skills. These criteria: pronunciation, vocabulary, accuracy, interaction and fluency are all the hallmarks of a student's overall speaking abilities.
- Teachers must also remember that some students may excel in one area and struggle in another. Helping the students understand these issues will enable them to become effective speakers in future. Let your students know that you will be assessing them in these various areas when you evaluate their progress and encourage them to work and improve in these areas.
- Finally, teachers must remember that a proper evaluation of the students will take into consideration more than just one oral interview on the final ALS project. Teachers must take note of a student's progress throughout the academic year.

V. **Project-Portfolio/ Project Report**

The Project-Portfolio/Project Report is a compilation of the work that the students produce during the process of working on their ALS Project.

The Project-Portfolio may include the following:

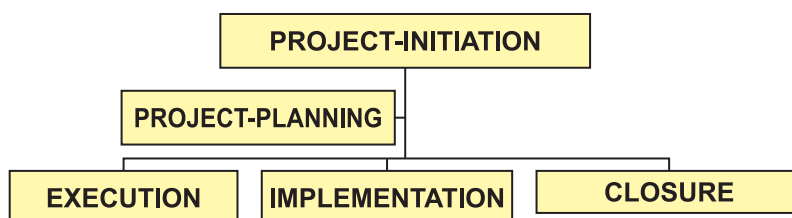
- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Action plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires for interview, written assignments, essays, survey-reports and other material evidence of learning progress and academic accomplishment.
- The 800-1000 words essay/Script/Report.
- Student/group reflections.
- If possible, Photographs that capture the positive learning experiences of the student(s).
- List of resource/bibliography.

The following points must be kept for consideration while assessing the project portfolios:

- Quality of content of the project
- Accuracy of information
- Adherence to the specified timeline
- Content in respect of (spellings, grammar ,punctuation)
- Clarity of thoughts and ideas
- Creativity
- Contributions by group members
- Knowledge and experience gained

VI. Suggestive Timeline:

The FIVE Steps in Project Plan



Month	Objectives
Planning and Research for the Project Work Preferably till November-December	<ul style="list-style-type: none"> • Teachers plan a day to orient students about the ALS projects, details for the Project Work are shared with all stakeholders. • Students choose a project, select team members and develop project-plan. • Group meets (preferably online) and reports to the team leader about the progress: shortfalls and successes are detailed. • Team leader apprises teacher-mentor. • Students working individually or in pairs also update the teachers. • A logical, deliverable and practical plan is drafted by the team/ pair/individual. Goals/objectives are clearly defined for all. • Work is delegated to team members by the team leader. Students wishing to work alone develop their own plan of Action, • Detailed project schedules are shared with the teacher.
December-January	<ul style="list-style-type: none"> • Suggestions and improvements are shared by the teacher, wherever necessary. • Group members coordinate and keep communication channels open for interaction. • Gaps (if any) are filled with the right skill sets by the Team Leader/ individual student. • The final draft of the project portfolio/ report is prepared and submitted for evaluation.
January-February	<ul style="list-style-type: none"> • Students are assessed on their group/pair/individual presentations on allotted days. Final Viva is conducted by the External/Internal examiner.
February-March or as per the timelines given by the Board	<ul style="list-style-type: none"> • Marks are uploaded on the CBSE website.

Class XII English Core (301)
Support Material 2022-23
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READING COMPREHENSION

Reading Comprehension (1) decoding the texts. (2) is the perceptive of what a particular text means. (3) ideas the author is attempting to convey through the text.

Reading Comprehension is the ability to -

- process text and to understand its meaning, and to integrate it with what the reader already knows.
- understand meaning of the words from the context.
- follow organization of passage and to identify antecedents and references in it.
- draw inferences from a passage about its contents.
- identify the main thought of a passage.
- answer the asked questions on the basis of reading of the text.
- determine writer's purpose, intent and point of view.

Tips to attempt comprehension during exam

- read the passage at a reasonable pace to get the general idea of the text.
- do second reading at a slow pace to get the specific meaning
- underline the key words, phrases and sentences to identify antecedents and references in it.
- manage your time accordingly. A lot depends on how well you time yourself. Make sure, while you attempt the comprehension passages in the examination it should be in the limit of 18 to 20 minutes. If you spend too much time on the passage, you may run out of time while answering other questions.
- go through the questions in the beginning and while reading the passage keep the questions in mind. It would help you locate the answers easily.
- understand the questions and locate the answers.
- it is of utmost importance that you give your complete attention to the passage at hand.
- be accurate while opting the answer in multiple choice questions.

SOLVED UNSEEN PASSAGE -1 (FACTUAL)

Read the passage given below.

1. The lack of space in urban locales, people's preference for fresh vegetables and some bit of out-of-the-box thinking has helped create businesses based on an indoor green revolution. These new-age nouveau farmers are growing romaine lettuce, oak leaves, mint, kale, basil etc. in their vertical plants in urban localities. There are Petri dishes that hold plants, there is artificial light and the setup has its humidity and temperature monitored and strictly controlled. This soil-less farming is called hydroponic (sustained on water and nutrients) farming, not a new idea at all, but one that is now being widely adopted.
2. Hydroponics is the art of gardening without soil. Instead of using soil, water is deployed to provide nutrients, hydration, and oxygen to plant life. It requires very little space, 90 to 95% less water than traditional agriculture, and helps grow a garden full of fruits and flowers in half the time.
3. Hydroponics cultivation yield reflects rapid growth, stronger yields, and superior quality. Since no soil is used, there are no pests and therefore no insecticide/pesticide is required. Grown in an environment that is controlled in terms of water at the plants ' roots, moisture in the air, humidity in the air, ambient light (same spectrum as of sunlight) etc, the food thus grown is cleaner in physical, chemical, and biological nature.
4. The global population is predicted to reach 9.7 billion by the year 2050 and to feed everyone, it's estimated that global food production will need to increase by up to 70% in the next 30 years. This method will decentralize supply chains and give more business to local suppliers, thereby cutting fuel costs and carbon emissions.
5. The indoor farming technology market was valued at \$23 .75 billion in 2016 and is projected to reach \$40 .25 billion by 2022, as per a report in The Forbes. Indoor green farms may be an idea whose time has come.

On the basis of your understanding of the passage, answer questions from the following :-

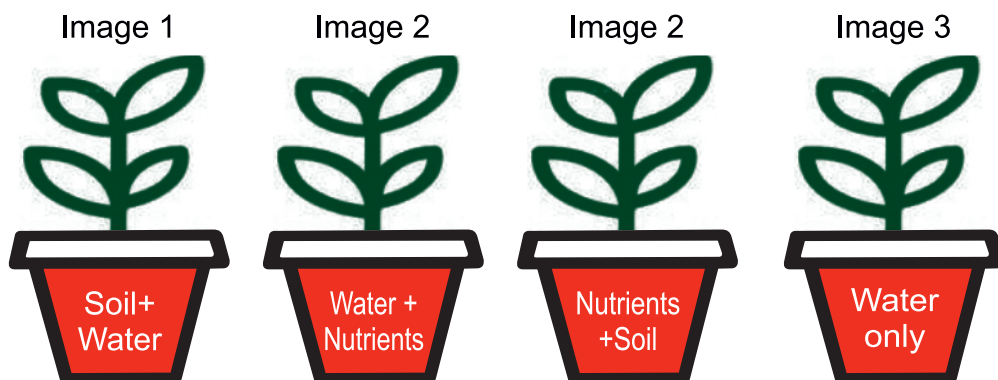
- i. Which of the following statements DO NOT substantiate the benefits of hydroponic farming?
 - a Requires little space.
 - b Gives better yield
 - c Requires abundance of water.
 - d Yield is chemical free.

- ii. Choose the option that lists the percentage TRUE with respect to water used in hydroponic farming than traditional agriculture
 1. 90% more
 2. 90 to 95% less
 3. 95% more
 4. 90% less
 - a. 1 and 3
 - b. 2 and 4
 - c. 1 and 2
 - d. 3 and 4

- iii. "Grown in an environment that is controlled", DOES NOT means that hydroponic cultivation is
 - a. nutrition less without natural environment
 - b. done under 'strictly' monitored humidity and temperature.
 - c. chemical and pestfree.
 - d. of superior quality.

- iv. Pick the option that correctly states what IS NOT the reason for adopting hydroponic farming
 - a. It is just one of the current fashion trends.
 - b. lack of space in urban areas
 - c. Preference for fresh vegetables.
 - d. It promotes idea of sustainable living.

- v. Select a suitable phrase from paragraph 5 to complete the following sentence appropriately.
Electric Vehicle is future of automobile industry whose_____with projected sales leaping to 40% by 2030.
- vi. As per a report in The Forbes. which is the option that correctly displays the projected farming technology market from 2016 to 2022:
- exactly double .
 - more than double.
 - exactly half.
 - little less than double.
- vii. "Global food production will need to increase by up to 70% in the next30years". DOES NOT indicates:
- We need alternative cultivation practices to meet demand.
 - We need environment friendly methods.
 - Local supply will result in high fuel cost.
 - Decentralized supply can reduce carbon emission.



- a. Image 1
- b. Image2
- c. Image3
- d. Image4
- vii. Pick the option showing the CORRECT use of the word 'nouveau'.
 - a. The famous Madhubani painting is a renowned nouveau art form.
 - b. The sudden success of the firm created several nouveau millionaires.
 - c. Ayurveda is a nouveau system of medicine.
 - d. A nouveau locomotive train engine at Museum was a treat to eyes.
- viii. Benefits of Hydroponic farming DOES NOT include:
 - a. less water
 - b. zero soil.
 - c. superior yield.
 - d. high pesticides.
- ix. " It requires very little space, 90 to 95% less water than traditional agriculture. and helps grow a garden full of fruits and flowers in half time.", is
 - a. reference to hydroponic system a.equal growth rate.
 - b. Fast growth rate.
 - c. slow growth rate.
 - d. medium growth rare.

Answer Key:

- i. c. Requires abundance of water.
- ii. b.2and4
- iii. a. nutrition less without natural environment.
- iv. a. It is just one of the current fashion trends.

- i. c. time has come.
- vi d. little less than double.
- vii. c. Local supply will result in high fuel cost.
- viii. b. Image2
- ix. b. The sudden success of the firm created several nouveau millionaires.
- x. d. high pesticides.
- xi. b. Fast growth rate.

UNSEEN PASSAGE -2 (FACTUAL)

Read the passage given below.

1. Everything you do in your day-to-day life has an impact on the planet, from the food you eat to the car you drive. Sustainable living includes prioritizing the use of natural and renewable resources instead of creating excess waste and depleting resources for future generations. At the moment, we are producing resources, using energy and creating waste at a rate which isn't sustainable. This leads to environmental issues, such as pollution and climate change, which cause harm to the environment, wildlife and humans. By making some small changes to your lifestyle, you can reduce your carbon footprint and help to tackle these issues.
2. **Save energy:** By using less energy, you can help to reduce carbon emissions. There are a number of ways you can save energy at home, including switching off standby appliances and hanging clothes to dry instead of using a drier.
3. **Use reusable alternatives:** Single-use products, particularly plastic ones, tend to end up in landfill and the ocean, causing harm to wildlife and the environment. Prevent this by choosing to use reusable and eco-friendly alternatives instead.
4. **Go paperless:** To avoid wasting paper, choose to receive letters over email and only print off documents if necessary.
5. **Recycle and reuse:** Make sure you're recycling by putting your rubbish in the correct bins. Also, try to reuse products and items as many times as possible before binning them to reduce waste.
6. **Donate unused items:** If you don't use a product or wear a piece of clothing anymore, give it to a charity shop or someone you know would make use of it to help reduce waste.
7. **Save water:** You can save water in and around your home by making a number of small changes.

8. **Drive less:** Walk or ride a bike to your destination instead of driving if it's close enough – it's better for the environment and your health. Using public transport is another good way to help reduce greenhouse gas emissions.
9. **Don't waste food:** If you have leftovers, don't throw them away. However, if they do go off, use them to create compost for your garden.

On the basis of your understanding of the above passage, answer **ANY TEN** questions from the eleven given below.

- i. Sustainable living encourages:
- increasing carbon footprint
 - creating excess waste
 - depleting resources for future generations
 - prioritizing the use of renewable resources
- ii. “....hanging clothes to dry instead of using a drier.” Pick the option in which the meaning of 'hang(ing)' is the same as it is in the passage.
- I am going to have a Christmas tree and hang all my gifts upon it.
 - I will go to market to hang out after finishing my work.
 - I'll text you when we hang up next.
 - Its lots of fun to hang out with friends.
- iii. Pick the option that correctly lists the idea of sustainable living
- reduce wastage.
 - use non-renewable resources
 - use renewable resources
 - recycle rubbish
 - increase green house gas emissions
 - misuse energy
- 1, 3 and 4
 - 2, 5 and 6
 - 3, 4 and 6
 - 1, 2 and 3
- iv. The narrator says that we can prevent this by choosing to use reusable and eco-friendly alternatives instead. NOT preventing means, being
- hindering.
 - averting.
 - promoting.
 - forbidding.

- v. Pick the option that is **NOT TRUE** in respect of Hanging clothes to dry instead of using a drier :
- It saves energy..
 - It is an outdated practice.
 - It is a better use of renewable resource.
 - It saves money.
- vi. Pick the option that lists statements that are **NOT TRUE** according to the passage with respect to leftover food.
- It is miserable to reuse it.
 - It can be reused as food.
 - It can be used for compost.
 - It can only be thrown away.
- 1 & 2
 - 3 & 4
 - 2 & 3
 - 1 & 4
- vii. The word 'depleting ', as used in paragraph, means the same as
- 'increasing'.
 - 'expanding'.
 - 'growing'.
 - 'decreasing'.
- viii. Based on the passage, choose the option that Is not one of the step towards sustainable living



OPTION 1

OPTION 2

OPTION 3

OPTION 4

- Option (1)
- Option (2)
- Option (3)
- Option (4)

- ix. "By making some small changes to your lifestyle, you can reduce your carbon footprint" The idea of making small changes, is mainly a reference to
- luxurious living.
 - Stingy living.
 - sustainable living.
 - unsustainable living.
- x. Pick the option showing the **CORRECT** use of the word 'sustainable'.
- Although Rahul is able to work 16 hours a day right now, this kind of work schedule is sustainable for long term.
 - Generating power through the use of fossil fuels is a sustainable and environment damaging.
 - Exploitation of natural resources is a sustainable option.
 - Organic farming promotes the sustainable health and productivity of the ecosystem.
- xi. Which of the following statements is **NOT** substantiated by information in passage?
- Single-use plastic bottles are an eco-friendly option.
 - Using less energy, can help to reduce carbon emissions.
 - Walk, ride a bike or use public transport to reduce greenhouse gas emissions.
 - If possible reuse products to reduce waste before discarding them.
- i. d. prioritizing the use of renewable resources
- ii. a. I am going to have a Christmas tree and hang all my gifts upon it.
- iii. a. 1, 3 and 4
- vi. c. promoting.
- v. b. It is an outdated practice
- vi. c. 2&3
- vii. d. 'decreasing'.
- viii. b. OPTION(2)
- ix. c. sustainable living.
- x. d. Organic farming promotes the sustainable health and productivity of the ecosystem.
- xi. a. Single-use plastic bottles are an eco-friendly option.

UNSEEN PASSAGE - 3 (DESCRIPTIVE)

Read the passage given below.

1. Plant-based milks line the shelves in the refrigerator section or most supermarkets these days soy milk, almond milk, and cashew milk, even milk made from rice, oats, or peas. Choosing a plant-based product seems like it would be a healthy option. But is it always? And is it better for you than drinking cow's milk?
2. Are plant-based milks healthier than cow's milk? Should people make the switch? If you drink cow's milk, there's really no reason to switch to a plant-based option. Cow's milk is a good dietary source of necessary Vitamins and minerals. A serving of cow's milk contains calcium, vitamin D, vitamin A, and a host of micronutrients that you need in your diet. That said, there is no nutritional requirement that you drink milk or eat dairy products specifically. In the past, experts recommended eating dairy products to build bones and prevent fractures. It turns out there's not very strong evidence that drinking a lot of milk or eating dairy products has a real benefit when it comes to reducing fracture risk.
3. Should people make the switch? So, if you want to switch to a plant-based product or if you need to do so because of a milk allergy or lactose intolerance, you can get the same nutrients by meticulously choosing the right plant-based milk product instead.
4. How should I choose a plant-based milk if I do want to switch? The quality of plant-based milks varies greatly when it comes to nutrients. Some contain virtually the same amount of vitamins and minerals as cow's milk; others fall far short. For example, many almond milks are much lower in protein than cow's milk. If you are going to switch to a plant-based milk, be certain to read the label and find a product that contains good amounts of protein, vitamin D, iron, and calcium ideally, aim for a milk that has at least 8 or 9 grams of protein per serving.
5. Are there other reasons to switch to a plant-based milk alternative? Plant-based milks are superior to cow's milk when it comes to the environment. Plant-based products are less environmentally taxing than animal-based products. So, if you're looking to reduce your carbon footprint, plant-based may be the way to go.

On the basis of your understanding of the above passage, answer questions given below.

i. Pick the option that correctly states what IS NOT the reasons for the recent shift to plant based milk Plant based milk is:

- a. one of the steps in reducing carbon footprints
- b. more environment friendly option.
- c a better substitute for lactose intolerant people.
- d. more nutritious and healthy option

ii "If you are going to switch to a plant-based milk " Pick the option in which the meaning of 'switch' is NOT the same as it is in the passage.

- a. The machine got switched off automatically.
- b. They switch their furniture nearly every year.
- c. Switching Diet plans for weight loss is a common practice.
- d People keep switching to different jobs for a salary raise.

iii. Pick the option that lists statements that are NOT TRUE according to the passage.

- 1. Plant- based milk is superior to Cow's milk when it comes to nutrients.
 - 2. There is no nutritional requirement to drink milk or eat dairy products specifically.
 - 3. Cow's milk is a good dietary source of necessary vitamins and minerals.
 - 4. Cow's milk is superior to plant based milk when it comes to the environment.
- a. 1 &2
 - b. 3&4
 - c, 2&3
 - d. 1 &4

iv. The word' meticulously', as used in paragraph, means the same as

- a. 'negligently'
- b. 'carelessly'
- c. 'carefully'
- d. 'vaguely'

- v. Which option represents the correct statement according to the passage?
- Plant-based milks are superior to cow's milk.
 - Plant-based milks are inferior to cow's milk.
 - Plant-based milks are at par with cow's milk.
 - Plant-based milks can be an alternative to cow's milk
- Vi. According to the passage, "there is no nutritional requirement that you drink milk or eat dairy products specifically", specifies that:
- It is futile to drink Cow's milk.
 - It is unhealthy to drink plant based milk.
 - It is unhealthy to drink Cow's milk.
 - Cow's milk isn't the only source of required nutrients
- Vii. The narrator talks about milk allergy or lactose intolerance. NOT having intolerance means, having
- Resistance.
 - Proneness.
 - Weakness.
 - Sensitivity.
- Viii. Cow's milk and its products can also be called:
- Dairy products.
 - Non-dairy products
 - Non-lactose products
 - Micro-nutrients products.
- ix. Which option correctly represents the opinion about plant based milk?
- Plant-based milks are superior to cow's milk
 - Plant-based milks are easily available in supermarkets.
 - Plant-based milks are at par with cow's milk.
 - Plant-based milks are an alternative to cow's milk.
- x. Choose the option that lists the statements that are TRUE with respect to consumption of dairy products to build bones:
- It is a myth and does not ensure protection from fracture.
 - It does ensure protection from fracture.
 - Lacks strong evidence to support.
 - A universal truth which can't be denied.
- | | |
|------------|------------|
| a. 1 and 2 | b. 2 and 3 |
| c. 1 and 4 | d. 2 and 4 |

- xi. While choosing right plant based milk, one should ensure that :
 - a. It must contain lesser vitamins and minerals as cow's milk
 - b. It should have at least 8 or 9 grams of protein per serving.
 - c. Its label must mention high prices.
 - d. Its label must mention added flavours.

UNSEEN PASSAGE 4(LITERARY)

Read the extract given below and answer the following questions:

1. From the moment a baby first opens its eyes, it is learning, sight and sensation spark off a learning process which will determine in large measure the sort of person it will become. Language stands head and shoulders over all other tools as an instrument of learning. It is language that gives man his lead in intelligence over all other creatures. Only man can stand off and contemplate his own situation. No other creature can assemble a list of ideas, consider them, draw conclusions and then explain its reasoning. Man can do all this because he possesses language. And if thought depends on language, clearly the quality of an individual's thought will descend on that person's language-rudimentary or sophisticated, precise or approximate, stereotyped or original.
2. Very young babies are soothed by human voice comforting words close to them. This essentially emotional response provides early evidence that feeling is an important component of language learning. Children learn to use language in interaction with other human beings, and this learning precedes best against a

background of affectionate feedback from the person who is closest to them. This is seen to perfection in the interaction between parent and baby: eyes locked together, the adult almost physically drawing 'verbal' response from the baby, both engulfed by that unique experience of intimate and joyful 'connecting' which sets the pattern of relationships between two people.

3. Thus, long before they can speak, children are involved in a two way process of communication which is steadily building a foundation on which their later use of language will be based. Constantly surrounded by language, they are unconsciously building structures in their minds into which their speech and reading will later fit-grammatical constructions, tense sequences and so on. The forms of these structures will depend on the amount and complexity of speech they hear. The fortunate children are those who listen to articulate adults expressing ideas and defending opinions. They will know, long before they can contribute themselves that relationships are forged through this process of speaking and listening; that warmth and humor have a place in the process, as have all other human emotions.
4. Using books is the most important means of ensuring a child's adequate language development. None of us can endlessly initiate and maintain speech with very small children; we run out of ideas, or just get plain sick of it. Their lives are limited and the experience just isn't there to provide the raw material for constant verbal interaction , without inevitable boredom on the child's part and desperation on the adult's. (Adapted from *Babies Need Books* by Dorothy Butler).

On the basis of your understanding of the passage, answer the questions that follow.

- i. Of all other creatures man leads in intelligence due to
 - a. ideas
 - b. conclusions
 - c. reasoning
 - d. language
- ii. For very young babies an important component of language learning is.
 - a. feelings
 - b. interaction
 - c. experience
 - d. feedback
- iii. Based on your understanding of the passage, choose the option that lists the correct sequence of the process of language
 1. Can assemble a list of ideas.
 2. Draw conclusion.
 3. Consider listed ideas.
 4. Explain his reasoning.
 - a. 4,2,1,3
 - b. 1,3,2,4
 - C. 4,1,3,2
 - d. 1,2,4,3
- iv. The narrator says that "The fortunate children are those who listen to articulate adults expressing ideas and defending opinions".NOT BEING articulate mean:
 - a. expressive
 - b. fluent
 - C. incoherent
 - d. coherent

- v. "Learning process which will determine in large measure the sort of person it will become." Pick the option in which the meaning of 'sort' IS same as it is in the passage.
- a. He needs to sort out his matters with his friends.
 - b. Tom sorted out the mail.
 - c. For goodness sake, what sort of being are you?
 - d. We will just sit back and let the machines sort it all out.
- vi. Pick the option showing the CORRECT use of the word 'contemplate'.
- a. Once she completes her schooling she needs to contemplate on her future.
 - b. Rahul is an obese man. His unhealthy food habits evidently shows how much he always contemplates about his health.
 - c. A warning sign is always ignored by people, this shows their contemplation towards safety.
 - d. Chances of failure is relatively high, when we contemplate before our actions.
- vii. Feeling is an important component of language learning among :
- a. Adults
 - b. Teenagers
 - c. Young babies
 - d. Parents
- viii. What are the most important means of ensuring a child's adequate language development?
- a. Using books
 - b. Two-way process of communication
 - c. Uttering comforting words
 - d. Drawing verbal response.
- xi. Pick the option that correctly lists the process that sparks learning among babies just from birth.

1. verbal interaction
 2. sight
 3. loud cries
 4. sensation
- a. 1 and 3
 - b. 3 and 4
 - c. 2 and 4
 - d. 1 and 2
- x. Pick the option that lists statements that are NOT TRUE according to the passage for language development in young babies.
1. It is not possible as they are too small to speak.
 2. It is visible as interaction between parents and babies.
 3. It forms an intimate and joyful relationship.
 4. babies show no affection and expression at all.
- a. 1 & 2
 - b. 3 & 4
 - c. 2 & 3
 - d. 1 & 4
- xi. Books are important for child's adequate language development as:
- a. they keep children busy and parents can get free time
 - b. they are cheaper than toys and games.
 - c. they provide enough ideas for their imagination.
 - d. they are visually beautiful.

SOLVED UNSEEN PASSAGE - 5(CASE-BASED)

Read the passage given below

- I Earthquakes are invariably linked to natural geomorphological phenomena, but scientists have claimed in a study that as many as 728 quakes in past 149 years might have been induced by human activities including mining, nuclear explosions and groundwater extraction. The research was published in journal 'Seismological Research Letters'.

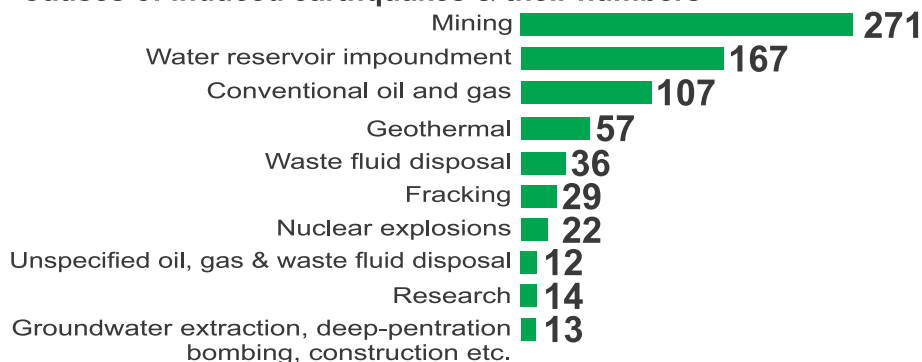
2. The list of the human-induced earthquakes include the catastrophic quake, with magnitude as high as 7.8 on Richter scale that struck Nepal in April, 2015. The journal claimed that the earthquake in Nepal was linked to groundwater pumping. "Indian scientists had in 2015 done a study on Nepal earthquakes and made this claim. I think more such studies must be carried out to find out the linkages, if any, between human activities and earthquakes", said Madhavan, Secretary of Ministry of Earth Sciences.

SEISMIC FACTORS TAKEN INTO ACCOUNT

Human-induced earthquake database (HiQuake)

No. of examples studied for human-induced seismicity from 1868-2017 | **728**

Causes of induced earthquakes & their numbers



No. of Indian examples

18

Mining
2 ●●

Water reservoir impoundment
16 ●●●●●●●●●●

(Source: inducedearthquakes.org and international science journal nature)

3. International science journal, Nature, has reported details of the latest findings of the geologists, referring to updated version of the 'Human-Induced Earthquake Database'

(Hi Quake.) Though most of the human-induced earthquakes were of lesser magnitude (2 to 3 on Richter scale), it also gave few examples where quakes of very high magnitude were triggered by human activities. The HiQuake carries details of 18 such examples of human-induced earthquakes that hit India over a period of time. Sixteen of such quakes were caused by water reservoir impoundment while the remaining two were caused by mining (one each due to coal and gold mining). "The largest event in the database is the magnitude-7.9 earthquake that struck in Sichuan, China in 2008, which some have linked with the filling of a nearby reservoir", said the 'Nature' report.

4. It reported that all the projects linked to earthquakes - whether blasting a mining tunnel, injecting waste-water or pumping ground water - involve moving mass around on earth's surface in ways that can nudge already-stressed faults. The HiQuake shows that the mining is the biggest cause of human-induced earthquakes. It accounted for 271 (37%) out of 728 total quakes listed in the database covering 1868-2017 period.

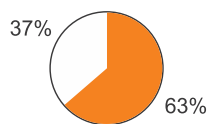
(October 06, 2017 By Vishwa Mohan/Times New Network)

On the basis of your understanding of the passage, answer the following questions.

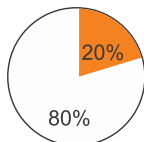
- i. According to the passage, the Human induced earthquake studies aim at
- Dismissing any linkage between human activities and earthquake.
 - Emphasizing the importance of human activities over earthquake.
 - Understanding the significant impact of human activities on earthquake.
 - Understanding the insignificant impact of human activities on earthquake.

- ii. Pick the option that lists statements that are NOT TRUE according to the passage:
1. There is coincidental increase in seismic rates due to human activities.
 2. Human induced earthquake pose no threat to infrastructure and human life.
 3. There is no linkage between human activities and earthquakes.
 4. The effects of human induced earthquakes may be similar to those created by nature.
- a. 1 and 2
 - b. 3 and 4
 - c. 1 and 4
 - d. 2 and 3
- iii. The word 'catastrophic', as used in paragraph 2, means the same as
- a. 'unforeseen'.
 - b. 'fortunate'.
 - c. 'destructive'.
 - d. 'astonishing'.
- iv. Based on information in paragraph 4, choose the option that correctly depicts percentage of biggest cause of HiQuake in comparison to other causes.

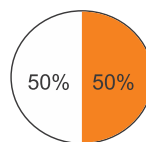
OPTION 1



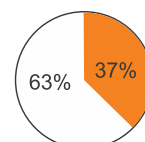
OPTION 2



OPTION 3



OPTION 4



■ MINING ■ OTHERS ■ MINING ■ OTHERS ■ MINING ■ OTHERS ■ MINING ■ OTHERS

- a. Option (1)
 - b. Option (2)
 - c. Option (3)
 - d. Option (4)
- v. "Though most of the human-induced earthquakes were of lesser magnitude (2 to 3 on Richter scale), it surprisingly also gave few examples where quakes of very high magnitude were triggered by human activities" The idea of being surprised is mainly a reference to
- a. Rare occurrence.
 - b. Mild intensity.
 - c. potential threat.
 - d. harmless impact.
- vi. Based on the given graphical representation of data in the passage, choose the option that lists the statements that are TRUE with respect to the causes and numbers of HiQuakes.
- 1. Mining is the biggest cause of HiQuake in India.
 - 2. Number of HiQuake caused by Conventional oil and gas is almost double of Geothermal.
 - 3. Construction is one of the least quake causing factor in HiQuake.
 - 4. Combined number of Mining, Geothermal and Waste fluid disposal is 50% of total HiQuake recorded.
- a. 1 and 3
 - b. 2 and 4
 - c. 1 and 2
 - d. 3 and 4
- vii Based on the given graphical chart, pick the option that is one the cause of induced earthquakes listed in database covering 1868-2017, which was also the potential cause of highest magnitude HiQuake that hit China in 2008 .

- a. Water reservoir impoundment
 - b. Geothermal
 - c. Mining
 - d. Fracking
- viii. Human activity responsible for earthquakes that hit India over a period of time, DOES NOT include:
- a. water reservoir impoundment.
 - b. gold mining.
 - c. coal mining.
 - d. geothermal
- ix Which of the following statements IS NOT linked to human induced earthquakes?
- a. Projects involving movement of mass around earth.
 - b. Natural geomorphological phenomena.
 - c. Unnatural explosions and blasts.
 - d. Weight of water collected in reservoirs.
- x. The recorded magnitude of Nepal 2015 HiQuake was _____ than biggest HiQuake recorded in China in 2008
- a. 0.1 less
 - b. 0.1 more
 - c. 1.0 less
 - d. 1.0 more
- xi. Arrange the given causes of induced earthquakes from the least causing to the most causing, from the following -
- 1. Fracking.
 - 2. Nuclear explosion.
 - 3. Research
 - 4. Geothermal

- a. 1, 3, 4, 2
- b. 2, 4, 3, 1
- c. 3, 2, 1, 4
- d. 4, 1, 2, 3

Answer Key:

- i. c. understanding the significant impact of human activities on earthquake .
- ii. d. 2 and 3
- iii. c. 'destructive'.
- iv. a. Option (1)
- v. c. potential threat.
- vi. b. 2 and 4
- vii. a. Water reservoir impoundment
- viii. d. geothermal
- ix. b. Natural geomorphological phenomena.
- x. a. 0.1 less
- xi. c. 3, 2, 1, 4

UNSEEN PASSAGE - 6(CASE-STUDY)

Read the passage given below.

1. The Ministry of Education rolled out a new School Bag Policy for 2020 in which it is stated that the school bag weight for students should weigh 10 % of their body weight. This suggestion was on the basis of surveys and studies conducted by the NCERT.
2. Along with slashing the weight for school bags, the policy also suggests that no homework up to class 2. For classes 3, 4, and 5 homework hours should be limited to 2 per week For classes 6, 7 and 8 a maximum of 1 hour per day. From classes, 9 to 12 two hours per day should be allocated for homework.

3. The policy said there should be no bags in pre-primary For classes I and II the bag weight range should be between 1.6 kg to 2.5 kg. Like-wise it should be 1.7 kg to 2.5 kg, 2 kg to 3 kg, 2.5 to 4 kg 2.5 kg to 4.5 kg and 3.5 kg to 5 kg for classes III to V, classes VI and VII, class VIII, classes IX and X and classes XI and XII respectively.

BODY WEIGHT AND WEIGHT OF SCHOOL BAG

Class	Average body Weight in kg	Bag weight range in kg (recommended)
Pre Primary	10-16	No bag
Class I	16-22	1.6-2.2
Class II	16-22	1.6-2.2
Class III	17-25	1.7-2.5
Class IV	17-25	1.7-2.5
Class V	17-25	1.7-2.5
Class VI	20-30	2-3
Class VII	20-30	2-3
Class VIII	25-40	2.5-4
Class IX	25-45	2.5-4.5
Class X	25-45	2.5-4.5

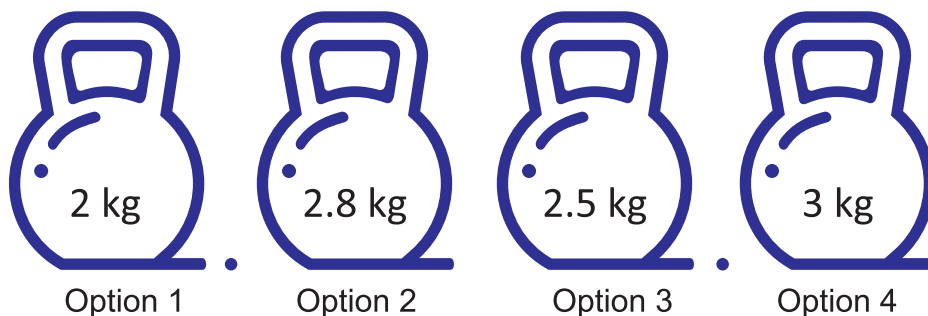
4. The new policy suggested that the homework given must suit the individual interests of students. In other words, teachers should create 'interesting homework'. To ensure that optimal weights of school bags are followed, the policy suggested that every school must have a digital weighing machine to ascertain the weight of the bag.
5. Heavy School Bags are a serious threat to the health and well being of the students. It has a severe, adverse physical effect on the growing children which can cause damage to their vertebral column and knees It also causes anxiety in them. Moreover, in the schools which are functioning in multistoried buildings. the children have to climb the steps with heavy School Bags, which further aggravates the problem and health consequences.

6. This heavy load is caused by the fact that the children bring textbooks, guides, homework notebooks, rough work notebooks etc., to the classroom every day. Therefore, clear Guidelines of what school item must be brought every day must be clearly outlined. One of the suggestions made by the policy is that a school bag needs to be light-weight with proper compartments, and should contain two padded and adjustable straps that can be squarely fit on both the shoulders. Wheeled carriers should not be allowed as it may hurt children while climbing stairs.

On the basis of your understanding of the passage, answer the questions that follow.

- i. According to the passage, one of the reasons for rolling out school bag policy 2020 is:
 - a. to fix the school bag weight to maintain uniformity.
 - b. to reduce pressure and rote learning.
 - c. to fix the responsibility of school and parents.
 - d. to calculate perfect weight of school bag
- ii. Pick the option that lists statements that are NOT TRUE according to the passage.
 1. School bag weight should be as per the student's capacity to carry weight
 2. Climbing steps with heavy school bags can affect student's health further.
 3. School bag weight should be as per the approved percentage of student's body weight.
 4. Maximum homework should be given to reduce school bag weight in classroom.
 - a. 1 & 2
 - b. 3 & 4
 - c. 2 & 3
 - d. 1 & 4

- iii. The word 'aggravate', as used in paragraph 3, means the same as
- 'improve'.
 - 'intensify'
 - 'appease'
 - 'alleviate'
- iv. Based on the given table in the passage, choose the option that correctly states appropriate school bag weight for a class 7 student of 28 kg body weight :



- Option (1)
 - Option (2)
 - Option (3)
 - Option (4)
- v. "Every school must have a digital weighing machine to ascertain the weight of the bag", is suggested to
- fix responsibility of school only .
 - ensure school bag weight is not more than the recommended percent age.
 - ensure digital measuring system for school bag weight check
 - to encourage child to carry technically prescribed weight.
- vi. Based on the given graphical representation of data in the passage, choose the option that lists the statements that are TRUE with respect to
- Pre -primary students can carry minimum 1.6 kg school bag.
 - A Senior Secondary student average body weight is 35-50 k.g.

3. A class XIIth student can carry school bag of 5 k.g or more.
4. Minimum average body weight of a class Xth student is same as class VIIIth student.
 - a. 1 and 3
 - b. 2 and 4
 - c. 1 and 2
 - d. 3 and 4
- vii. 'no homework up to class 2' suggests that:
 - a. they don't need any homework
 - b. they are too young to sit for long hours
 - c. their learning should stop at school only.
 - d. they do not need to develop writing skills.
- viii. 'interesting homework' DOES NOT suggests
 - a. encouraging learning by doing.
 - b. reduce reliance on textbook only.
 - c. learning in accordance with interest.
 - d. homework for fun and frolic only
- ix. Which of the following statements is NOT substantiated by information in passage?
 - a. Maximum two homework per week for class 4 students.
 - b. No school bags at all upto class 2.
 - c. Maximum homework two hours per day for class 9 student .
 - d. No school bag for Pre-Primary students.
- x. According to the 'School Bag Policy 2020', which is the option that correctly states the appropriate school bag :
 1. School bag should be light weight.
 2. Wheeled carriers should be used.
 3. trap should be padded, adjustable and well fit on shoulders .
 4. No compartments are needed in a school bag.

- a. 2 and 4
 - b. 1 and 3
 - c. 2 and 3
 - d. 1 and 4
- xi. Choose right option which substantiate the reason cited for heavy load are:
- 1. Lack of clear guidelines about what to carry.
 - 2. Maximum load ensure maximum learning.
 - 3. Too many books are carried which can be avoided.
 - 4. Students feel good to carry everything in their bags
- a. 1 and 2
 - b. 3 and 4
 - c. 2 and 3
 - d. 1 and 3

SECTION B
ADVANCE WRITING SKILL (WEIGHTAGE - 20 MARKS)
SHORT WRITING SKILL

1. NOTICE

A notice is a written form of communication to convey a message to masses together at the same time. It should be simple, precise, clear and comprehensive.

Where is it used: Schools, organisations, residential complexes, clubs, associations etc

Why is it used: To inform people about various events, issues and important instructions.

MARKS ALLOTTED: 5

Distribution of Marks

Format: Name of the Institution, Notice, Title, Designation
(1 Mark)

Content: Main body- Answer – What, When, Where, How, for Whom and Whom to contact.
(2 Marks)

Expression: Overall organisation, accuracy, fluency
Points to remember date, Writer's Name with Designation
(2 Mark)

- Begin with writing the name of the issuing authority / institution / organisation / school/ society in the centre.
- Write the word 'NOTICE'(centrally aligned).
- Then write date in words(5 March 2022/March 5 2022) on the left hand side.
- Body of the notice- Mention purpose of notice, date, time, venue, duration of programme or any other required information.
- Mention the name and designation of the person issuing the notice on the left-hand side.
- Notice should always be written in a box.
- Word limit -50 words

FORMAT OF THE NOTICE

Name of Issuing Authority / School / Organisation	
NOTICE	
Date:	Title / Heading
Main Body of the Notice / Content	
(i)Event	
(ii)Date	
(iii)Timings	
(iv)Venue	
(v)Chief Guest (if any).	
(vi)Other details and relevant instructions.	
Name:	
Designation :	

Example: You are Sahil / Srishti, Head boy/girl of SKV Laxmi Vihar, Delhi. A new auditorium has been constructed in your school which is going to be inaugurated by Deputy CM. Draft a notice for your school notice board inviting students and their parents to the inauguration ceremony.

SKV LAKSHMI NAGAR, Delhi
NOTICE
7 January 2023
Inauguration Ceremony
All the students are hereby informed that the new school auditorium is going to be inaugurated on 15 January 2023 at 10 am by Honble Deputy CM of Delhi. All the students alongwith their parents are invited to attend the programme All guests are requested to occupy their seats by 9.30 am.
Srishti/Sahil
Head boy/Head girl

(a) Example: You are Archie/Archit , the President of the Student Council of Ambedkar SOSE Narela. Your School is hosting a performing art competition for all SOSEs. Draft a notice inviting entries for vocal music, painting and dance competitions.

**AMBEDKAR SOSE NARELA
NOTICE**

13th November 2022

Performing Arts Competition

This is to inform all the students of Ambedkar SOSE Narela that the school is hosting a performing arts competition for all SOSEs on 20th November 2022 from 11am to 2pm IST in the school auditorium. The events shall include classical dance, vocal music, western dance, painting and sketching. The age groups are from 12 to 16 years.

Those who are interested or have any queries, may contact the undersigned latest by 16th November 2022.

Archie/Archit
President

Example : Due to acute water shortage this summer, you are concerned about advising the residents of your colony for saving water. As the President, RWA, A Block Vasant Kunj, Delhi, draft a notice in about 50 words to make the residents aware about the problem and suggest measures for conserving water.

Residents Welfare Association, A Block Vasant Kunj, Delhi

NOTICE

August 8, 2022

WATER CRISIS

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

President
Resident Welfare Society A Block, Vasant Kunj, Delhi

Questions for Practice

(a) You are Priyanshu / Priyanka, the President of Welfare society of your community. You wish to call a meeting of all members of the Welfare society council to discuss the measures to be taken to ensure proper COVID 19 appropriate protocols and their implementation. Draft a notice inventing details in not more than 50 words.

(b) Delhi Government has launched a programme for all residents wherein a yoga teacher is being sent to societies for a group comprising of at least 25 people willing to learn yoga. In the capacity of the President of RWA, Mayur Vihar, Delhi. Write a notice in about 50 words informing all the residents about the scheme and motivating them to register their names soon so that the classes may begin soon.

(c) DDA Sports Complex has been made a quarantine camp in the light of the pandemic and will remain shut for normal activities till June 15 2023. Draft a notice informing its members about the closure. You are Keshav/ Kashvi, Manager of the Sports Complex.

(d) Your school is successfully running the Business Blaster Programme and is organizing an exhibition of the products prepared by the students. The SMC members are going to the guests of honour. Write a notice on behalf of XII class students inviting the school students to enjoy the exhibition. You are Anshika/ Akshay, monitor of Class XII A.

(e) Two students of your school, R.P.V.V. Surajmal Vihar, Delhi, have become IAS officers and are coming to the school as guests of honour in the School Alumni Meet. As Secretary of the Alumni association of your school, write a notice in not more than 50 words, informing and inviting the students to participate in an interactive session with them. You are Rudraksh/ Rashika.

INVITATIONS AND REPLIES

An invitation is a form of written request to someone to attend a specific occasion, celebration, programme or event.

MARKS ALLOTTED : 5

Format: (1 Mark)

Content: Main body- What, When, Where, How, for Whom and Whom to Contact. (2 Marks)

Expression: Overall organisation, accuracy, fluency (2 Marks)

Types of invitation:

- | | | | |
|----|--------|----|----------|
| a. | Formal | b. | Informal |
|----|--------|----|----------|

FORMAL INVITATION:

- To be written in third person.
- Details like address, code or any other instructions are written at the bottom to the left or the right side as per choice.
- Subject matter is generally written in the centre.
- No abbreviations to be used.
- Simple present tense is used.
- Word limit 50.
- Each entry to be mentioned in a separate line e.g.,
 - (a) The name of the person(s) who is/are inviting
 - (b) Formal expressions like 'request the pleasure of your company'
 - (c) Time and date of event
 - (d) Purpose and occasion of invitation.
- For RSVP, address and telephone no. is given at which the invitee may contact for any queries. (for family functions)
- Name of the Chief Guest of the programme may be given

Formal invitation for marriage/auspicious/officially celebrated occasions:-



Example : You are a student of Sardar Patel Vidyalaya, Lodhi Road. The School is holding its Annual Food Fest at 11 a.m. on 10 January, 2021. The Chief Minister of Delhi has consented to be the Chief Guest. Design an invitation card to be sent to the parents and other invitees. (Word Limit 50).

<p>The Principal, Staff and Students of</p> <p>Sardar Patel Vidyalaya, Lodhi Road, Delhi</p> <p>request the pleasure of your company in</p> <p>ANNUAL FOOD FEST</p> <p>on Sunday, 10 January 2023</p> <p>at 11.00 a.m.</p> <p>in the School Auditorium</p> <p>Honourable Chief Minister of GNCT of Delhi has very kindly consented to be</p> <p>the Chief Guest.</p> <p>R.S.V.P.</p> <p>Admin Officer</p> <p>011-27xxxxxx</p> <p>Special Instructions:</p> <p>(This card admits only two)</p> <p>You are requested to be seated by 4.30 p.m. Note :</p>

Questions for Practice:

- (a) You are organizing a Spoken English Workshop in your school. Draft an invitation to invite a renowned resource person from the British Council for the same.
- (b) Deshbhakti curriculum has been introduced in your school. You want to organize a talk by an eminent Speaker. Draft an invitation to invite the guest to visit your school and be the Speaker of the day.
- (c) The Eco Club of your school is planning a Cleanliness Drive So you are organizing a rally to arouse awareness for cleanliness in your neighbouring localities.. Draft a formal invitation to be sent to SMC members to flag off the rally, giving details of the event.
- (d) Your school is going to celebrate World Health Day on April 8,2023. Your school wants to invite the famous nutritionist Diwekar Rujuta for a talk on healthy eating habits. Draft an invitation card to invite her to be the speaker.

Example: You are Mr. Madan Sharma. Write a formal invitation for the marriage function of your daughter. The marriage is on 20 January 2023 at 7.30 pm at Red Carpet, Party Lawn, Preet Vihar, New Delhi.

<p style="text-align: center;">Mrs. and Mr. Madan Sharma</p> <p style="text-align: center;">Solicit your gracious presence on the auspicious occasion of the marriage of their grand daughter SONALI</p> <p style="text-align: center;">(Daughter of Mrs. Savita and Mr. Rahul Sharma) With SHRIDHAR</p> <p style="text-align: center;">(Son of Mrs. Suman and Kapil Sharma)</p> <p style="text-align: center;">on 20 January 2023</p> <p style="text-align: center;">at 7.30 p.m.</p> <p style="text-align: center;">Red Carpet, Party Lawn, Preet Vihar, Delhi-110031</p> <p style="text-align: right;">With best compliments from Vinod Sharma & All Relatives</p> <p>R.S.V.P.</p> <p>Madan Sharma</p> <p>B-36, Rajdhani Enclave, Vikas Marg, Delhi Ph. : 9868xxxxxx</p>
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Questions for Practice:

(a) You are a member of Laughter Challenge Association. Draft a formal invitation to invite all the members for the upcoming standup comedy event on 15th December 2022.

(b) You are organising an Exhibition of Paintings 'Nayika Series' on 30th November, 2022 at Azad Bhavan Art Gallery at 5:45 p.m. Draft an invitation card to invite general public.

(c) Your brother is going to be engaged. Your family wants to host an Engagement Party. Draft an invitation card to invite all your friends and relatives to join your family on this ceremonious occasion. You are Vasudha/Varun.

FORMAL REPLIES: ACCEPTANCE/REFUSAL

Points to Remember

- Acknowledge the invitation
- Be brief and specific
- Express thanks in third person
- Not to be signed at the end
- If accepting, confirm the date and time
- If declining, give reason and convey your best wishes
- Give date and address at top left-hand side
- Use simple language
- Word limit 50 words

Formal Acceptance

Example: You are Mr. Ajay Gupta of 7 Park Avenue, Delhi. Draft a reply accepting an invitation to attend a house warming party hosted by your colleague.

7, Park Avenue, Delhi

9 January 2023

Mrs. and Mr. Ajay Gupta thank Mrs. and Mr. Satish Sharma for their kind invitation on the house warming party on 20 January, 2023 at 11 a.m., which they are delighted to accept. It's their great pleasure to attend the ceremony.

Questions for Practice

(a) You are Vinay of Panipat. Your colleague has invited you to the engagement party of his brother. Prepare a formal reply expressing your thanks for the invitation and express your acceptance for the programme.

(b) You are Mohini Sehgal of 43 Shakti Kunj, Udaipur. Your neighbour has invited you to a House Warming Party of their new house. Draft a formal reply of acceptance to the function.

(c) You are Srishti, a lecturer of English. Your student has invited you to a party planned on the occasion of being awarded the Student of the Year trophy. Draft a formal reply of acceptance of the invitation.

(d) You are Akhil of Ashoka University. An eminent school invited guests from University to attend a talk show. Draft a reply expressing thanks for inviting and showing your acceptance of the invitation.

Formal Refusal

Example : You are Mr. Ajay Gupta of 7 Park Avenue, Delhi. Draft a reply of refusal expressing inability to attend a house warming party hosted by your colleague.

7, Park Avenue, Delhi

20 January 2021

Mrs. and Mr. Ajay Gupta thank Mrs. and Mr. Satish Sharma for their kind invitation on the house warming party on 30 January, 2021 at 11 a.m. but regret their inability to accept the same due to urgent and unavoidable assignment abroad.

Question for Practice

- a. You are Vishesh Panchal of Haryana. Prepare a formal reply expressing inability to attend the retirement party of a colleague owing to a prior engagement.
- b. You are Mynna Sehgal of 43 Vikas Kunj, Jaipur. Draft a formal reply of acceptance to an engagement function.

Formal invitation to preside over/inaugurate /judge events.

Example : You are Neha / Nakul, the Literary Secretary of Government Model School. You have to organise an Inter School Debate Competition. You wish to invite Mr. Shailesh Gupta, an eminent speaker to preside over the function.

Govt. Model Sr. Sec School, Sector-19 Chandigarh

16 January 2021

Sub : Invitation to preside over Inter School Debate Competition.

The Literary Society of our school is organising an English Debate Competition on the topic 'Social Media causes more harm than good.' on 21 January 2022 at 9:30 a.m. in the school auditorium. Kindly consent to preside over in the above said programme.

Yours sincerely

Neha

Questions for Practice

(a) JKL Public School, Dehradun is going to organise its Annual Day in the coming week. As AK. Sharma, the Principal of the School. draft a formal invitation to invite noted author Sudesh Gupta to preside over the function.

(b) As Secretary of the Literary Society of your school, write a letter of invitation to an eminent journalist inviting him to address the students on a talk show to be held in your school.

FORMAL ACCEPTANCE (To Preside/Inaugurate / Judge Events etc.)

Example : You are Shailesh , a famous speaker. You have been invited to be the judge of Declamation competition by Neha the President of English Literary club of ABC School Delhi. Write a letter of acceptance of the invitation.

73, Sector-11-A Chandigarh

18 January 2021

Dear Neha

Many thanks for inviting me as a judge of Declamation Competition to be held on 27 January 2021 at 9.30 p.m. I shall be highly delighted to attend the function and enjoy listening to the views of students.

Yours truly

Shailesh

Questions for Practice

(a) You are Education Minister, Vinod Kumar of Delhi. You have been invited for the inauguration of a school. Draft a suitable reply of acceptance to attend the function.

(b) You are a renowned environmentalist Rabhya Aggarwal of Shreshtha Vihar, Delhi. You have been invited to inaugurate the Van Mahotsav function. Draft a suitable reply of acceptance.

FORMAL REFUSAL (To Preside / Inaugurate / Judge Events, etc.)

Example : You are Shailesh, a famous speaker. You have been invited to be the judge of Declamation competition by Neha the President of English Literary club of ABC School Delhi. Write a letter showing inability to accept the invitation.

73, Sector-11-A Chandigarh

18, January 2021

Dear Neha

Many thanks for inviting me to preside over the Inter Zonal Declamation Competition to be held on 28 January 2021 at 9.30 p.m. but I am sorry to say that I shall not be able to attend the same due to a prior appointment with my doctor.

With warm regards

Yours sincerely

Shailesh

Questions for Practice

(a) You are a well-known scientist you have been invited to deliver a lecture on Nuclear Energy in the Science Centre. Write a reply refusing the invitation because you would be out of town.

(b) You are a noted stage artist and have been invited to perform at a stage show in a cultural event in Noida. Write a reply refusing the invitation because of a prior engagement.

INFORMAL INVITATION

Informal invitation follows the ordinary personal letters pattern. These letters or , invitations are written to relatives, friends and known persons.

Points to Remember

- Use first person 'I', 'We' and 'You' and avoid using 'he', 'she' and 'They'
- Do not write subject and receiver's address.
- Write in warm and personalised style with relaxed and informal tone.
- Avoid writing unnecessary details.
- Begin with 'Dear' ____ (Name)
- Word limit 50

Example : You are Anuj / Anuja Goel of 23, Yojna Vihar, Delhi Write an invitation to invite all your friends for the party you are going to celebrate your selection in B-Tech in DTU.

23, Yojna Vihar, Delhi

10 January 2021

My dear Rahul

I have much pleasure in inviting you to post selection party after my admission in DTU. Reach my residence at 7.30 p.m. on 16 January 2021 to join my family and friends in my moment of joy.

Yours truly

Anuj

Question for Practice

1.You are Akshay/Akshita of Harvard's Academy. You have been awarded a scholarship to visit NASA for a Students' Workshop. You want to share your joy with your friends and family. Write an invitation to invite all your friends and close relatives.

2.Mrs. and Mr. Sharma wish to celebrate their 25th wedding anniversary. As Mr. Sharma write an Informal invitation inviting your best friend Mrs. and Mr. Vohra. Write necessary details.

3.You are Shivani/ Shiv , a resident of Surya Vihar, Lucknow. Your brother has opened a Cafe . Write an invitation to invite all friends and family members to attend the inauguration ceremony.

1. You are Anjali. Your brother has received the prestigious Best Employee Award from his company. You want to give a surprise party. an invitation for your family members and friends to attend the party.

2. You are Varsha, a resident of Kota. Your brother has turned 18 recently . He has casted his vote for the first time. You want to congratulate him for the same in the form of a small party. Write an invitation for his friends to attend the party.

INFORMAL ACCEPTANCE

Example : You are Rahul and have been invited to the selection party of your friend Anuj. Write a reply accepting the invitation you got.

7-C, Vojna Vihar, Delhi

7 November 2022

Dear Anuj

Many thanks for inviting me to attend your post selection party which will be held on 9 January 2021 at your home. I shall be highly delighted to attend the same and will enjoy the party with great fun.

Yours truly

Rahul Gupta

Questions for Practice

1. You are Akash/ Ashini. You have been invited to attend the inauguration ceremony of a Café opened by your friend's sister. Respond to the invitation accepting it.

2. You are Hamel/Heena of 23, Raj Nagar Delhi. Your friend Neeraja has invited you for a party to celebrate her brothers good board result and admission to a prestigious college. Draft a reply accepting the invitation.

3. You are Priyanshu/Preeti of C-2, Jagriti Apartment, Rohini Delhi. You have received an invitation to attend the naming ceremony of your cousin's daughter. Write a reply accepting the invitation.

INFORMAL REFUSAL

Example: You are Rahul and you have been invited to the selection party of your friend Anuj. Write a reply regretting your inability to attend the same.

7-C, Yojna Vihar, Delhi

10 May, 2021

Dear Anuj

Many thanks for inviting me to attend your post selection party, but I am sorry to say that I shall not be able to attend the same as I shall be out of station next week. I shall miss this joyous occasion. I wish you all the best for the future.

God Bless You Yours truly

Rahul Gupta

Questions for Practice

1. You are Akash/ Ashini. You have been invited to attend the inauguration ceremony of a Café opened by your friend's sister. Respond to the invitation regretting your inability to attend the same due to a prior engagement.

2. You are Hamel/Heena of 23, Raj Nagar Delhi. Your friend Neeraja has invited you for a party to celebrate her brother's good board result and admission to a prestigious college. You are unable to attend the function. Write a reply in about 50 words.

LETTERS

A letter is a form of written communication. These are of two types. Formal and Informal.

Formal Letters include

- Letter to the Editor (giving suggestions or opinions on issue of public interest).
- Application for Job.

Marks Allotted - 5

Format : Sender's Address, Date, Receiver's Designation and Address. Subject, Salutation, Complimentary Close, Sender's name

(1 mark)

Content: *Body of the letter, number of paragraphs - 2 marks*

Expression: Grammatical accuracy, appropriate words and spelling, Coherence and relevance of ideas (2 marks)

Note: No Marks awarded if only format is written.

Points to Remember

- Start each new line from left hand margin.
- Sequence of writing a letter
 - a. Sender's address(left aligned)
 - b. Date(left aligned)
 - c. Receiver's address(left aligned)
 - d. Salutation : Sir/ Madam(left aligned)
 - e. Subject Content of the letter(left aligned)
 - f. Body-
- Para 1 – Introduce yourself and the issue. Explain the purpose of writing the letter.
- Para 2 - Explain the problem giving reasons and solutions(it may be further divided into two paragraphs) Give an in-depth idea of the issue and give details.
- Para 3 - Request to the addressee to fulfill the needed task.

- Complimentary close
 - a) To the Principal: Yours obediently/
 - b) To the Employer/Editor: Yours sincerely/Yours truly.
 - c) To the dealer/ business vendor: Yours sincerely.
- Coherence and organisation of ideas
- Think and analyse the subject/ topic
- Recall all the ideas and put them on a rough sheet while brainstorming
- Organise the ideas

LETTER TO THE EDITOR

These letters give suggestions/ create awareness on an issue of public interest or an issue already raised in an article/ write up.

Points to Remember

- Draw the attention of the concerned authorities/general public towards the problem.
- Request the concerned authorities to take action NOT to the editor. It is not a direct request.
- While dealing with social/civic problems provide suggestions to curb or control it in the end.
- Raise the issue by citing some latest news / items/ Survey report/ personal experience etc.
- Analyse the issue in terms of its causes and consequences.
- Conclusion to be positive, straightforward with pleasant tone and use of polite language.

Example: You are Rekha / Rakesh, a student of DPS Indrapuram Class XII. After the pandemic, mental health of students is declining and they are required to cope up with a lot of stress in today's competitive environment. Write a letter to the editor to highlight the increasing stress faced by students and suggesting ways and means to combat it.

Delhi Public School,
Indrapuram

6 June 2022

The Editor
The Times of India
Bahadur Shah Zafar Marg, New Delhi-110002

Sub. : Problem of declining mental health of Students

Sir/Ma'am

Through the columns of your esteemed newspaper, I would like to express my views on the problem of increasing stress among the students due to highly competitive environment and consequently their declining mental health due to this.

Today's world is full of competition. Every now and then a child is assessed on different parameters. Parents expect a lot from their children. They want their children to excel in all the fields such as studies, sports and co-curricular activities. Everyone wants his/her children to be a doctor or an engineer. The result is that children are unduly stressed and burdened. All day long they are indulged in completing their homework and studies and no time is left for games and sports. Especially after being confined to their homes for two years due to the pandemic, students have been facing major mental health issues. It is high time we should ponder upon this problem. Students should be involved in games, sports and yoga to combat stress. Parents should not pressurise their children for performing excellently in studies. Meditation can be practised for keeping stress at bay.

I hope this letter of mine finds a place in your esteemed newspaper so that adults can identify the pain and stress, their children are going through.

Yours sincerely

Rekha/ Rakesh

Questions for Practice

(a) You are Kavita / Kailash staying at B-101, Yamuna Vihar, Delhi. You find it disturbing that despite holy significance of the river Ganga, people continue to pollute it. Write a letter to the editor of a National Daily expressing your concern about the apathy of people towards environmental degradation. Also suggest ways to mobilise city dwellers for the cause of Ganga purity with the help of school children.

(a) You are Vikas/Vani of Lok Vihar, Delhi. You find it concerning that the menstruation stigmas continue to be a huge part of the society. Write a letter to the Editor of a newspaper generating awareness about this natural phenomenon that has been stigmatized since generations.

(b) You are Shreyans/ Shreya of Vivek Vihar. Yesterday a monkey bit an old lady in your locality. Write a letter to editor of local daily showing your concern over the increasing Monkey Menace in your locality, how children and senior citizens are traumatized by monkeys. You request the concerned officials to take necessary and immediate action.

(c) You are Dimpy/ Dinesh living at RKPuram. You are amazed to see the bulk of waste lying scattered on the roads, despite various advertisements regarding cleanliness. Write a letter to the Editor of the national daily arousing public awareness regarding Cleanliness.

APPLICATION FOR JOB

Points to Remember

- Job application has two parts-
(a) Covering letter (b) Resume/Biodata
- Start body of the letter giving source of information about the job (newspaper) day, date, advertisement number etc.
- Share your interest and competence level.
- Close the letter giving note that bio-data/ resume is enclosed.
- Write 10-12 points in Curriculum Vitae
- Resume/Curriculum Vitae, an integral part of the job application should include:
 1. Name
 2. Father's Name
 3. Date of Birth/Age
 4. Address
 5. Hobbies
 6. Languages Known
 7. Nationality
 8. Educational Qualifications:
(a) Years of Passing, Marks and Subjects, Name of University/Board etc. of Educational Qualifications
 9. Professional Qualifications
 10. Experience
 1. Salary Expected
 12. Reference -At least 2 references

Example : You are Sudha/ Sudhir resident of A-7, Shanti Park.
You read the following advertisement in a newspaper.

SITUATION VACANT

Wanted a young and experienced graduate with fluency in English and knowledge of a foreign language is compulsory, to work as a translator of books in a leading publishing house in Delhi. Contact Manager along with your complete C.V. within 7 days of this advertisement.

Draft an application in response to the advertisement giving your detailed resume.

A-7, Shanti Park Delhi

16 September, 2022

The Manager
ARN Publications
Delhi

Subject: Application for the Post of Translator

Sir/Ma'am

In response to your advertisement in the Hindustan Times dated 15 September, 2022 for the post of translator, I hereby offer my candidature for the same.

I possess requisite qualifications and experience. I want to join your publishing house to fully utilize my potential.

You may call me for an interview on any date as per your convenience. I shall be able to join my duties at one month's notice if appointed. I am enclosing my detailed resume for your perusal

Thank You
Sudha / Sudhir
Enclosure : Detailed Resume

Resume/Biodata

Name: Sudha / Sudhir

Father's Name: Mr. Subhas

Age : 25 Years

Address : A-7, Shanti Park, Delhi

Hobbies: Music, Net Surfing, Photography, Sports.

Languages Known: Hindi, English, French

Nationality: Indian

Educational Qualifications :

Senior Graduation Secondary Exam. from CBSE with 8.5 CGPA
Secondary Exam. From CBSE with distinction from Delhi University with first division.

Professional Qualification : Diploma in Computers from Aptech with first division.

Diploma in French

Experience : Worked as receptionist with ABC group of companies for 2 years.

Expected Salary : As per the norms

References :

1. Mr. K. Aggarwal
Aggarwal Publications Delhi
2. Mr. Ashok Kumar Principal
AB Public School, Delhi

Questions for Practice

- (a) You are Kashvi/ Krishan from F-9, Mayur Vihar, Delhi. You have come across an advertisement in a national daily for recruitment of Radio Jockey by Radio One, Noida. Apply in response to this advertisement giving your detailed bio-data.
- (b) You are Ritu / Ritva of 131, Jagriti Vihar, Gurgaon. You recently read about a post of a research scientist being advertised by Charak Research Ltd. Hyderabad You wish to apply for it. Apply with full details to the Manager of the Research Centre.

ARTICLE

An Article is a piece of writing on a specific topic forming an independent opinion expressed by the writer. It is the most advanced form of writing which presents information on a variety of themes.

Distribution of Marks : 5 Marks

Format: Heading and Writer's Name (1 mark)

Content: Introduction, Causes, Effects and suggestions (2 marks)

Expression : Grammatical accuracy, appropriate words and spellings

Coherence and relevance of ideas and style (2 marks)

Word Limit: 120-150 Words .

Points to Remember

1. Give an appropriate Title - Write the Heading/Title at the top (Centrally aligned)
 - a) First letter of every word is supposed to be capital e.g. Pollution A Menace
 - b) The title must be eye catching
 - c) Should give a crisp idea of the theme
 2. Mention the writer's name
 3. In case of new paper article give date & place
 4. Divide the article into three parts i.e. split your subject matter into 3-4 paragraphs
- Part-1 - Introduction (beginning)- Introduce the topic and briefly mention the status of the issue. State facts or quotation
- Part-2- Analyse the topic in terms of types/ kinds
Causes and effects
Problems (if any)
Consequences
Positive/ Negative effects
Related Information/ Statistical data
Implications - social / environmental / psychological / health related.
- Part 3- Conclusion- suggestions / remedial measures / reminders / compare and contrast

- 1.Organise the ideas in a logical order, with systematic presentation
- 2.Predictions and personal observations may be included
- 3.Pay attention to grammatical accuracy and good use of vocabulary
- 4.Use sentence linkers to ensure continuity - e.g. Consequently similarly, finally, moreover etc.
- 5.Word limit 120 to 150 words.
- 6.Create rough work- First jot all the ideas, second make sequence and third join all the ideas with linkers and cohesive words.
- 7.For good article writing, it is important to read/ speak, listen to radio shows, panel discussions, explore latest live data, newspaper and do consistent sharing of day-to-day experiences.

Example: Digital India is an initiative by government of India, intending to create India technologically literate and connected. Write an article in about 120-150 words for a magazine, providing information about the initiative. You are Neha.

DIGITAL INDIA

By: Neha

In order to transform the entire ecosystem of public services through the use of information technology, the Government of India has launched the Digital India programme with the vision to transform India into a digitally empowered society and knowledge economy. Digital India was launched by the Prime Minister of India Narendra Modi on 1 July 2015 with an objective of connecting rural areas with high-speed internet networks and improving digital literacy. The vision of Digital India programme is inclusive growth in areas of electronic services, products, manufacturing and job opportunities etc. and it is centred on three key areas – Digital Infrastructure as a Utility to Every Citizen, Governance & Services on Demand and Digital Empowerment of Citizens. The Digital India programme has witnessed a consistent upward growth trajectory, achieving numerous milestones and dotted with major milestones and flagship initiatives. These achievements cover a wide plethora of sectors and include development of broadband highways, universal access to mobile connectivity, public internet access programmes, e-governance to name a few. Many major schemes and projects such as Aadhaar, Smart Cities Mission, BHIM UPI, RuPay, GSTIn, GeM (Government e-Marketplace), DigiLocker come under the aegis of the Digital India programme.

EXAMPLE: DECLINING SEX RATIO

By: XYZ

It is great irony that in a country where women are worshipped for power and energy, they are facing a kind of extinction, thereby bringing down the ratio. The birth of a son is a cause for great rejoicing with drumming, singing and public proclamations but that of a girl is an occasion for disappointment or at the best indifference.

The main causes of declining ratio of girl child are the large number of diseases which are either not treated or treated inadequately. The girls are killed even before their birth. The practice of pre birth sex selection has spread rapidly through all castes and groups.

Region, religion and caste exercise an influence over mortality rates. The lower the status of women in a particular section of the population, the higher the number of female deaths.

Child marriages, early pregnancy, malnutrition during pregnancy, lack of medical treatment, physical torture, rapes and unequal status in the society make them the child of lesser Gods.

It is really a cruel joke that the mother of humanity is no one's child, the maker of the home, does not have a home. The 'Creator' is destroyed mercilessly in the hands of her own near and dear ones. Even the womb of her mother is not a safe home for her as she is cruelly terminated by her saviours i.e., parents and medical practitioners.

EXAMPLE: DEGENERATION OF MORAL ETHICS IN TODAY'S SOCIETY

By: Shilpa

*What a piece of work is Man! How
noble in reason!
How infinite in faculties!
In form and moving, how expressive and admirable!
In action, how like an angel!
In apprehension, how like a God
The beauty of the world!
The paragon of animals.*

Shakespeare's evocation of the infinite faculties of man, represents full faith of his age in man's ability to scale the height of thought, love and beauty. It is an obvious fact that the essence of all human relationship is basically founded upon the presence or absence of values.

It is unfortunate that in today's world there is a gradual erosion of the values among people. It is depressing to see the newspaper early in the morning to witness various murders and rape cases. People are just fulfilling their desires and needs on the cost of others. They forget their values and duties towards society and country. If people see an accident, they don't even want to touch the injured person. Modern generation children learn to smoke, believing that it is just another habit like dancing or singing. They learn to drink, convincing themselves that it is good for their health. They learn to cheat, thinking that they can bring about great performance at the end. They believe that there is nothing wrong pushing old parents to old age homes.

The need of the hour is to inculcate moral values among our students. Our elderly people who live a life of simplicity and contentment with a generous, kind and compassionate mind, can inculcate good values by regularly taking them to place of meditation where these children can learn to remain focussed and goal oriented. Spending quality time with growing children and constant adult supervision can do wonders in changing the mindset of children.

So it is in the hands of individual to focus upon a real change in order to live better, to lead a happy, peaceful and contented life just like our ancestors did and we can make the world a better place to live in, so that posterity can echo Shakespeare's words.

How many godly creatures are there?
How beauteous mankind is!
O brave new world
That hath such people in it.

Example: You believe that all living being have equal right to live on this Earth freely; and man has no right to enslave animals. You feel strongly when you see people being cruel to animals. Write an article on 'Cruelty to Animals' in about 120-150 words. You are Rajesh / Rajeshwari.

Value Points

- Introduction
- Why man tames / pets animals
- Animals being used for scientific experiments
- Birds and animals - put in cages and chained
- How stray animals suffer
- How to be kind to animals

Example: Menstruation is a natural phenomenon which has been stigmatized by the society since generations. Write an article in 150- 200 words on Menstruation Stigmas. You are Lavanya Chaudhry of Sardar Patel Vidyalaya.

Menstruation Stigmas

-Lavanya Chaudhry

A menstrual taboo is any social taboo concerned with menstruation. In some societies it involves menstruation being perceived as unclean or embarrassing, inhibiting even the mention of menstruation whether in public (in the media and advertising) or in private (among friends, in the household, or with men).

Such taboos about menstruation present in many societies impact on girls' and women's emotional state, mentality and lifestyle and most importantly, health. Large numbers of girls in many less economically developed countries drop out of school when they begin menstruating. While several taboos and stigmas surround menstruation. It wasn't always considered a dirty and impure bodily function wielded as a weapon by society to restrict women's mobility. Historically, menstruation was even considered auspicious, so much so that menstrual blood was even served up as an offering to goddesses. Gradually, the praise for the miraculous bodies of women was soon replaced with barriers placed in front of them preventing them to live free and fair lives.

Even today, the stigmas attached to menstruation haven't been abolished. If we see at the ground level, still sanitary pads are sold in black polythene bags, people feel ashamed while discussing menstruation and women are unable to live a normal life while menstruating. This is the bitter truth about the Indian society today. While change is taking place, we still have a long way to go.

Example : You are Pankaj/Palak. You have just visited a glass factory which employs children. You have witnessed the awful condition of the children there and their place of work. You also recount the child labourers engaged in carpet and cracker industry, brick-kilns, road side restaurants and as domestic helps. In spite of strict laws you find it appalling that many people in educated society want the practice of child labourers to continue to fulfil their selfish motives. Write an article in about 120-150 words advocating a total ban on child labour.

Suggested Value Points

Para I : Introduction: Children below the age of 14 engaged in various types of work in homes, hotels, garages and factories. Millions of children work as child labourers and are devoid of school education.

Para II Causes : Poverty is one of the main causes, other causes are - Parents illiterate, they are paid less wages, educated people, upper & middle class engage child labourers for their help. Laws are not so strict etc.

Para III Effect: poor health, become victims of asthma, high blood pressure, poor eyesight, even become blind. Fall prey to bad habits of smoking and drugs.

Para IV : Suggestions: Laws should be strictly enforced Severe punishments by law to the employers Joint efforts:- public awareness through media.

TOPICS FOR ARTICLE WRITING

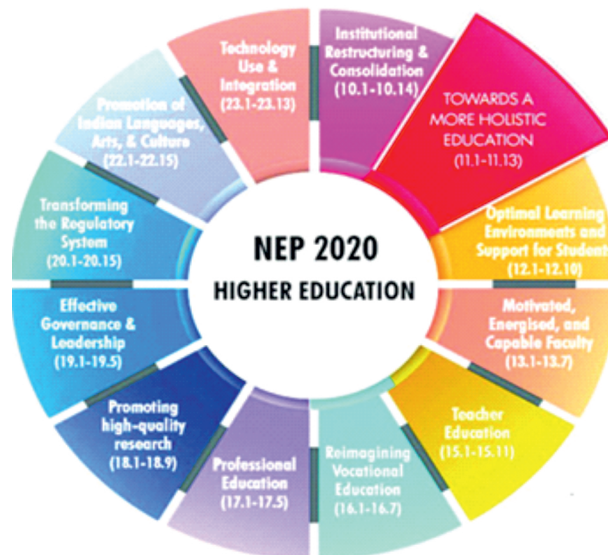
Suggested Topics for Article Writing

- 1) Racism-
 - What is racism?
 - History/Background
 - Differential Treatment
 - Major incidents- George Floyd etc

- 1) Alcohol Ban
 - Pros and Cons
 - Revenue generation
 - Illegal ways of acquiring
 - Cost of Lives
- 2) Gender Neutrality
- 3) Freedom of speech and expression
- 4) Impact of COVID 19 pandemic - Challenges and Learnings.

Questions for Practice

1. The New Education Policy has been launched by Government of India. Taking clue from the given cue points, develop an article on New Education Policy 2020.



2(A). You are a Ram/ Radhika. You are asked to write an article for your school magazine titled 'Cleanliness: A Virtue'. Keeping in mind the given below visual clues and your own ideas write the article.



REPORT

Marks Allotted:5

Format : 1 mark

Content :2 marks

Expression : 2 marks

A report is a written account of an incident heard, seen, done or experienced and meant to be published. A good report must have a good introduction, complete reporting and proper conclusion

Types of Report

Newspaper Report

School Magazine Report

Points to Remember

Use simple past tense for magazine report and mixture of tenses for newspaper report

Divide the report into three paragraphs

Paragraph I : Introduction – Mention the incident reported, its date, time, place

Paragraph II : Body- Detail of the incident, causes, consequences, effects, guests, steps, activities, people involved, relevant details.

Body- Detail of the incident, causes, consequences, effects, guests, steps, activities, people involved, relevant details.

Paragraph III : Conclusion - reactions / statements of people / promises by authorities/ steps taken, some parallel incident, .

Report should be written in third person

Format of Report

School Magazine Report

- Heading
- Name of the writer

Newspaper Report

Headline

- Name of the reporter(by line)
- Date and Place

SCHOOL MAGAZINE REPORT

Example : You are Shweta / Sahil, Head Boy/Girl of Rukmi Public School, Janak Puri, Delhi. Your school celebrated World Autism Day in your school to create awareness regarding needs and necessities of autistic children. Write a report on this programme in about 120-150 words.

World Autism Day

By : Shweta / Sahil

World Autism Day was celebrated by Rukmi Public School, Janak Puri, Delhi on 2 April 2022 from 10 am to 2 pm in the School Auditorium. The school was well decorated with posters of various facts related to Autism. Mrs. Deepa Department of Psychology of Delhi University was the Chief Guest. Around 200 students attended the programme. The programme began by lighting of the ceremonial lamp by the Chief Guest. After that a skit was presented by the students of Class XI showing the importance of knowledge of Autism and to upkeep the needs of autistic students. The Chief Guest gave a very motivating and thought provoking speech about the inclusion of autistic students with the mainstream students. She also highlighted the role of Youth in accomplishing this task. The Vice Principal presented Vote of Thanks after which light refreshment was served.

It was a very interesting programme and aroused lots of questions in the minds of all participants, which were very well satisfied by the Speaker. It gave a lot of food for thought in the minds of students.

Questions for Practice

1. You are Neha / Narayan, a consultant in Jai School of Management. You organised a seminar on Right to Education Act for Teachers and students in which educationists were invited to talk on the topic, its problem and implications. Write a report in about 120-150 words for the school magazine.
2. You are Geet / Geeta, head of Health Club of GTB School, Shalimar Bagh. Your club organised a talk to make students aware about alarming use of chemicals in vegetable and fruits. Experts from medical field and consumer forum were invited to answer the queries of the audience. Write a report in about 120 150 words for your school magazine.
3. A Special awareness campaign was organized for all parents of the school to make them aware about Parent Samvaad Dash Board and to help them be connected with the school as well as the Directorate. All SMC members were also invited to participate in the show. Write a report in about 120-150 words for the school magazine.

NEWSPAPER REPORT

Reckless honking in Mumbai to earn 2-hour lecture and test

MUMBAI: Motorists caught honking for no reason will have to spend at least two hours at a traffic police chowky and undergo a training session on road traffic rules, city police commissioner Sanjay Pandey said during his Sunday Facebook Live session. "Earlier they were just fined. It will not end with this. After completing the session, they have to undergo a test [on traffic rules]," he said. "Just a fine for those caught honking is not helping," he added.

So, those caught will have to clear the test that will help them know the rules," city police commissioner Sanjay Pandey said during his Sunday Facebook Live session. Those caught honking for no reason will have to undergo a training session on road traffic rules now, he said.

He also warned ambulance drivers and about why sirens blare at night and in the early hours despite roads being without traffic.



THE TIMES OF INDIA, AHMEDABAD
MONDAY, JANUARY 13, 2020

Women unite to clean up Dumas beach of plastic filth

Volunteers Hand-Pick More Than 500kg Plastic Waste

Support: More than 500 women, both professionals and housewives, joined up a major portion of Dumas Beach, on Sunday morning, to clean up the beach. The volunteers collected about 500kg of litter, mostly plastic, from Dumas beach near Thane Creek in the day-long operation.

Union textile minister Sushil Kumar was also present on the occasion. "Project Sarat and Great Weekender" are together on cold Sunday morning and took up the Clean Dumas beach campaign.

While Project Sarat works towards making Surat the most sustainable city in the world, Great Weekender aims for the betterment of the women with their motto "Conservation, connection and celebration".

DH Prabhakar of Great We-

More than 500 women participated in the cleanliness drive on the beach where Union textile minister Sushil Kumar was also present.

Prabhakar said, "We invited minister to flag off the clean-up project which is a precursor to our celebration of International Women's day on March 8. This was the first of its kind all women clean up team."

Learning that rapid urbanization and industrialization has led to rampant use of plastic everywhere, Prabhakar emphasised on the need for Swachh and plastic-free India. "We organized this project to remove all plastic from our beach and nearly 500 kg of plastic litter was hand-picked by the women volunteers on Sunday," he said.

In her address on the spot, Sushil Kumar said that people from this city will continue the activities which will help make India in a more sustainable way and also achieve targets of Swachh India, United India.

Local MLA, Harsh Saradhi said that people from this city will continue the activities which will help make India in a more sustainable way and also achieve targets of Swachh India, United India.

Volunteers at Dumas beach formed the shape of tree to show their solidarity and their dedication towards saving tree life in the city.

On the occasion, another organization, Karmachari, was also launched which will work towards Maternal Hygiene for women.

University plays leading role in trial to save lives in fight against killer TB

Innovative work at St Andrews University could revolutionise treatment for tuberculosis and save millions of lives.

A new trial, called MAMS-TB and undertaken by a Pan-African consortium, has just started and aims to halve treatment times for tuberculosis, one of the world's deadliest infectious diseases.

Each year, TB infects 8.7 million people and kills 1.4 million. While infection rates are still low in Scotland, TB is now a growing health risk in the UK.

A major part of the problem is that treatment takes six

months to complete, with patients required to take a combination of up to four different drugs every day.

Many of those who contract the disease do not complete the full treatment because of side effects, being unable to take time off work or afford travel to health care facilities. Partial treatment can result in longer, recurring infections.

It is also leading to the emergence of dangerous new strains of TB resistant to the drugs used, the majority of which are more than 40 years old.

Stephen Gillespie, Profes-

sor of Medicine at St Andrews and a leading member of the consortium, said the MAMS trial was key to finding shorter treatment regimens to ensure as many people as possible completed their full course of treatment.

He added: "Tuberculosis is a disease of the poor and a disease that makes people poor; households can lose up to 30% of their household income when a family member contracts the disease."

MP Sir Menzies Campbell, who is chancellor of the university, hailed the work and said: "This trial could revolu-



Tuberculosis kills millions each year. tionise the way in which we develop treatments for tuberculosis.

Example : You are Sakshi Chand & Abhay reporters with 'The Times of India'. You witnessed a fire accident in Mundka in Delhi. Write a report to be published in the newspaper. Invent necessary details.

27 Killed in West Delhi Fire

By :Sakshi Chand&Abhay

May 14 2022, New Delhi A massive fire engulfed a four storey commercial building in West Delhi ,Mundka on Friday killing at least 27 people and leaving dozens injured.

The fire broke out around 4.30 p.m. Fire brigade and police arrived at the venue within half an hour. About a dozen firemen battled past midnight to bring the fire under control. The loss incurred is estimated to be about five crore rupees.

The injured persons were rushed to a nearby hospital. Many people sustained minor burns. The PMO has tweeted that Rs. 2 lakh would be given to the next of kin of all the victims who died. The injured will receive Rs. 50000. The police is investigating the matter.

EXAMPLE

You are Poorvi Chotani , a contributor to Economic Times. You attended a meeting at US embassy. It was announced that US is becoming aggressive in issuing visas to Indian students. Write a report for your newspaper.

US steps up visa processing, with special focus on students

By Poorvi Chothani LET CONTRIBUTORS

On May 11 2022, US announced that special arrangements have been made to issue a large number of student visas in the ensuing months. Don Heflin, Minister Counselor for Consular Affairs at the U.S. Embassy in New Delhi went live on Instagram and Facebook to provide an update on visa services with a special focus on students. This is a summary of the information shared with the audience.

The Minister started out by saying that the summertime is all about visas and that they had made special arrangements for student visas. He confirmed that they had issued a record 62,000 student visas last year and expected to break that record this year. In fact, they expect to issue more student (F, M and Js including dependents) visas than ever before. When addressing questions about return to "normal" levels of service the Minister indicated that this year they expect to be a 2/3rd of their pre-COVID capacity and hope to reach 100% of this by the end of 2023. To increase capacity, Mission India is recruiting more officers in addition to training existing staff members etc. They

recently added five more visa officers at their Consulate in Mumbai.

Questions for Practice

(a) You are Akshay / Akshita, a press reporter with Indian Express. Recently a few trains were cancelled due to fog in winter. Passengers were stranded at the New Delhi Railway Station. Write a report in about 120-150 words highlighting the problems faced by the passengers.

(b) Incessant rains have caused irrecoverable damage due to flood in Kerala in October 2021. Rivers began to overflow, cutting towns from each other. A flood relief programme was organised where various flood relief measures were carried out. As a newspaper reporter, write a report in about 120-150 words about the incident. You are Dimpy/Danish, press reporters of Hindustan Times.

(c) Indian Badminton has created history by winning Thomas Cup for the first time ever. You are Avni/ Avinash, a reporter. Write a report to be published in the sports section of Times of India.

Reports for Magazine:

EXAMPLE: Maulana Azad College Kolkata celebrated its Annual Sports Day. Write a report of the event

ANNUAL SPORTS CEREMONY OF MAULANA AZAD COLLEGE

By Suprity Acharya The annual sports ceremony is more like a festival at Maulana Azad College. Just like all other years, the annual sports event was organised by the college authority. The programme was scheduled from December 21st to 23rd 2022.

The college sports organising body chose the Kolkata Maidan as a venue. At the opening ceremony on the 21st of December, a splendid cultural function took place. After the cultural function, all games and the names of respective participants were announced. Then the college Principal delivered a short speech about the college's heritage of this sports day. The first day went like this followed by a simple singing competition after the speech. On the second day, full-fledged sports started. Several athletic games like long jump, high jump, 500 meters racing as well as a table tennis competition etc were on the long list of sports.

Five chief instructors were appointed for managing the whole ceremony. Apart from that, many volunteers from the college union were also there to help out any participant who was facing any issues in the field. The third day was scheduled for prize distribution and senior's farewell.

Names of the winners were announced and the honourable Mayor of Kolkata was invited as a chief guest to distribute prizes to the awardees. Finally, within a hearty ceremony of seniors' farewell, the annual sports event came to an end with big applause by the visitors as well as participants.

Q. A mock drill of earthquake was conducted in your school, SBV West Vinod Nagar. Write a report for school magazine giving the detailed report of the drill.

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A Report on Mock Drill of Earthquake

By: Karuna

21 January 2022

A Mock Drill was conducted on 20 January 2022 at 11 am in SBV West Vinod Nagar. The alarm hooter rang out loud and clear, books were abandoned and bags shoved aside as students dived under their desks for cover. Teachers and non-teaching staff too were involved in the act, as they stood huddled in a corner or under the desks waiting for the imagined worst to pass. After a few seconds the students were immediately escorted by their subject teachers to the assembly point. During the drill, students followed the exit routes designated for them and assembled at assembly point in proper rows earmarked class wise. Proper head count of all the students was taken. Rescue team was in action to rescue left out students or any other staff members. Special care was taken for the physically challenged students. Keeping all the safety measures in mind and carrying them out methodically, the entire building was successfully evacuated within a span of 2 minutes.

Once all had evacuated the building and had assembled in the ground, the students were advised not to panic in case of any disaster. They were instructed to be with teachers at the time of disaster and follow the instructions given by them. The mock drill was successfully conducted.

Example : Write a report on Cleanliness Drive recently held in your school SKV Majlis Park.

REPORT ON CLEANLINESS DRIVE

By : Neha, Head Girl

Sarvodaya Kanya Vidyalaya, Majlis Park, undertook a cleanliness drive during the month of April 2022 in accordance with Clean India Campaign. The school chalked out a monthly plan to organize numerous activities such as skits, debates, speeches, poster making etc. A special drive was carried out on 6 April 2022 to reverberate to the mission of campaigning. The students took a pledge to clean their school, homes, public places and surroundings. During the morning assembly a play on 'Clean India' was enacted to highlight the importance of hygiene, sanitation and cleanliness. The school Principal along with staff and students were actively involved in the cleanliness drive. They enthusiastically took up broom and cleaned up every nook

and corner of classrooms, corridors, school ground and nearby area. The whole drive was quite inspiring and motivating for the students. The students realized that any work is best done by the person himself. It made the students aware of the dignity of labour.

Question : A local tour was organised in your school recently. Write a report in 120-150 words based upon your experience, for the school magazine of your school. You are Namit/ Namita of Class XI A.

LOCAL TOUR

By : Namit / Namita (XI A)

On 9th of October last year, a local tour was organised for all the students of school. The students were informed well and NOCs were taken in advance. They reached the school in time and boarded the assigned buses at sharp 8.30 a.m. escorted by their respective class teachers.

A sumptuous refreshment like light snacks, and frooti etc. was relished by the students, while travelling. They disposed off the wrappers in dustbins, kept in buses. All the students were very happy and sung songs while making merry.

The students were very happy when they reached the first spot i.e., Gandhi Smriti Bhawan. They noted the important information in the notebooks that they were carrying.

The next destination was Humayun's Tomb. The students and the teachers had their lunch in the outer lawns. When they entered the premises, they were taken aback by its sheer beauty. It was a magnificent monument with well manicured lawns. There were fountains amidst numerous small square ponds. It was an extremely beautiful view.

The students were then asked by the teachers to form queues again to move to the next spot- that was Rail Bhawan. They had a glimpse of journey of railways in India Since 1953. It was fascinating. The bus reached the school at 5.00 p.m. The students were a bit tired but happy. They bade good bye to the teachers and moved to their respective homes.

Question: Write a report on the topic 'Career Mela' in 120-150 words for your school magazine. The inputs are provided to facilitate you. You are Manjeet Singh/ Manjeet Kaur.

...students asked to submit charts pertaining to various career choices...
...under senior and junior categories...
...class XII and X students were informed well in advance...
...charts displayed in multipurpose hall...
...Principal presided the career mela....
...students were invited to have a round of exhibition...
...they were told to bring along note books and pen...
...two resource persons were invited...
talks were held about career prospects available in India and abroad
after completing school...
...it was appreciated by all ...

Questions for Practice

1. World Dance Day was celebrated at your school in April 2022. Write a report giving details of the celebrations.
2. Farewell Party was held at your school. You are Adit, student of Class XI. Write a report for the school magazine.
3. A renowned mountaineer Santosh Yadav visited your school and interacted with the students. Write a report of the day.
4. Your school had some guests from Cambridge University. They observed classes and interacted with students. Write a report of the day.

SECTION B-FOR PRACTICE OF WRITING SKILLS

Q1. Attempt ANY ONE of the following:

A. Your school is organizing a round of mock interviews for preparing students for various interviews that students would be facing after class XII. Draft a notice in 50 words informing students of class XII regarding the same. Invent the necessary details.

B. Delhi Government has announced that Special Activity Incharges would be sent to all government schools to execute Hobby classes during summer vacations. As Priya, the Co-Ordinator of GGSS School Kidwai Nagar, draft a notice to inform the students about the same , motivating them to join activities of their choice.

2. Attempt ANY ONE of the following :

(A) You, Rohini/Rohan , the Secretary of the English Enhancement Club and Society of Government Model Sr. Sec. School, Sector 12, Rohini have to plan and organize an Inter School Debate Competition on " Mobile Phone and Social Development of the Children". You wish to invite Dr.Aseem Kumar, an eminent educationist to be the judge of the debate competition to be held. Write an invitation to invite him.

Or

(B) You have received an invitation to be the chief guest of inauguration of a local community centre. Send a reply in not more than 50 words confirming your acceptance. You are Sadhna Goyal, Lecturer English.

Q3. Attempt ANY ONE of the following :

(A) You are Jagriti/Jaideep, head of Social Awareness Club of S.S.N. Public School, Arya Samaj Road, Mumbai. As a team leader of the club, you decide to motivate public to take care of the environment by planting trees and saving water. Write a letter to the Editor of a national newspaper raising the issue of saving our Earth and suggesting ways to tackle the situation.

Or

(A) You are Shreya/ Shreyas. Write an application in response to the following advertisement in a national daily. You consider yourself suitable and eligible for the following post.

Applications are invited for the post of a Nursery teacher/PRT in Y.K. International School, Ghaziabad, UP. The candidate must have a minimum experience of 3 years of teaching at the primary and pre-primary level. The applicant must have a pleasant and energetic personality. She/he should be creative and adaptable. attractive salary. Interested candidates should apply to the Principal with a detailed resume.

04. **Attempt ANY ONE of the following :**

(A) You are Neena/ Nitin Incharge of Career Mela of Saraswati Vidya Senior Sec. School. The school organized Career Mela last month. You looked after each and every step of the preparation. Write a report to be published in your school magazine.

Or

The other day you heard your parents talking about the good old times when reading sessions were a part of the cultural life of the cities. The eminent writers/ poets used to be invited to such sessions who would read out to the public excerpts from their famous works. You feel such times should return to revive people's interest in literature. Write an article on the issue in about 120-150 words.

SECTION-C

LITERATURE (TEXTBOOKS)-40 MARKS

Strategy to attempt questions from literature Section

- Read the questions thoroughly
- Look for question words like what, when how, where ,why etc.
- Jot down the value points and sequence them
- Be precise
- For short answer question 2-3 value points are sufficient
- For long answer questions 4-5 value points with elaboration are sufficient
- Relevance, coherence and grammatical accuracy must be taken care of
- Apt words (vocabulary) fetch good marks
- Avoid repetition of ideas
- Conclude long answer questions on a positive note
- Justify your answer with supporting arguments

FLAMINGO

1. THE LAST LESSON

- By Alphonse Daudet

The lesson highlights the importance of mother tongue that helps the people of a country to come together for a bigger cause. It's human tendency to procrastinate (to postpone things for tomorrow) and realise the importance of things when they are snatched. M. Hamel the French Language teacher ignites patriotism among the students and refers mother tongue as a key to their freedom.

SETTING-French Districts of Alsace and Lorraine

In the days of Franco-Prussian (Prus pronounced as Prashe) war when France was defeated by Prussia

LESSON AT A GLANCE

MAIN CHARACTERS

FRANZ- Good Observer, Lively young boy and sensitive

M HAMEL-Devoted and sincere teacher, Passionate about French, Patriotic and Emotional.

POINTS TO REMEMBER:

1. Franz reluctant to go to school

- Was often late to school
- Afraid of being scolded by teacher
- Had not learnt rules of Participles

2. Franz's temptations

- Spend the warm and bright day outside
- Enjoy chirping of birds
- Wanted to watch Prussian soldiers

3. Franz passes through the town hall

- Crowd in front of the bulletin-board
- Usually all bad news- lost battles, the draft, orders of the commanding officers
- News that day-Order from Berlin had come to teach only German in the schools of Alsace and Lorraine

4. Unusual in the school that day

- On usual days there was great bustle, opening and closing of desks, lesson repeated in unison, teacher's ruler rapping on the table
- That day quiet, solemn as Sunday morning
- Franz entered late but M Hamel spoke kindly
- M Hamel dressed in beautiful green coat, frilled shirt, black silk cap embroidered
- Elders of village sitting on back benches

Read the passages given below and answer the questions that follow:

RTC 1.

1.What a thunderclap these words were to me! Oh, the wretches; that was what they had put up at the town-hall! My last French lesson! Why, I hardly knew how to write! I should never learn anymore! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds' eggs, or going sliding on the Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up. And M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was.

1.The news put up on the bulletin board of the Town Hall was that

- (i) only German will be taught in the schools.
- (ii) old respectable villagers were to attend school
- (iii) Prussian soldiers were allowed drilling practice in fields
- (iv) Mr. Hamel had to dress in his formal Sunday outfit

2.Here the 'wretches' means

- (i) villagers
- (ii) Germans
- (iii) French
- (iv) townspeople

3.The unexpected news which shook Franz was the announcement made by M . Hamel that he was

- (i) going to teach old villagers
- (ii)going for a fishing adventure
- (iii) taking his last lesson
- (iv)going to scold him

4.Franz perceives Mr. Hamel as a strict teacher but now he realises that Mr. Hamel is a

- (i)concerned and genuine teacher
- (ii)repentant and meek teacher
- (iii)clever and repentant teacher
- (iv)forgiving and genuine teacher

Answers: 1(i), 2(ii), 3(iii),4(i)

RTC 2

2. Then, from one thing to another, M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world — the clearest, the most logical; that we must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. Then he opened a grammar and read us our lesson. I was amazed to see how well I understood it. All he said seemed so easy, so easy! I think, too, that I had never listened so carefully, and that he had never explained everything with so much patience.

1. What does 'As long as they hold fast to their language it is as if they had the key to their prison' imply?
2. How was Franz able to understand so well that day?
3. What does the last lesson taught by Mr. Hamel symbolise?
4. What is the opposite of 'enslaved'?

SHORT ANSWER QUESTIONS

1. Why had M. Hamel put on his fine Sunday clothes?

Ans. The order from Berlin stated that only German would be taught in schools and not the French language. M. Hamel knew that it was his last French lesson. It was in the honour of the last lesson that he had put on his fine Sunday clothes which he put on inspection and Prize Distribution Day.

2. Why were the elders of the villagers sitting there in the back of the classroom?

Ans. The elders of the village, Old Hauser, postmaster and several others were there in the classroom because it was their way of showing respect for their country and thanking M. Hamel for his forty years of faithful service. They too felt sorry that they had not been to school.

3. What a thunderclap these words were to me!" Which were the words that shocked the narrator?

Ans. M. Hamel, the teacher, told the children in a solemn tone that it was their last French lesson. Henceforth, only German would be taught in the schools of Alsace and Lorraine. The new master would come the next day. As that was their last French lesson, he wanted them to be very attentive. The teacher's kind gesture and use of soft words shocked the narrator.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. For Franz, what was more tempting than going to school and why?
2. Why was M. Hamel sad and emotional on his last day at school?
3. How were the parents and the teacher responsible for the lack of interest for studies among students?
4. What is the significance of the last words written on the Black board by M Hamel?
5. Franz thinks, 'Will they make them sing in German even the pigeons?' What does he intend saying?

LONG ANSWER QUESTIONS

1. 'An order from Berlin had come that German would be taught in schools of Alsace and Lorraine.' How will you as M Hamel in your Last Lesson urge the village elders and your students never to leave their Native language?

Ans. People are passionate about their country and language. Excessive pride in one's own language may lead to Language Chauvinism where they feel superior to others and try to impose their language on others. This is evident in the lesson when the Germans have taken over the districts of Alsace and Lorraine and an order comes that French will no longer be taught there.

In my Last lesson I would instil in the village elders a feeling of patriotism telling them about the importance of the mother tongue in their life, the beauty of it and the sense of belongingness it gives them. Emphasising on the fact that it is one's language that gives us our freedom, the respect we owe to our language and that we must hold fast to it as it is the key to the prison. The village elders and students will regret for not taking their native language seriously and realise its importance in their lives.

LONG ANSWER QUESTIONS FOR PRACTICE

1. Our language is a part of our culture, and we are proud of it. Describe how regretful M. Hamel and the village elders are for having neglected their native language?
2. The class on the day of the Last Lesson seemed very grim and unusual. Discuss.
3. M Hamel turns to the blackboard and writes 'Vive La France'. After reading the lesson we feel that today's youth lack the spirit of patriotism. Write an article in 120 words on the 'Need of Patriotism in Youth'.

2. LOST SPRING

- By Anees Jung

Anees Jung, a famous story writer utters destitution of ragpickers of Seemapuri and bangle makers of Firozabad. It sensitizes the readers to step forward to save the spring (childhood) of beautiful human life so that many children would be able to avail the opportunities to realize their dreams.

POINTS TO REMEMBER

SAHEB-ALAM

- name means – lord of the universe
- but earns living by rag-picking
- lives in Seemapuri
- walks barefoot

LIVING CONDITIONS IN SEEMA PURI

- on the outskirts of Delhi, yet miles away from it, home of 10,000 rag pickers
- make their living by rag-picking
- food and survival more important than an identity
- garbage to them is gold because it is a means of survival

MUKESH

- the bangle maker of Firozabad
- works in high temperature
- hazardous working conditions
- dreams of being a motor mechanic, wants to break the lineage

HAZARDS OF WORKING IN GLASS BANGLE FACTORY

- High temperature
- long working hours in front of hot furnaces
- boys and girls assist parents in the dim light of flickering oil lamps.
- eyes more adjusted to dark than light.
- dust from polishing bangles affect their eyes, skin and health
- exploited by money lenders, police, bureaucrats, politicians.
- fear of being ill-treated by police.
- live in a state of intense poverty.
- Live in stinky lanes
- Overcrowded place with humans and animals



Read the passages and answer the questions that follow:

RTC 1

1.If he knew its meaning- lord of the universe-he would have a hard time believing it. Unaware of what his name represents, he roams the streets with his friends, an army of barefoot boys who appear like the morning birds and disappear at noon. Over the months, I have come to recognise each of them.

1.What does "its" refer to in the first line?

- (i) Anees Jung
- (ii) Saheb - e - Alam
- (iii) ragpickers
- (iv) neighbourhood

2. "He" roams on the streets because

- (i) he is a ragpicker by profession
- (ii) he does not like going to school
- (iii) he likes to chase birds
- (iv) he likes to follow the Prussian army

3.The author is able to recognize "each of them" as

- (i) they live near her house
- (ii) she teaches them all
- (iii) she visits them very often
- (iv) they eat with her.

4.The author compares the "army of barefoot boys to birds" because both are

- (i) not having shoes
- (ii) not going to school
- (iii) looking for food/material on the roads
- (iv) free-spirited and enjoy their freedom.

Answer: 1(ii),2(i),3(iii),4(iii)

RTC 2

2. Hearing him, one wonders if he has achieved what many have failed to achieve in their lifetime. He has a roof over his head. The cry of not having money to do anything except carry on the business of making bangles, not even enough to eat, rings in every home.

- (i) Who is the narrator talking about?
- (ii) What was the comment made by the speaker?
- (iii)What has Mukesh's father managed to teach his sons?
- (iv)Why is the author in a state of wonder?

SHORT ANSWER QUESTIONS

1. What is the irony in the name "Saheb-e-Alam"?

Ans. 'Saheb-e-Alam' means the 'Lord of the Universe' but Saheb was oblivious of what it meant. Contrary to what his name represented, he roamed the streets with his friends, an army of barefooted boys scrounging in the garbage heaps to make both ends meet.

2. Why have the ragpickers settled in Seemapuri?

Ans. Several families like Saheb have been the victims of nature's fury. They left Dhaka after storms swept away their fields and houses and settled in Seemapuri.

3. Is Saheb happy working at the tea stall? Explain.

Ans. Saheb is not happy working at the tea stall. Even though he is paid more and given his meals, but he is no longer his own master. The steel canister seems to be heavier than the plastic bag. He has lost his carefree look.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. Garbage is gold for ragpickers. How?
2. Describe the living conditions in Seemapuri.
3. What does the title 'Lost spring' convey?
4. 'Mukesh insists of being his own master' How?
5. Briefly describe the working conditions of the bangle making units of Firozabad.

LONG ANSWER QUESTIONS

1. Poverty is a vicious circle for poor slum dwellers and bangle makers. Comment in the light of the lesson 'The Lost Spring.'

Ans. The poor are caught in a web of poverty, burdened by the stigma of caste in which they are born and the vicious circle of the middlemen who continuously are exploiting them.

In the lesson "The Lost Spring" the author Anees Jung finds the poor slum dwellers of Seemapuri and the bangle makers of Firozabad in conditions of perpetual poverty. They have no escape from this vicious circle. If they dare to dream or pursue any profession outside their lineage they are hauled up by the police. For instance, young men trying to organise a co-operative tell her that they are dragged to jail for taking such a step. Many accept it as naturally as their forefathers did. Years of toil and injustice has killed all their initiative and apathy. They continue to sustain in such poor and pathetic circumstances.

LONG ANSWER QUESTIONS FOR PRACTICE

1. Explain the lesson 'Lost Spring' is a realistic portrayal of the lives of the street children.
2. Compare and contrast the characters of Saheb and Mukesh.
3. Little children have to work at the age of their mental and physical development. Write an article on 'Child labour -A blot on Society'.

3.DEEP WATER

-By William Douglas

Deep Water opens the way for all to achieve the impossible. Focussing the target, staying determined and consistent efforts can help to fight the challenges and tough situations in life. Challenges in life are inevitable but we need to accept them and make our course/run clear so these do not become hurdle for our lives.

LESSON AT A GLANCE

WILLIAM DOUGLAS'
FIRST ENCOUNTER
WITH WATER,
BEGINNING OF
AVERSION OF WATER

- When he went to California beach with father
- Swept over/knocked by waves, felt suffocated

MISADVENTURE
AT
YMCA POOL

- Decided to learn swimming
- Yakima river was safe
- 3 ft at shallow end, 9 ft at deep
- got water wings
- began feeling comfortable
- Misadventure
- sturdy boy threw him into pool at deeper end

**PLAN AND
EFFORTS
IN VAIN-
SERIES OF
EMOTIONS**

- Hit the bottom, made a big jump
- Failed in his attempt,
- tried to yell but in vain
- dizziness, aching lungs
- Throbbing head
- gave up all efforts

**MISADVENTU-
RE
AT
YMCA POOL**

- wobbly in the knees and sick
- started avoiding water bodies

**AFTER
MISADVENTURE
GOT DEPRIVED
OF JOY OF**

- Canoeing, Rafting and boating
- Fishing trips

**DETERMINED
TO
OVERCOME
FEAR OF
WATER**

- Engaged an instructor
- Practiced five days a week
- rope attached to belt put around him
- rope went through pulley, ran on overhead cable
- went back and forth across pool
- learnt to inhale and exhale
- instructor built a swimmer out of him
- Douglas not satisfied
- Went to Lake Wentworth

Read the passages and answer the questions that follow:

RTC 1

1.It had happened when I was ten or eleven years old. I had decided to learn to swim. There was a pool at the Y.M.C.A. in Yakima that offered exactly the opportunity. The Yakima River was treacherous. Mother continually warned against it and kept fresh in my mind the details of each drowning in the river. But the Y.M.C.A. pool was safe.

1.'It' refers to _____

- (i)drowning in the swimming pool
- (ii)taking a decision to learn swimming
- (iii) the excitement of purchasing something
- (iv)sitting on the edge of the swimming pool

2. The author avoided to learn swimming in the Yakima River

because it was _____

- (i) dirty and huge (ii) deep and huge (iii) huge and dirty
- (iv) it was far

3. The YMCA pool according to the author was safe as _____

- (i) his mother had advised him (ii)it was near
- (iii)it was clean (iv)it had less cases of drowning

4."Treacherous" here means ____

- (i) disloyal (ii)hidden (iii)betrayal (iv)dangerous

Answer: 1(i), 2(ii), 3(i), 4(iv)

RTC 2

2.The experience had a deep meaning for me, as only those who have known stark terror and conquered it can appreciate. In death there is peace. There is terror only in the fear of death, as Roosevelt knew when he said, "All we have to fear is fear itself." Because I had experienced both the sensation of dying and the terror that fear of it can produce, the will to live somehow grew in intensity.

- 1. What fear is the narrator talking about in the above extract?
- 2.Who helps the narrator to overcome his fear?
- 3."All we have to fear is fear itself." What did the narrator understand from these lines?
- 4.How can fear be conquered according to the author?

SHORT ANSWER QUESTIONS

1.How and when did Douglas develop an aversion to water?

Ans. His aversion to water began when he was three or four years old. He went with his father to a beach where the waves knocked him down and overpowered him. He was buried under the waves. This created the phobia in his mind and left him in a state of fear.

2.Why has the Yakima River been referred to as treacherous?

Ans. There had been several cases of drowning in the river. It was not considered safe because of its rough water and fast current. Douglas' mother used to remind him of the drowning cases there.

3.In order to escape drowning what strategy did Douglas adopt while in the deep end of the pool?

Ans. When Douglas was thrown into water, he was terribly frightened but still mentally alert. He planned that when his feet hit the bottom, he would make a big jump, come to the surface, lie flat on it and paddle to the edge of the pool.

SHORT ANSWER QUESTIONS FOR PRACTICE

- 1.How did the incident at YMCA pool affect Douglas later in his life?
- 2.What does Douglas mean when he says, "The instructor was finished, but I was not"? How did he remove his residual doubts?
- 3.How did the writer experience the truth of Roosevelt's statement "All we have to fear is fear itself"?
4. Though the mother did not allow Douglas to go to Yakima River, she allowed him to go to the swimming pool at YMCA. Why?
- 5.How did Douglas make sure he conquered the old terror?

LONG ANSWER QUESTIONS

- 1.Give an account of the fears and emotions of Douglas as he made efforts to save himself from drowning in YMCA pool.

Ans. In the lesson 'Deep Water' when the author Douglas was flung into the deep end of the pool, he was overcome with fear. Fortunately, he was able to think rationally. So, he planned that as soon as he hits the bottom, he would make a big jump. He hoped that he would be able to come to the surface but his efforts went futile. Panic gripped him when he realised that he had gone deep inside nine feet of water. He thought he would bob to the surface like a cork. His limbs were almost paralysed. He failed to find anything to hold on and he was again being pulled under. His lungs ached and his screams went unheard.

The mass of yellow water gripped him which produced stark terror. When three attempts to rise to the surface failed, he fainted. He experienced a terror which never left him.

LONG ANSWER QUESTIONS FOR PRACTICE

1. If we surrender to our fears, they overpower us; If we face them, they fade away. Do you agree? Explain with reference to the lesson. 'Deep Water'

.

2. 'Life is not bed of roses'. We need to stay calm, determined and focused to accomplish our goal. Explain

3. Why does Douglas as an adult recount a childhood experience of terror and his conquering of it? What larger meaning does he draw from this experience?

4. THE RATTRAP

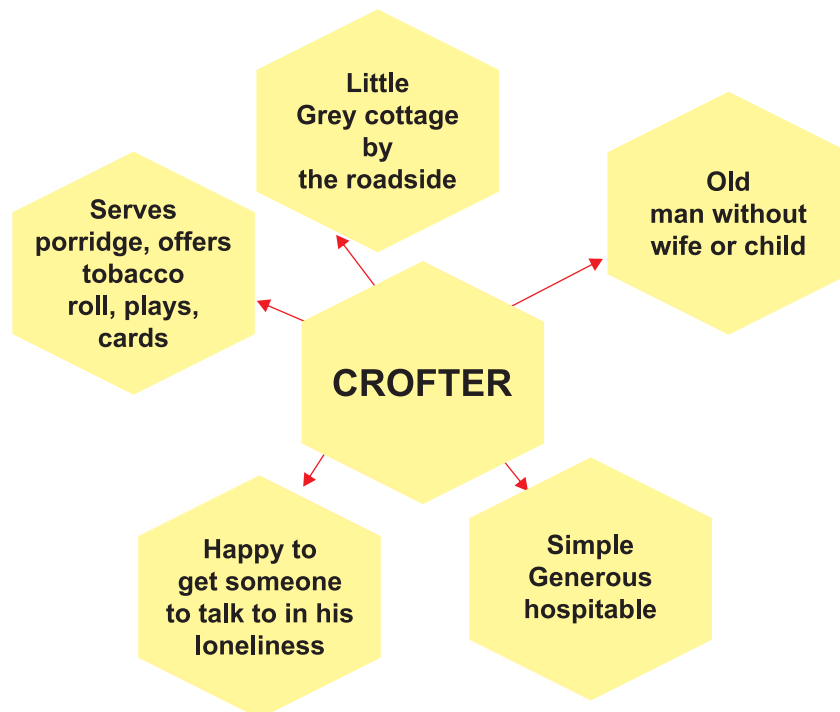
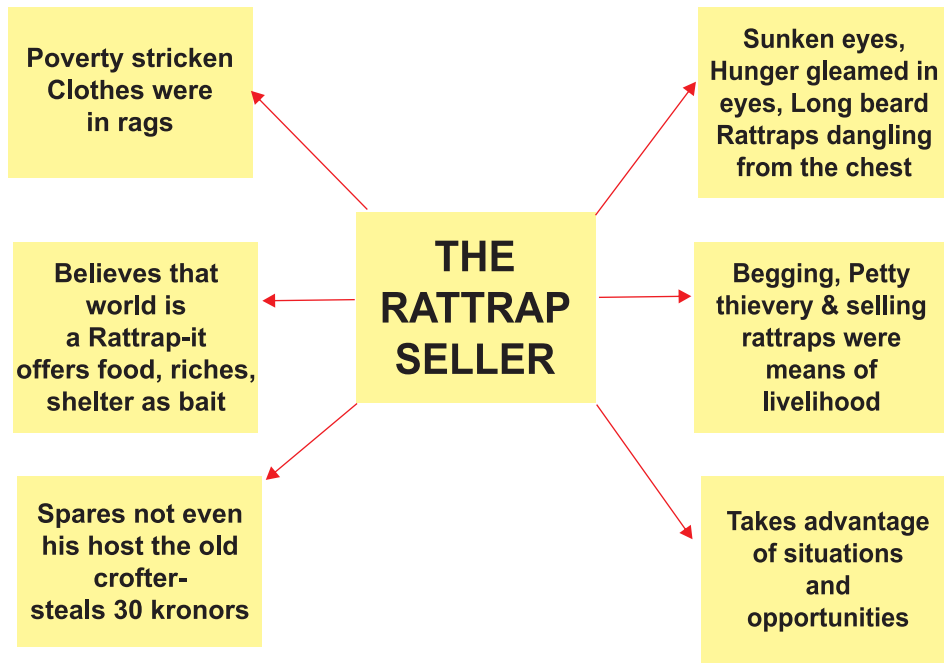
- By Selma Lagerlof

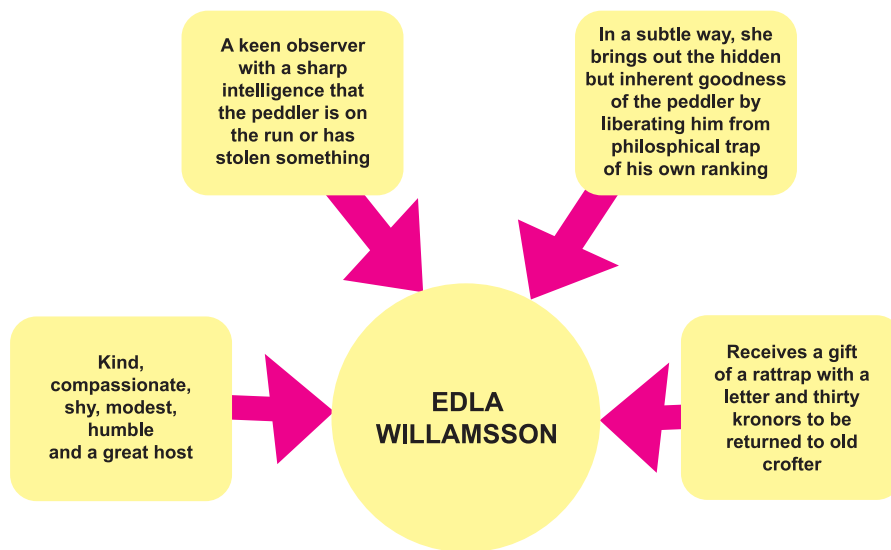
Selma Lagerlof talks about the universality of human goodness that can be awakened through understanding love, compassion and belief. Experience is the best of school masters, and the peddler was able to get a vital lesson after his encounter with situation and people both. Finally, his goodness surfaces and temporary phase of his bad practices ends. The world turns to be a good place to live.



An idea struck the Rattrap peddler that the whole world is a big RATTRAP. Guess what?

LESSON AT A GLANCE





Read the passages below and answer the questions that follow:

RTC 1

1. The world had, of course, never been very kind to him, so it gave him unwanted joy to think ill of it in this way. It became a cherished pastime of his, during many dreary ploddings to think of people he knew who had let themselves to be caught in the dangerous snare, and of others who were still circling around the bait.

1. He felt that the world was unkind to him because

- (i) people did not talk to him
- (ii) he had to resort to begging and thievery for food
- (iii) he had to make rattraps
- (iv) things had gone downhill with him

2. His persistent pastime thought was

- (i) to steal food (ii) to make new rattraps
- (iii) that this world is a huge rattrap
- (iv) that the world is full of land and seas

3. Here he thinks the 'dangerous snare' is

- (i) selling small rattraps of wire (ii) plodding along the roads alone.
- (iii) begging and stealing (iv) getting tempted to the riches.

4. He got the material to make rattraps from

- (i) stores and farmhouses (ii) roadside streets and
- (iii) forests and farmhouses (iv) houses and farmhouses

Answer: 1 (iv), 2 (iii), 3 (iv), 4 (i)

RTC 2

2. "You do preach worse than a parson," said the iron master. "I only hope you won't have to regret this. "The young girl took the stranger by the hand and led him up to the table".

1. Who is "you" in the above lines?
2. Why did the iron master tell the speaker that he/she was a bad speaker?
3. Why did the ironmaster say this?
4. Give a synonym of 'priest'.

SHORT ANSWER QUESTIONS

1. How did the peddler earn his livelihood? What kind of life did he live?

Ans. The peddler earned his livelihood by selling small rattraps of wire, which he used to make himself from the material got by begging in the stores or at big farms. But this was not so profitable, so he had to beg or even steal. He roamed about like a vagabond all alone. He lived a sad and monotonous life with no one to welcome him.

2. How did the crofter treat the peddler and why?

Ans. The crofter was a lonely man without wife or child. He craved and desired human company to share his loneliness. He welcomed the peddler and offered him porridge for supper and even tobacco. He played cards with him. He even showed him his earnings and let him know where it was kept.

3. What made the peddler accept Edla Willmanson's invitation?

Ans. Edla started sympathising with the vagabond, understanding that he was going through a hard time. She was compassionate and benevolent. Her manner was friendly which made the vagabond feel confident. She insisted that he could leave at his will after spending Christmas with them. Because of her friendly request, the peddler accepted her invitation.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. What strange idea about the world struck the peddler?
2. Why did the peddler decline the iron master's invitation?
3. Pick out two instances from the story 'The Rattrap' to show that the peddler realized that he himself was trapped.
4. What had the peddler left behind as a Christmas gift for Edla Willmanson? Why?
5. Why did the peddler sign himself as 'Captain Von Stahl'?

LONG ANSWER QUESTIONS

1. The story "The Rattrap" shows that basic human goodness can be brought out by understanding and love. Elucidate.

Answer: The story 'The Rattrap' highlights the fact that compassion and concern can awaken the essential goodness in a man. The peddler, who had been resorting to begging and thievery all the time, never bothered to clear his identity and be fooled the ironmaster too. But, Edla gave him a royal treatment, served him delicious supper, gifted her father's dress to him. This kind of unconditional love and compassion from Edla made him realise his mistake and he confessed his guilt too. This way, she made a lot of difference in his life, and he got transformed into a much better person. He left the stolen money behind, along with a letter and a gift for Edla.

LONG ANSWER QUESTIONS FOR PRACTICE

1. The peddler betrayed the trust of the crofter and was caught in the trap of the world. Temptation to bait should be restricted at all costs. Write a note on "Strength of Character".

2. How are the attitudes of the iron master and his daughter different? Support your answer from the text.

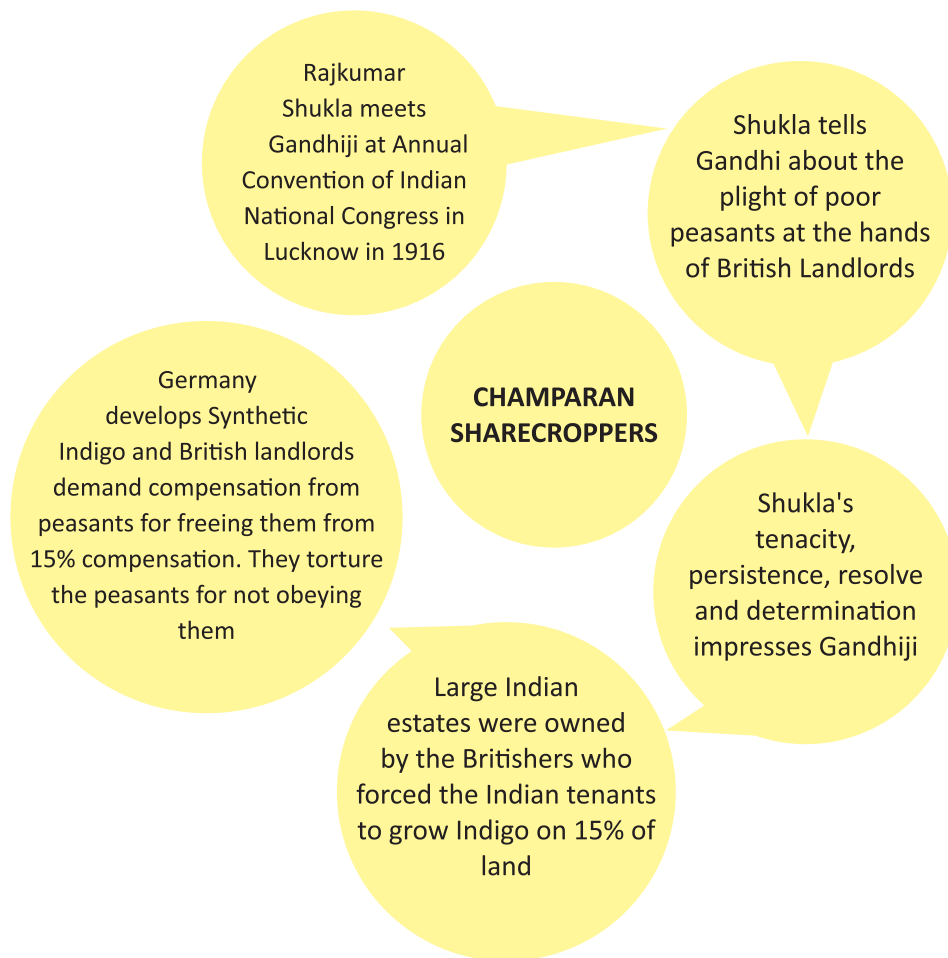
3. The story 'The Rattrap' has many instances of unexpected reactions from the characters to others' behaviour. Pick out a few.

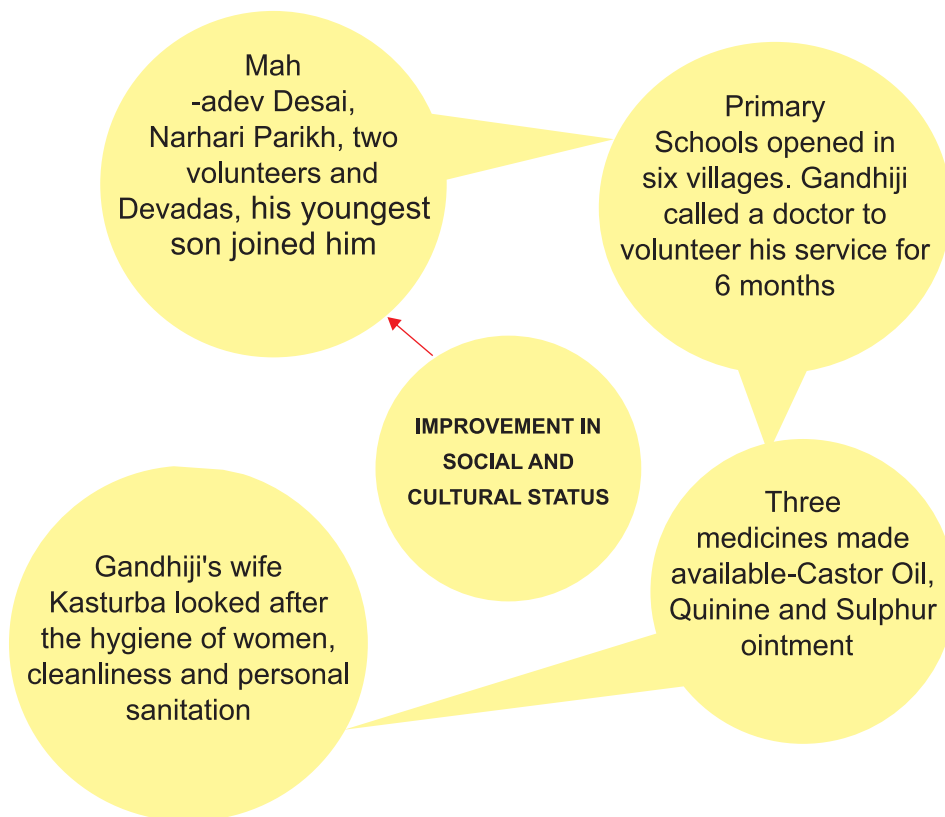
5. INDIGO

-By Louis Fischer

Louis Fischer reviews 'The Life of Mahatma' observing closely 'The Champaran episode'. A simple peasant's initiative brings historical change by making people self reliant and protest against the wrong doers for their rights.

LESSON AT A GLANCE





Read the passages and answer the questions that follow:

RTC 1

1. "It was an extraordinary thing in those days," Gandhi commented, "for a government professor to harbour a man like me."

1. Name the government professor mentioned above.

- (i) Professor Malkani (ii) Mahatma Gandhi (iii) Rajkumar Shukla
(iv) Rajendra Prasad

2. Why were people afraid to harbour a man like Gandhi? Choose the incorrect option

- (i) because they were scared of lawyers
(ii) because he was advocating home rule
(iii) because he was not supporting the British Govt.
(iv) As peasants feared that their land would be forcefully taken away.

3. Gandhiji described it as an extraordinary thing because
- (i) peasants were grief-stricken and wanted justice.
 - (ii) lawyers demanded high fees for such a case
 - (iii) first time large number of people gathered openly to support him
 - (iv) British officers were reluctant to budge from their orders.
4. Gandhi arrived in Muzaffarpur to find out
- (i) the complete information about the conditions of peasants.
 - (ii) how the lawyers represented the case of peasants
 - (iii) how much fees the lawyers charged from peasants.
 - (iv) how he could stop the lawyers from going to court

Answers: 1(i), 2(i), 3(iii), 4(i)

RTC 2

2. They had merely heard that a Mahatma who wanted to help them was in trouble with the authorities. Their spontaneous demonstration, in thousands, around the courthouse was the beginning of their liberation from fear of the British. The officials felt powerless without Gandhi's cooperation. He helped them regulate the crowd. He was polite and friendly. He was giving them concrete proof that their might, hitherto dreaded and unquestioned, could be challenged by Indians. The government was baffled. The prosecutor requested the judge to postpone the trial. Apparently, the authorities wished to consult their superiors.

- 1. Why did the officials feel powerless?
- 2. What did the demonstration prove?
- 3. Which style is being used by the author, when he says, "Apparently, the authorities wished to consult their superiors" sarcastic or persuasive and why?
- 4. How was Gandhiji's behaviour towards the British prior to the proposal of postponement of the trial?

SHORT ANSWER QUESTIONS

1. Why did Rajkumar Shukla want to meet Gandhiji?

Ans. Raj Kumar Shukla was a sharecropper from Champaran. He was illiterate but resolute. He had come to the Congress session to complain about the injustice of the landlord system in Bihar. He was sure that Gandhiji would help them. He wanted Gandhiji to come to Champaran district.

2. What was the main problem of Sharecroppers in Champaran?

Ans. The land was divided into large estates that were owned by Englishmen. The Chief commercial crop was indigo. The landlord forced all the tenants to plant 15 percent of their holdings with indigo and surrender the entire indigo harvest as rent. This was done by a long-term contract.

3. How did Civil Disobedience triumph for the first time in modern India?

Ans. Gandhiji did not obey the British authorities order to leave Champaran. The summon was also served but he remained firm. Then he received a written communication from the magistrate that the Lieutenant Governor of the Province had ordered the case to be dropped.

SHORT ANSWER QUESTIONS FOR PRACTICE:

1. How could Shukla convince Gandhiji to come to Champaran?

2. What were the 'conflict of duties' in which Gandhi was involved?

3. Why did Gandhiji agree to a settlement of 25% refund to the farmers?

4. How did the Champaran episode change the plight of the peasants?

5. Why did Gandhiji oppose 'Charles Freer Andrews' proposed stay in Champaran?

LONG ANSWER QUESTIONS:

1. The sharecroppers were at the mercy of the landlords. Gandhiji felt perturbed to see the plight of Indian peasants and the Champaran Episode became a turning point in his life. Discuss with reference to the lesson Indigo.

Answer: Sharecroppers in Champaran were morally and economically shattered. The landlords were exploiting them continuously. Gandhiji felt perturbed to see the plight of Indian peasants. Gandhiji fought successfully to get justice for the Champaran peasants. Gandhiji explained that what he did was not an ordinary thing. But Champaran did not begin as an act of defiance. It grew out as an attempt to alleviate the distress of large number of poor peasants.

Gandhiji tried to mould a new free Indian who could stand on his feet and thus make India free, be self-reliant and independent.

LONG ANSWER QUESTIONS FOR PRACTICE

1. Exploitation is a universal phenomenon. The poor indigo peasants were exploited by British landlords to which Gandhiji objected. Even after the long independence unorganised labour is exploited. Suggest the ways to counter the problem
2. 'Freedom from fear is more important than legal justice for the poor'. Do you think the poor of India are free from fear after Independence?
3. Gandhiji saw the social and cultural backwardness in the villages of Champaran? What steps did he take to solve this problem?

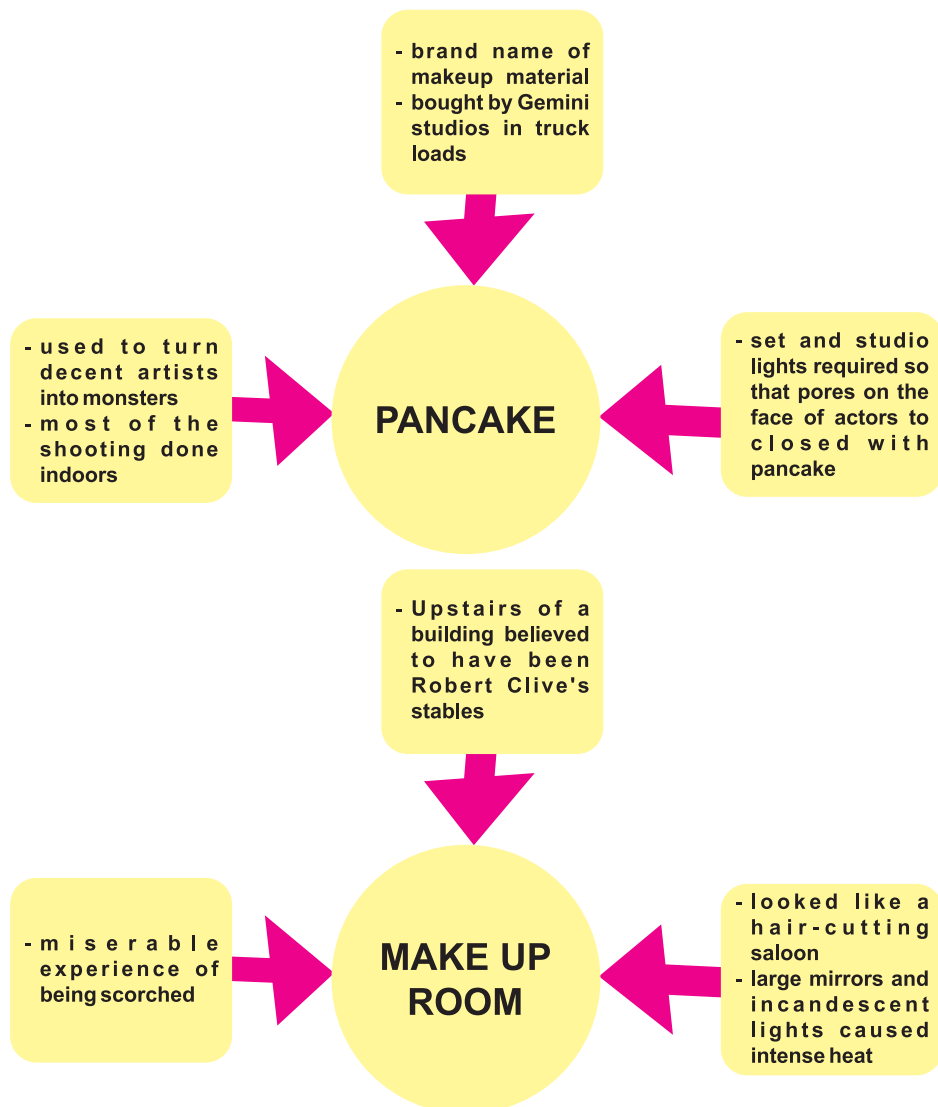
6. POETS AND PANCAKES

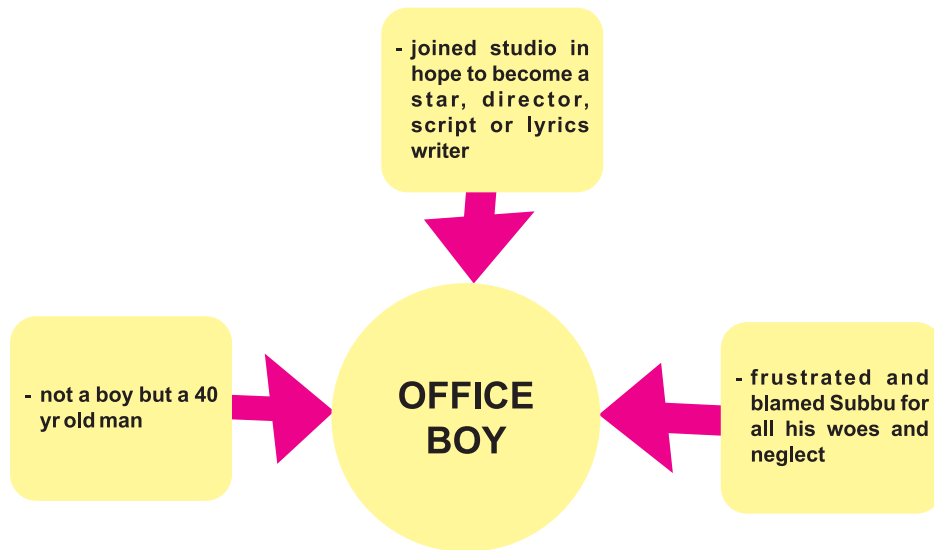
-By Asokamitran

Gemini Studios of Madras (Chennai) and its founder, S.S. Vasan lent substance and quality to a fragile and unpredictable movie business. Poet and Pancakes, an excerpt from the book 'My Years with Boss' brings to life, the leading members, their talents and roles, their frustrations, and ambitions. It gives a panoramic view of the impact and affiliations of those parts of Gemini Studios with regard to Independent India in its infancy, communism and anti- communism.

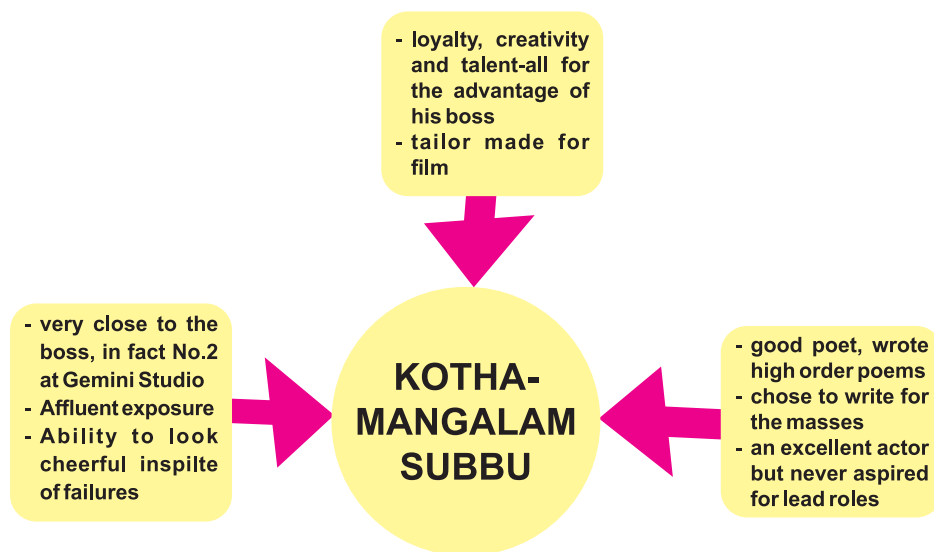
LESSON AT A GLANCE

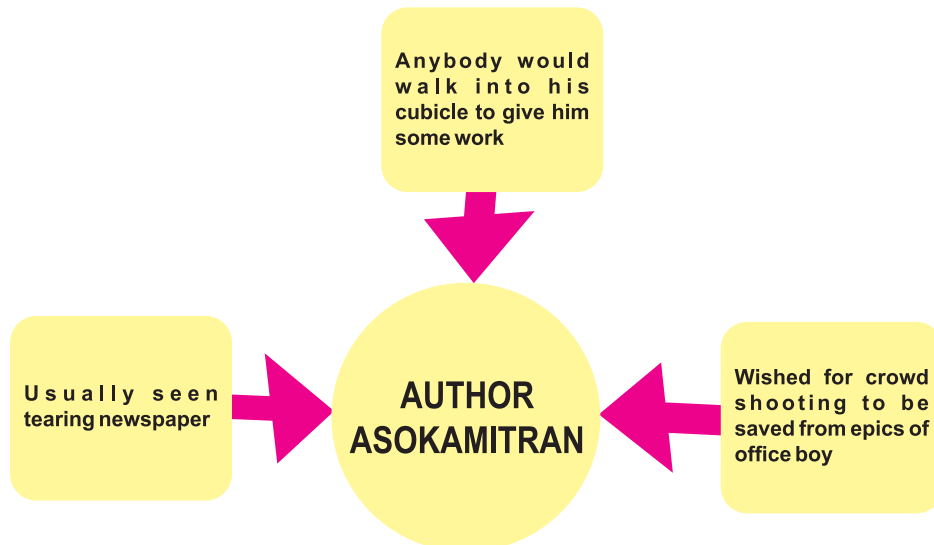
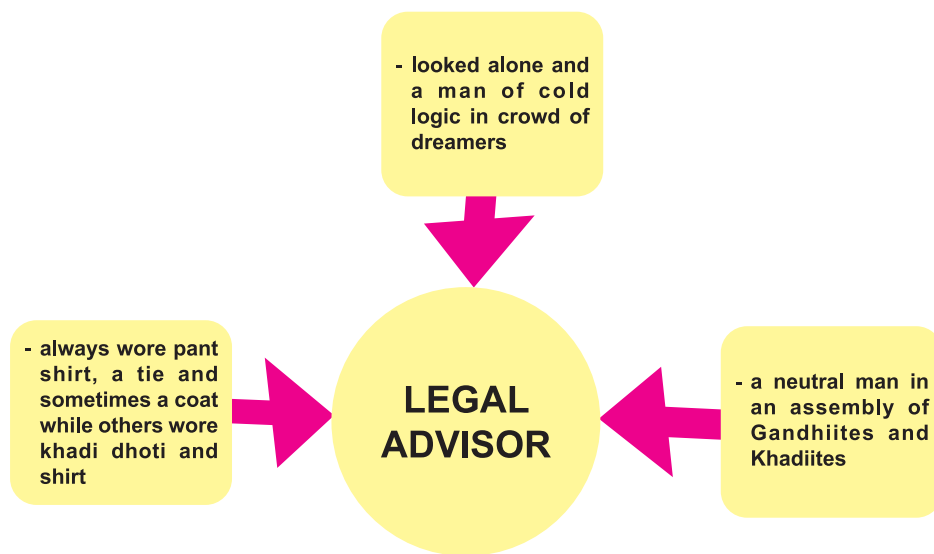
MAKE UP DEPARTMENT





STORY DEPARTMENT





Read the passages and answer the questions given below:

RTC 1

1. In those days I worked in a cubicle, two whole sides of which were French windows. (I didn't know at that time they were called French windows.) Seeing me sitting at my desk tearing up newspapers' day in and day out, most people thought I was doing next to nothing. It is likely that the Boss thought likewise too. So, anyone who felt I should be given some occupation would barge into my cubicle and deliver an extended lecture. The 'boy' in the make-up department had decided I should be enlightened on how great literary talent was being allowed to go waste in a department fit only for barbers and perverts.

1. 'I' in the first line stands for

(i) Legal advisor (ii) Kothamangalam Subbu (iii) office boy (iv) author

2. 'The Boss thought likewise too' implies that he

(i) also thought that he was industrious (ii) never doubted his capability
(iii) had unflinching trust in him (iv) thought the author was doing almost nothing

3. The boy in the make-up room felt disappointed because

(i) he aspired to become an actor/scriptwriter but was enrolled in make-up department
(ii) his talent was going wasted
(iii) he was involved in too many trivial jobs
(iv) both (i) and (ii)

4. The job of the author was to

(i) do make-up of the actors (ii) cut newspaper clippings
(iii) write articles
(iv) perform as actor

Answer: 1 (iv), 2 (iii), 3 (iv), 4 (ii)

RTC 2

2. In all instances of frustration, you will always find the anger directed towards a single person openly or covertly and this man of the make-up department was convinced that all his woes, ignominy and neglect were due to Kothamangalam Subbu. Subbu was the No. 2 at Gemini Studios. He couldn't have had a more encouraging opening in films than our grown-up make-up boy had. On the contrary he must have had to face more uncertain and difficult times, for when he began his career, there were no firmly established film producing companies or studios.

1. Who does 'this man' refer to in the extract?

2. Why did he have to face uncertain times?

3. Who did he hold responsible for his woes?

4. Give a synonym for the word 'embarrassment' from the passage.

SHORT ANSWER QUESTIONS

1. How does the writer describe the make-up room of Gemini Studios?

Ans. The make-up room of Gemini Studios looked like a hair cutting salon. It had around half a dozen mirrors with incandescent lights at all angles around them. The artists would feel the heat emanating from these lights. Thus, the writer uses the term 'fiery misery' to denote the uncomfortable situation of those subjected to make-up.

2. What was the great deal of national integration that was prevalent in makeup department?

Ans. The make-up division of the Gemini Studios was an example of national integration. According to the author, this is so because people from different regions and religious groups worked together in the same department. The department was headed by a Bengali who was succeeded by a Maharashtrian. The other helpers included a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and the local Tamils.

3. What does 'The God that Failed' refer to?

Ans. The God That Failed was a compilation of six essays written by six eminent writers, namely, Andre Gide, Richard Wright, Ignazio Silone, Arthur Koestler, Louis Fischer, and Stephen Spender. In each of the essays, the respective writers described 'their journeys into Communism and their disillusioned return'.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. Which hierarchy was followed in the Make-up department?
2. Why was the office boy frustrated? Who did he show his anger on?
3. What was the common perception of people associated with Gemini Studios about Communism?
4. Why did the Englishman face a silent and dazed audience?
5. How does the mystery of the Englishman get solved?

LONG ANSWER QUESTIONS

1. Subbu is a multi-faceted person and yet he has enemies. Discuss keeping in view his character in the lesson 'Poets and Pancakes'.

Ans. In the lesson 'Poets and Pancakes' Kothamangalam Subbu is portrayed as a multi-faceted person but to his agony he has a lot of enemies. He is very close to the boss, in fact number 2 at Gemini Studios. He had exposure to more affluent situations and people by

virtue of being born a Brahmin. He has the ability to look cheerful in spite of failures. His loyalty, creativity and talent are appreciated by the boss. The others were at times envious of him. He is tailor-made for films, film making is so easy with Subbu around. A good poet and writing poems of higher order are the other inherent qualities in him. He chooses to write for the masses. He wrote a sprawling novel 'Thillana Mohanambal' with dozens of etched characters. Though he was an excellent actor, he never aspired for lead roles. In spite of being a charitable and improvident man, he yet had enemies.

LONG ANSWER/QUESTIONS FOR PRACTICE

1. How could Frank Buchman's Moral Re-Armament Army find a warm host in the Gemini Studios? Elucidate.
2. The legal advisor unwittingly brought about a sad end to the acting career of a talented actress. How?
3. How does the author describe the set up and working of the makeup department?

7. THE INTERVIEW

-By Christopher Sylvester

The Interview, written by Christopher Sylvester throws light on various aspects of interview in the field of journalism. Part I tells us the varied opinions about interview- of its functions, methods and merits. Part II is an extract from an interview of Umberto Eco, author of the popular novel, 'Name of the Rose' by Mukund Padmanabhan from 'The Hindu'.

POINTS TO REMEMBER

PART I

1. Interview has become a common place of journalism. Opinions on the functions, methods and merits of Interview vary considerably.
2. Some claim it to be the highest form, a source of truth and in its practice, an art.
3. Some despise the interview as an unwarranted intrusion into lives, which diminishes their personality.
4. S. Naipaul feels that 'some people are wounded by interviews and lose a part of themselves.'
5. Lewis Carroll never consented to be interviewed for he believed it to be 'a just horror of the interviewer'. Rudyard Kipling considered it 'Immoral, a crime, an assault that merits punishment'.
6. G. Wells referred interviewing to be an 'ordeal',
7. Saul Bellow describes it 'like thumb prints on his windpipe'.
8. Despite the drawbacks interview is a supremely serviceable medium of communication. Interviews are the most vivid impression of our contemporaries and the interviewer holds a position of unprecedented power and influence.

PART II

1. An extract from an interview of Umberto Eco interviewed by Mukund Padmanabhan.
2. In the interview Eco shares his idea of empty spaces in our lives just as they exist in an atom, which he calls 'Interstices'. He says that he makes use of these empty spaces to work.
3. Eco's essays were scholarly and narrative. He likes to be identified more as a university professor who writes novels.
4. Eco's 'The Name of the Rose', a serious novel, which delves into metaphysics, theology and medieval history, enjoyed a mass audience. It dealt with medieval past. He feels that the novel wouldn't have been so well received had it been written ten years earlier or later.

Read the passages given and answer the questions that follow:

RTC 1

1. So it is hardly surprising that opinions of the interview — of its functions, methods, and merits — vary considerably. Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person's soul.

1. One inevitable part of journalism mentioned here is

- (i) article writing (ii) photography (iii) interviews (iv) news

2. The matter of surprise here is that what varies are

- (i) Opinions of the interview (ii) the celebrity interviews
- (iii) the literate people who read interviews
- (iv) the number of interviews taken

3. Claims made by some people regarding interviews here are that

- (i) this is the best way to extract truth
- (ii) this way celebrities listen to media
- (iii) this is the easiest way to communicate
- (iv) it is the best practice

4. This line “photographic portrait of somebody then one is stealing that person's soul”, means

- (i) photogenic face for photographs
- (ii) stealing a portrait of someone
- (iii) steals the original identity of the person
- (iv) stealing a person's heart by taking photographs

ANSWERS: 1 (iii), 2 (i), 3 (i), 4 (iii)

RTC 2

2. Similarly we have a lot of empty spaces in our lives. call them interstices. Say you are coming over to my place. You are in an elevator and while you are coming up, I am waiting for you. This is an interstice, an empty space.

(i) Who is propagating the idea of interstices in the above lines?

(ii) What does the speaker do in the empty spaces?

(iii) Who has come to meet the writer?

(iv) Why are interstices important in the Universe?

SHORT ANSWER QUESTIONS

1. What are some of the positive views on interviews?

Ans. Some of the positive views on interviews are:

(a) The interview has become a commonplace of journalism.

(b) In its highest form an Interview is a source of truth and in practice, it is an art.

(c) An interview is a supremely serviceable medium of communication.

2. What do you understand by the expression “thumb prints on his windpipe”?

Ans. It means that it was like somebody strangled his freedom or choked the free flow of his thoughts.

3. Why do you think the opinions of the interview vary considerably?

Ans. Thousands of famous persons have been interviewed over the years some of them been repeated so the opinions of the interview vary considerably.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. Why do most celebrity writers hate to be interviewed?

2. What did the publisher think of 'The Name of the Rose'?

3. Why does Umberto Eco not prefer to be called only a novelist?

4. What according to Mukund, is a marked departure from academic style?

5. What is the reason for the huge success of the novel, “The Name of the Rose”?

LONG ANSWER QUESTIONS

1.What were the salient points that emerged about Umberto Eco and his writings through his interview by Mukund Padmanabhan?

Ans: Umberto Eco in the lesson “The Interview” is a professor who writes novels on Sunday and utilizes his holidays for writing work. He started writing novels by accident, had nothing to do one day and so he started. Novels probably satisfied his taste for narration.

He writes from his heart, writing being his passion he finds time anyhow or other to satisfy his passion. Eco himself explains Mukund how he gets time for writing. We have a lot of empty spaces in our lives. Eco calls these empty spaces as 'interstices'. He works in empty spaces and finds time to write so much.

Eco's essays were scholarly and narrative. He likes to be identified more as a university professor who writes novels. Eco's 'The Name of the Rose', was a serious novel. He felt that the novel enjoyed a mass audience. Mukund Padmanabhan views Eco pursuing his philosophical interests through his writing.

LONG ANSWER QUESTIONS FOR PRACTICE

1.The writer says that it is hardly surprising that opinions of the interviews vary considerably. Elaborate with reference to the essay, “The Interview”, By Christopher Silvester.

2.Do you think Umberto Eco likes being interviewed? Give reasons for your opinion.

3.The interviewer Mukund Padmanabhan has been asked to produce a short report of the interview. Write this report for him.

GOING PLACES

—A.R. Barton

Hero worship is the natural phenomenon of adolescent stage but needs guidance and monitoring. Life is to realize our dreams with our potential, possibility and limitation. Since, when reality hits, it may shatter the dreams.

POINTS TO REMEMBER

1. Sophie's ambition and unrealistic dreams
2. wants to start a boutique
3. wants to earn money by becoming a manager, an actress or even a fashion designer
4. she comes from a weak socio-economic background
5. her friend Jansie - simply wants Sophie to be happy.
6. Jansie – realistic, can't keep information or secrets to herself.

CHARACTERS

Sophie's Dad

- is strong, sweaty, and hardworking
- loves to watch football matches
- does not believe in Sophie's imaginary stories

Sophie's brother – Geoff

- is an apprentice mechanic
- speaks less
- Sophie trusts him, shares her secrets with him

Sophie

- Lives in a world of her own fantasy
- Sophie is fond of hero worshipping and fantasizing.
- Sophie's hero is an Irish player, Danny Casey
- dreams of meeting him
- obsessed about meeting him, makes up stories about her meeting with him
- starts believing her imagination as real.
- nobody believes her, feels disappointed

Read the passages given below and answer the questions that follow:

RTC 1

1. "I wish he was an Englishman," someone said on the bus. "Ireland will win the World Cup," little Derek told his mother when Sophie brought him home. Her father was gone to the pub to celebrate. "What's this you've been telling?" Jansie said, next week. "About what?" "Your Geoff told our Frank you met Danny Casey." This wasn't an inquisition, just Jansie being nosey. But Sophie was startled. "Oh, that." Jansie frowned, sensing she was covering. "Yes — that." "Well-yes, I did." "You never did?" Jansie exclaimed. Sophie glared at the ground. Damn that Geoff, this was a Geoff thing not a Jansie thing. It was meant to be something special just between them. Something secret. It wasn't a Jansie kind of thing at all.

1. "Ireland will win the World cup". These words were spoken by

- i) Derek ii) Frank iii) Sophie iv) Danny Casey

2. 'This was a Geoff not a Jansie thing' because

- a) Jansie was trustworthy
- b) she lived in a world of reality
- c) her personality was different from Geoff
- d) Jansie was nosey about things

Choose the most appropriate combination

- i. a) and b)
- ii. b) and d)
- iii. c) and d)
- iv. a) and c)

3. 'Something special just between them' was meant to be

- i) A secret
- ii) something suspicious
- iii) a prank
- iv) none of the above

4. Sophie is obsessed about

- i) Geoff, her elder brother
- ii) her dad who loves to watch football matches
- iii) her friend, Jansie who wants her to be happy
- iv) the prodigy, Daney Casey

ANSWERS: 1 (i), 2 (iii), 3 (i), 4 (iv)

RTC 2

2. He was kneeling on the floor in the next room tinkering with a part of his motorcycle over some newspaper spread on the carpet. He was three years out of school, an apprentice mechanic, travelling to his work each day to the far side of the city. He was almost grown up now, and she suspected areas of his life about which she knew nothing, about which he never spoke. He said little at all, ever, voluntarily. Words had to be prized out of him like stones out of the ground. And she was jealous of his silence. When he wasn't speaking it was as though he was away somewhere, out there in the world in those places she had never been.

1. Where did the apprentice mechanic travel to his work each day?

2. Why was Sophie jealous of Geoff's silence?

3. Where was Geoff engaged?

4. Why does Sophie trust her brother?

SHORT ANSWER QUESTIONS

1. What were the future plans of Sophie?

Ans. Sophie lives in a world of dreams. She aspired to have a boutique after leaving school. She told her friend Jansie that in order to save money, she would work as a manager. She also toyed with the idea of working as an actress.

2. How did Sophie react when Geoff told her father that she had met Daney Casey?

Ans. Sophie had shared her secret of meeting Daney Casey with her brother Geoff. When Geoff told his father about this, Sophie wriggled because of the possible contempt of her father. She was afraid that her father would never believe about it.

3. Why did Sophie not want Jansie to know about her story with Danny?

Ans. Sophie did not want that Jansie should know about her story with Danny because she was afraid that Jansie would tell about the story to the whole neighbourhood. She feared that her father might get to hear it and would create a row.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. How did Jansie discourage Sophie from having daydreams?
2. How is Geoff different from Sophie?
3. Why did Sophie go to a lonely arcade at night.
4. Why did Danny Casey not come to meet Sophie though he had promised to meet her?
5. What made Danny Casey a popular celebrity?

LONG ANSWER QUESTIONS

1. Like all other teenagers, Sophie lived in the world of fantasy and worshipped her soul's hero Danny Casey. She goes to the extent of imagining a date and feels disappointed – when the realization dawns upon her that it was a waking dream. Write an article based on the story of Sophie – “Self-deception leads to Depression”.

Ans. In the lesson Going Places, Sophie lives in a world of fantasy, a world of unrealistic dreams which tend to distract one from their goals in life. She worshipped her soul's hero Danny Casey, a football prodigy. In her dreams she fantasizes being on a date with him and feels disappointed when realisation dawns upon her.

Teenagers at their tender age often live in a world of waking dreams. This self-deception leads to frustrated personality, creates complexes and are the causes of failure in the tasks they undertake. Their thinking is immature, they make excuses and find reasons to fulfil their dreams. There is a need to line in the realistic world so that they do not lead to a miserable state such as depression or anxiety.

LONG ANSWER QUESTIONS FOR PRACTICE

1. Fantasy / Dreaming high is a way to touch the flying colours of success. What is needed to choose 'Right Career for Teenagers' to realise these dreams?
2. Compare and contrast the characters of Sophie and Jansie.
3. Justify the title 'Going places'.

POETRY

POETIC DEVICES

Poetic devices are:

- techniques that writers use to create a special and pointed effect in their writing, to convey information, concept, and idea or to help readers understand on a deeper level
- used in writing for emphasis or clarity
- used to connect readers more strongly with a story as a whole or specific characters / themes

Poetic devices used in the poems are:

(Note: Words/ phrases in a poem, sometimes may reflect more than one poetic device so there might be an overlap of poetic devices in the same phrase)

1. SIMILE- is a comparison between two distinctly different things and is indicated using the word "LIKE" or "AS"

Example- 'as a late winter's moon' (poem-My Mother at Sixty-Six)

2. METAPHOR- is a figure of speech in which a term is applied to something to which it is not literally applicable to suggest a resemblance.

Example- 'gusty waves' (poem - An Elementary School Classroom in a Slum)

3. REPETITION- is repetition of single words or phrases, lines and sometimes ,even whole stanzas at intervals to create musical effect ; emphasize a point; draw reader's attention or lend unity to a piece.

Example- 'Far far from' (poem- An Elementary School Classroom in a Slum)

4. ALLITERATION- is the use of the same letter or sound at the beginning of words that are closed together.

Example- 'Far far from' (An Elementary School Classroom in a Slum)

5. HYPERBOLE- is an obvious and intentional exaggeration, such as "I read a million books this summer. This literary device is often used for dramatic or comedic effect.

6. PERSONIFICATION- is the attribution of personal nature or human characteristics to something non- human, or the representation of an abstract quality in human form. personification is used to help the reader create a clearer mental picture of the scene or object being described. Example 'pathetically pled' (poem- 'A Roadside Stand')

7.OXYMORON- is a combination of two words that, together, express a contradictory /opposite meaning. This device is often used for emphasis, for humour or to create pressure/sarcasm. Example-
beneficent beasts of prey (Poem-A Roadside Stand}

8.TRANSFERRED EPITHET- a figure of speech wherein an adverb or adjective is transferred from a noun to which it belongs, to a noun with which it fits only grammatically, but not logically or practically.

Example- 'selfish cars' (poem-A Roadside Stand)

9.IMAGERY- is when an author describes a scene, thing, or idea so that it appeals to our senses (taste, smell, sight, touch, or hearing). This device is often used to help the reader clearly visualize the context and content by creating a strong mental picture.

Example- 'children spilling' (poem-My Mother at Sixty six)

10.SYMBOLISM-Symbolism refers to the use of an object, figure, event, situation, or other idea in a written work to represent something else-typically a broader message or deeper meaning that differs from its literal meaning. The things used for symbolism are called "symbols," and they'll often appear multiple times throughout a text, sometimes changing in meaning as the plot progresses. Example- 'wedding band' (poem-Aunt Jennifer's Tigers)

An Elementary School classroom in a slum- Not included in the Rationalised Syllabus (2022-23) but can be accessed Online

POETRY

MY MOTHER AT SIXTY-SIX

-By Kamala Das

Kamala Das' writing is characterised by the rebellion against taboos that society imposes on women. Also, she explores the gamut of human relationship from the perspective of a woman-a daughter, a wife, mother, and a non-conformist feminist. Kamala Das' work is known for its originality, versatility and the indigenous flavour of the soil.

POINTS TO REMEMBER:

- On her way back to Cochin, the poet looks at her mother.
- Finds her weak and lacking in energy and life.
- Her mother's ageing, decaying health and fear of losing her, cause the poet much pain.

- To divert her mind from such negative thoughts, she starts looking outside. Finds the trees running, the young children spilling/rushing out of homes.
- The face of poet's mother symbolizes frailty, dullness, and inactivity whereas, merry children and young trees symbolize vigour, energy, zeal, and joy.
- As the late winter's moon loses its magnificence and beauty when it gets covered with fog, similarly poet's mother has lost her youthful look, vitality, and charm
- At the airport while parting from her mother the poet smiles and reassures her mother that all is well also she tries to hide her fear of losing/separation from her mother

POETIC DEVICES

SIMILE-face ashen like that of a corpse

PERSONIFICATION-trees sprinting

METAPHOR and IMAGERY

-children spilling

SYMBOLS- sprinting trees and merry children symbolise youth, vigour and vitality, life and growth

Winter's moon symbolises frail health, decay and death

IRONY-See you soon Amma and her prolonged

Smile is ironical as they are in sharp contrast to the fear and agony the poetess experiences.

Read the stanzas given below and answer the questions that follow:

RTC 1

1. I looked again at her wan, pale as a late winter's moon and felt that old familiar ache, my childhood's fear but all I said was, see you soon, Amma, all I did was smile, smile, smile...

1. The parting words of the poet, "see you soon, Amma" suggest her -----

(i) passion (ii) ache (iii) happiness (iv) love

2. "...all that the poet did was smile and smile and smile..." Her smile is
- (i) sudden, in response to her mother's reaction
 - (ii) meaningful and loaded with love
 - (iii) accompanied with tears of farewell
 - (iv) to make her mother feel comfortable and cheerful
3. The mother has been compared to the late winter's moon as this
- (i) refers to her pale and wan appearance
 - (ii) emphasizes that the mother is inching close to death
 - (iii) emphasizes the mother is old at the age of 66
 - (iv) refers to the dark clouds which hide the moon
4. What is the kind of pain and ache that the poet feels?
- (i) growing old age of her mother
 - (ii) corpse-like ashen face of her mother
 - (iii) realization that the mother may not live long
 - (iv) that her mother is physically weak

ANSWERS: 1 (ii), 2 (iv), 3 (i), 4(iii)

RTC 2

2. and realised with pain
that she was as old as looked
but soon put that thought away and
looked out at Young
Trees sprinting, the merry children spilling
out of their homes,
but after the airport's. security, check, standing a few yards
away.
1. Why did the poet look out of the window?
2. Which thought did she put away?
3. What do young trees and merry children signify?
4. Did 'looking out' help the poet?

SHORT ANSWER QUESTIONS

1. Why are the young trees described as sprinting?

Ans. The sprinting trees seem to be walking past them while the poet is driving to the Cochin airport. With the speed of the car they seem to be running fast or sprinting. The poet presents a contrast of the young sprinting trees and her wan pale dozing mother.

2. Why is the poet's mother compared to the late winter's moon?

Ans. As the moon is covered by the fog during the winters and appears to be hazy, dull and lacks brightness. The pale and colourless face of the mother resembles the late winter's moon.

3. "All I did was smile and smile and smile...". Why was the poet smiling while bidding farewell to her mother?

Ans. The poet is trying to conceal her pain behind her smile, the pain of losing her mother soon.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. What do you think is the pain and the ache that the poetess feels?
2. What does the poet say while bidding goodbye to her mother and why?
3. What was the dilemma in the poet's mind?
4. Where was the poet driving to?
5. What does the poet compare her mother's face with?

LONG ANSWER QUESTIONS

1. How does the poet bring out the irony of human relationships?

Ans. The poem 'My Mother at Sixty Six' portrays that death is inevitable. The poet in the poem is deeply melancholic about her mother and experiences the pain of losing her mother. She is under the dread that she may not be able to meet her mother the next time she comes. She constantly gazes at her mother but tries to conceal the pain by smiling. She tries to be optimistic.

Irony of human relationships lies in the fact that intimate relationships can at times become a burden, but we still have the need to carry such relationships.

LONG ANSWER QUESTIONS FOR PRACTICE

1. Bring out the significance of the title 'My Mother at Sixty-Six'.
2. Kamala Das portrays the love of a daughter for her old mother. How is this love conveyed through the poem?

KEEPING QUIET

—By Pablo Neruda

Poet Pablo Neruda explores the impact of silence. Silence gives a way to stop, think and act. Introspection and meditation refresh us all to do the best for humanity and nature.

POINTS TO REMEMBER

- According to the poet, keeping still and quiet will facilitate introspection and a feeling of universal harmony.
- The use of number twelve can be associated with twelve hours of the clock or number of months in a year, completion of a cycle.
- The poet says that silence will be exotic because it will be a blissful moment, a near-divine experience when we all will be together.
- In that exotic moment, even the fishermen (who represent the people who kill and harm other creatures) would not harm the whales. Salt gatherers represent those adding comforts to life.
- By green wars, the poet means waging war against our green zone i.e., exploitation of nature by human beings.
- By 'wars with gas, wars with fire', the poet means new weapons of mass destructions like wars with atomic or nuclear bombs or wars with chemicals.
- The poet believes in life, so he is against total inactivity. He only wants to interrupt the sad and cruel activities of the world.
- We can learn a lot from nature. The poet involves the symbol of mother earth to reinforce his idea that there is wisdom and activity in tranquility and peace
- The earth is calm and soothing. Things appear to be dormant but are constantly active.
- The poet states that we must try to understand what life means in terms of activities i.e., which actions are worthy of being done, and which are not.

POETIC DEVICES:

ALLITERATION-1) 'Sudden strangeness' 2) 'hurt hands' 3) 'clean clothes'

REPETITION- 'without rush, without engines'

SYMBOLISM- 1) 'Brothers' symbolize mankind 2) 'green wars' refer to deforestation 3) 'wars with gas' refer to pollution 4) 'clean clothes' symbolize change of perspective 5) 'shade' symbolizes protection

PERSONIFICATION- 'Earth can teach us as when everything'

METAPHOR- 'Shade' refers to protection

ANTITHESIS- 'count to twelve and we will all keep still'

Read the stanzas given below and answer the questions that follow:

RTC 1

1. Those who prepare green wars,
wars with gas, wars with fire,
victory with no survivors,
would put on clean clothes
and walk about with their brothers
in the shade, doing nothing.
1. **Whom does “Those” refer to?**
 - (i) Politicians, statesmen, scientists
 - (ii) politicians, people, scientists
 - (iii) statesmen, scientists, people
 - (iv) statesmen, people, scientists
2. **Green wars are**
 - (i) wars done wearing green clothes
 - (ii) wars with a green signal
 - (iii) harm caused by men to environment
 - (iv) war against mankind
3. **“Victory with no survivors means**
 - (i) everybody will die
 - (ii) no survivors to enjoy victory
 - (iii) a person who can cope with difficulty
 - (iv) victory you cannot enjoy
4. **What ideal situation is the poet suggesting?**
 - (i) happy people walking hand in hand
 - (ii) people relaxing under shady trees
 - (iii) people with peace and change in one's perspective
 - (iv) all of the above

Answer: 1(i), 2(iii), 3(ii), 4(iv)

RTC 2

2. What I want should not be confused with total inactivity.

Life is what it is about; I want no truck with death

If we were not so single-minded about keeping our lives moving,
and for once could do nothing

1. What does 'total inactivity' mean?

2. What is life 'all about'?

3. What does the poet mean by 'to have no truck with death'?

4. What does 'for once could do nothing' imply?

SHORT ANSWER QUESTIONS

1. What does the poet mean by 'to have no truck with death'?

Ans. The poet clarifies that he cannot suggest total inactivity as death. Also, he shows total aversion/dislike to wars.

2. What are we single minded about?

Ans. We are single minded as we think only about keeping ourselves moving and achieving that is meaningless.

3. How is inactivity different from death?

Ans. The poet describes inactivity as a moment of peace whereas death is the end of life.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. Why does the poet ask the readers to 'keep still'?

2. What changes does the poet expect on the face of the Earth?

3. What is the significance of the number twelve in this poem?

4. Explain "not moving our arms so much".

5. In what ways does man cause harm to mankind and nature?

LONG ANSWER QUESTIONS

1. What is the 'sadness' referred to in the poem 'Keeping Quiet' by Pablo Neruda?

Ans. Human beings are in a mad rush to achieve their targets. Sadness emerges from never being able to understand themselves, not sparing few moments of exotic peace and introspection. Also, sadness arises as Man has become avaricious for power, money and materialistic things. This single desire to conquer all elements has been trampling nature which supports man.

In this rat race Fishermen are exploiting nature for their vested interests and so are the men gathering salt who are hurting their hands in their greed to gather more salt. The consequences are grave, and this the poet insists can be resolved if we keep still for some moments.

LONG ANSWER QUESTIONS FOR PRACTICE

1. The single mindedness of human beings may be the undoing of Man. Comment.
2. Man causes harm to mankind and nature in several ways. Elaborate.

A ROADSIDE STAND

—Robert Frost

A Roadside Stand is a poem about the rural –urban divide where in Robert Frost presents the universal but untold sorrow of the rural people who suffer the indifference of the callous city folk. The poet presents the lives of poor underprivileged people who are barely noticed by their more fortunate city counterparts. The use of personal pronoun in the first person refers to the country people and the poet (in the 3rd and 5th stanza). It is a sympathetic and humane outcry against the economic disparity that prevails in the cities and the countryside.

POINTS TO REMEMBER:

- The rural folk have erected a roadside stand by adding a shed to an old house by the side of the road. They sell berries, squash, etc.
- The 'polished' city people feel irritated at the shabby stand which is clumsily painted and the signs turned into wrong direction.
- The roadside people have self-respect; their aim is not to beg but to earn some cash to improve their living standard.
- The rural folk are promised a better life by relocating them near cities and rehabilitating them.
- But the 'greedy good doers' and 'beneficent beasts of prey' (politicians, etc) exploit and cheat these honest, hardworking rural people.
- The stand owners suffer a 'childish longing' i.e., a desire that city people would stop and purchase a few items, thus helping them to earn hard cash. But this longing is 'vain'(useless) as the car owners stop only to enquire about fuel, where the road was leading to and for taking a U-turn.
- The poet feels the pain and disappointment of the people at 'Roadside stand'.

POETIC DEVICES:

ALLITERATION— 1) 'gallon of gas' 2) 'greedy good-doers',

TRANSFERRED EPITHET –1) polished traffic (the traffic is not polished, people are polished) 2) Selfish cars

METAPHOR- 1) the flower of cities from sinking 2) withering faint.

OXYMORON AND ALLITERATION -1) Greedy good doers 2) beneficent beasts of prey

PERSONIFICATION:

1) A roadside stand that too pathetically pled (also alliteration).

2) Sadness that lurks near the open window there/ that waits all day.

3) Voice of country

Read the stanzas given below and answer the questions that follow:

RTC 1

1. Sometimes I feel myself I can hardly bear
The thought of so much childish longing in vain,
The sadness that lurks near the open window there,
That waits all day in almost open prayer
For the squeal of brakes, the sound of a stopping car,
Of all the thousand selfish cars that pass,

1. The poet cannot bear to think that country folks

(i) are lured with false promises (ii) are sitting in the open
(iii) are not able to sell their products (iv) are hungry as nobody is
there to provide food

2. "Childish longing" here means

(i) Country folks like to buy squashes and jams (ii) country folks run
after the city cars

(iii) country folks like to pray (iv) country folks have many
unfulfilled wishes and desires

3. The "longings" has been termed as "vain"

(i) because they will never be fulfilled (ii) as they are mere fantasies
(iii) as they are beyond their reach (iv) as they are worthless

4. The people driving in the cars stop sometimes to

(i) enquire their way and fill gas from gas station
(ii) fill gas from station and enjoy the scenic beauty
(iii) enjoy the scenic beauty and enquire their way
(iv) enquire their way and buy products of roadside stand

Answer: 1(i), 2(iv), 3(i), 4(i)

RTC 2

2. To put these people at one stroke out of their pain. And then next day as I come back into the sane,

I wonder how I should like you to come to me and offer to put me gently out of my pain.

1. Who are "these people" in the first line?
2. How can "these people" be put 'out of their pain'?
3. What does the poet realize when he comes "back into the sane"?
4. How can the poet also feel relieved?

SHORT ANSWER QUESTIONS

1. Why and where was the roadside stand set up?

Ans: The roadside stand was set up at one edge on a busy road in a countryside. It was set up to attract the city folk who passed from there. It was hoped that the stand would fetch some cash to the rural poor.

2. What is the 'childish longing' that the poet refers to? Why is it 'in vain'?

Ans: The poet refers to intense and futile desires of owners of roadside stand to sell goods to the passers-by. It is vain because not many people stop to buy things from them.

3. Which things irritated those passers-by who stopped at the Roadside stand?

Ans: If at all the passers-by stopped, they were upset with the artless paint of the roadside stand. They complained that the stand marred the scenic beauty of the landscape. They also complained about the wrong signs put up on the board.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. Describe the attitude of the city folk who passed by the roadside stands.'
2. What did the city folk complain about these stands?
3. Why did rural people put up "roadside stand"?
4. What role did the Government play in their lives?
5. Why does the poet call their longing as 'Childish'?

LONG QUESTIONS

1. How does the poet describe the city people in the poem 'The Roadside Stand'?

OR

What does the life of the 'moving pictures' imply?

Ans. The glamorous lifestyle of the rich people is depicted as that of luxuries and comforts, unlike the life of the poor village folk who are leading a miserable life, struggling hard for their existence. The city people are indifferent and apathetic. They come to these stands which are clumsily painted, shabby and have signs turned in the wrong direction.

They wish to sell goods and supplement their earnings but feel depressed and frustrated as they come to enquire about fuel, where the road is leading to and for taking a U-turn.

The Government promises them a rosy future, but only rich people derive benefits.

The poet feels the pain and disappointment of the people at Roadside Stand.

LONG ANSWER QUESTIONS FOR PRACTICE

1. The 'Greedy good doers and beneficent beasts of prey' exploit these hard-working rural people. Discuss.

2. Roadside vendors have self-respect and work hard to earn some cash to improve their living standard. Keeping the poem in view relate whether these people are able to accomplish what they desire.

A THING OF BEAUTY

– John Keats

A thing of beauty is a source of everlasting happiness in human life. Tough situations of life can never fade the beauty of lovely nature and great people. There is need to feel the impact of natural man-made beautiful things.

POINTS TO REMEMBER:

- A beautiful thing is eternal, never loses its charm and has a lasting impression on our minds. The poet equates beauty to happiness.
- By 'Beauty' Keats means the sun, moon, old and young trees that give shade, clear rills, musk rose. These all have the power to uplift man's spirit by providing sense of peace and serenity.
- Life is full of trials and tribulations, dearth, sadness, disappointments, death of noble values among people. Man's life becomes worth living because of beautiful things which flash upon mind's screen to lift the veil of gloom.
- Grand legacies of the mighty dead and the lovely tales have a sublimating effect on man.

POETIC DEVICES

METAPHOR- 'bower quiet', 'sweet dreams', 'flowery band', 'unhealthy and o'er dark spirits', 'endless fountain of immortal drink'

ALLITERATION – 'noble natures', 'cooling covert', 'band to bind'.

PERSONIFICATION- 'inhuman dearth'

IMAGERY --- 'flowery wreaths', 'shady boons', 'clear rills', 'cooling covert', 'endless fountain of immortal drink'

Read the stanzas given below and answer the questions that follow:

RTC 1

1. We have imagined for the mighty dead.
All lovely tales that we have heard or read.
An endless fountain of immortal drink,
Pouring unto us from the heaven's brink.
1. The phrase immortal drink refers to:
(i) blessings of our ancestors (ii) the teachings of nature
(iii) a life-giving force (iv) the beauty of divine

2. 'All lovely tales evoke the feeling of:
 (i) sadness and nostalgia (ii) nostalgia
 (iii) inspiration and pride (iv) pride
3. The rhyme scheme of the above extract is:
 (i) aabb (ii) abab (iii) aaab (iv) abbb
4. What is the poetic device used in the line – “An endless fountain of immortal drink, Pouring unto us from the heaven's brink”
 (i) Personification (ii) Allegory
 (iii) Imagery (iv) synecdoche

Answer: 1(iii), 2(i), 3(i), 4(iii)

RTC 2:

2. Yes, in spite of all,
 Some shape of beauty moves away the pall
 from our dark spirits. Such the sun, the moon.
 Trees old and young, sprouting a shady boon
 For simple sheep, and such are daffodils.
 With the green world they live in, and clear rills
 That for themselves a cooling covert make
 'Gainst the hot season.

- (a) What does 'all' in the first line refer to?
- (b) Mention some of the things from nature that move away the pall from our dark spirits.
- (c) What do the clear streams do?
- (d) What do you mean by 'cooling covert'?

SHORT ANSWER QUESTIONS

1. How is a thing of beauty a joy forever?

Ans. A thing of beauty is eternal. Its beauty increases with time, and it always gives pleasure to the beholder. It gives everlasting joy.

2. How does its loveliness increase with joy?

Ans. Beauty creates joy in the soul that lasts forever. Its power to heal gives happiness and the loveliness goes on increasing with each passing day.

3. How does nature affect us?

Ans. The beauty of nature exerts power over the gloomy side of life. The sweetness of the beauty of nature gets sweeter with the passage of time.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. How does beauty enrich the human beings?
2. Why is grandeur associated with the mighty-dead'?
3. How does the poet explain that the beauty that we see is not short-lived?
4. What makes human beings love life inspite of troubles and sufferings?
5. What symbol is associated with the 'simple sheep'?

LONG ANSWER QUESTIONS

1. John Keats uses images to describe the beautiful bounty of the Earth. How do these beautiful things remove the pall within us ?

Ans. Life is full of trials and tribulations, dearth, sadness, Disappointments and death of noble values among people. Man's life becomes worth living because of beautiful things which flash upon our mind and a ray of hope veils the gloom.

By 'Beauty' Keats means the sun, moon, old and young trees that give shade, clear rills that provide coolness against the hot season, musk roses and daffodils. Grand legacies of the mighty dead and the lovely tales have sublimating effect on man. These all have the power to uplift man's spirit by providing sense of peace and serenity.

LONG ANSWER QUESTIONS FOR PRACTICE

1. Can human life be without sufferings? Why/Why not?
2. Beauty heals the sufferings and removes the pall from our dark spirits yet human beings exploit nature. Comment.

AUNT JENNIFER'S TIGERS

–Adrienne Rich

Adrienne Rich is widely known for her involvement in contemporary women's movement as a poet and theorist. She focuses on feminist poems expressing her anger. Her poetry changed a lot of people, especially women's views towards the way they lived their lives and their role in society. The poem 'Aunt Jennifer's tigers' brings forth the message that women need to live for themselves and not be dependent on men. Also, it addresses the constraints of married life experienced by a woman in a male dominated world.

POINTS TO REMEMBER

- Aunt Jennifer's tigers symbolise spirit of freedom which she herself is bereft of.
- The tigers are the dwellers of the green forest, are fearless and ferocious. This is in stark contrast to the suppressed womanhood in aunt's personality.
- Uncle made her life very burdensome, the expression 'massive weight of uncle's wedding band' symbolises male dominance.
- 'Ringed' refers to the confines, constraints and the demands of marriage that bind a woman, within the vicious grip of her unhappy married life.
- Even after her death she would feel terrified by the trauma which she faced due to her dominating husband/male dominated society.
- Aunt Jennifer's tigers will survive even after her death. The tigers she knitted on the panel will remain fearless, brave and majestic.
- The aunt herself will remain alive through her art form i.e., her poems.

POETIC DEVICES

ALLITERATION- 'fingers fluttering', prancing proud',

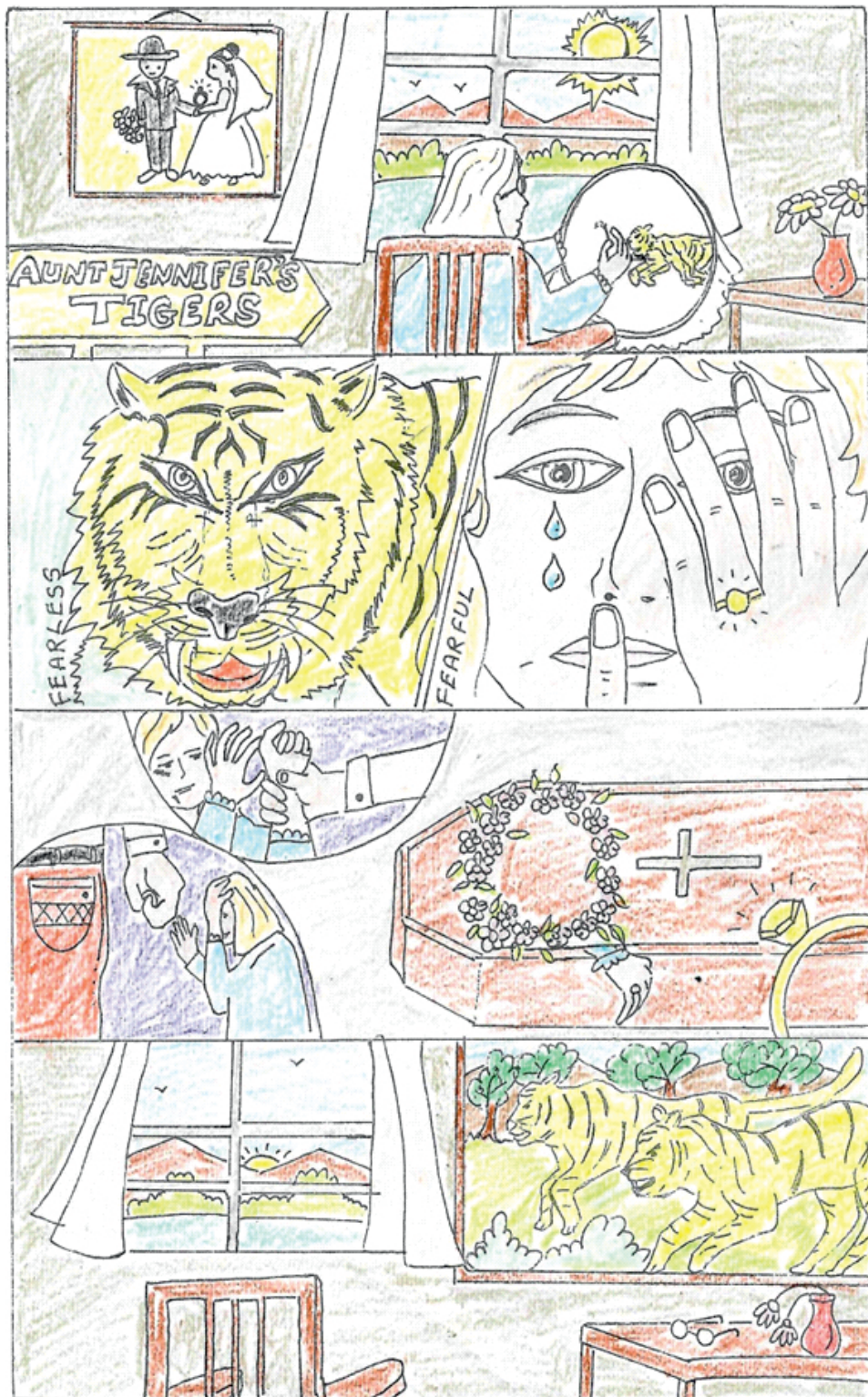
IMAGERY- 'bright topaz denizens'

SYMBOLISM-- 'Tigers'-freedom of spirit

'Aunt Jennifer'-women suppressed in a patriarchal society

'wedding band'- oppression in marriage

'uncle'-male chauvinism



Let's interpret the stanzas through these images.

Read the stanzas given below and answer the question that follow:

RTC 1

1. Aunt Jennifer's tigers prance across a screen.
Bright topaz denizens of a world of green
They do not fear the men beneath the tree;
They pace in sleek chivalric certainty.
- 1.The poetic device in the last line is
(i) Rhyming (ii) alliteration (iii) simile (iv) metaphor
- 2.Aunt Jennifer presently is
(i) trembling with fear (ii) embroidering tigers on a piece of cloth
(iii) standing with the tigers under the tree
(iv) dancing with the tigers under the tree
- 3.The tigers symbolize
(i) danger and bravery (ii) fearlessness and self confidence
(iii) self-confidence and danger (iv) fearlessness and danger
- 4.Identify the traits of the tigers in contrast with aunt's own married life
(i) tigers are fearless and chivalric whereas aunt's life is weak and timid
(ii) tigers are dangerous and strong whereas aunt's life is weak and hopeless
(iii) tigers are prancing around whereas aunt is sitting embroidering.
(iv) tigers are dancing under the trees whereas aunt is sitting terrified and afraid

Answer: 1(ii), 2(ii), 3(ii), 4(i)

RTC 2

2. When Aunt is dead, her terrified hands will lie
Still ringed with ordeals she was mastered by.
The tigers in the panel that she made
will go on prancing, proud and unafraid.
- 1.What is the status of the Aunt in her family?
- 2.Why are Aunt's hands said to be terrified?
3. Explain: 'Still ringed with ordeals'?
- 4.What will happen to her tigers after her death?

SHORT ANSWER QUESTIONS

1.What are the traits of tigers that are in contrast to the aunt?

Ans. The tigers are fearless, confident, and 'chivalric' whereas the aunt's own married life has left her weak, submissive and timid.

2.What do you understand by 'massive weight of uncle's wedding band'?

Ans. Uncle made her life very burdensome, the expression 'massive weight of uncle's wedding band' symbolises male dominance and oppression.

3.What was Aunt Jennifer doing on the panel of cloth?

Ans. Aunt Jennifer was embroidering tigers on a piece of woollen cloth. The tigers she made pranced across the screen.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. Where do the tigers appear? Write two qualities of the tigers as depicted by the poet.

2. Why is the ivory needle hard to pull?

3. What is the significance of the wedding ring in Aunt Jennifer's life.

4. Do you sympathize with Aunt Jennifer. Why/why not?

5.Where do the tigers dwell?

LONG ANSWER QUESTIONS

1.In the poem Aunt Jennifer's tigers the poet exclaims that aunt's hands will remain terrified even after her death. How far do you agree?

Ans. The poem 'Aunt Jennifer's tigers' addresses the constraints of married life experienced by a woman in a male dominated world. Poet Adrienne Rich conveys that even after her death Aunt would feel terrified by the trauma which she faced due to her dominating husband/male dominated society. In other words, the marital bindings, tortures and oppression in marriage will continue to persist even in the years to come due to male chauvinism. The women need to become fearless, confident and live for themselves. Otherwise, women will ever remain in the vicious grip of unhappy married life living at the mercy of men.

LONG ANSWER QUESTIONS FOR PRACTICE

1.Do you sympathize with Aunt Jennifer? What is the attitude of the poet towards Aunt Jennifer?

2.The poet Adrienne Rich has used images and symbols to express women's domination by men. Elucidate.

VISTAS

The Third Level

By JACK FINNEY

It is an interesting story that is set after the world war . This story talks about the figments of imaginations that can be used to escape from reality . It takes readers back in the time of joy and peace . The story weaves together psychological journey of the narrator into the past and present

MAIN CHARACTERS

Charley: Thirty one-year-old protagonist and also the narrator of the story. He is not happy with his present life. While returning to his residence he reaches the third level of the Grand Central station, which does not exist.

Sam: He is the second most important character in the story. He is a psychiatrist and a friend of Charlie.

Louisa: Louisa is Charley's wife.

First level for the trains of 20 century	Second level for suburban trains
Mushrooming with subways, staircases and corridors like a tree	

Charley 's description of the Third Level (imaginary)

- ❖ Smaller rooms, fewer ticket windows, wooden old styled information booths
- ❖ Derby hat and gold pocket watches
- ❖ Men with beards, sideburns and moustaches
- ❖ Women with skirts, high buttoned shoes and legs of buttoned sleeves
- ❖ Brass spittoons on the floor, open flamed gas lights
- ❖ Old styled locomotives with funnel shaped stack ,
- ❖ Newspaper 'The World', 11th June 1894
- ❖ Charley wishes to buy two tickets to Galesburg
- ❖ Clerk stares at him since the currency is different
- ❖ Moves from past to present (in reality) runs from there

Charley shares his experience

- ❖ Psychiatrist friend Sam refuses to believe
- ❖ Considers waking dream wish fulfillment
- ❖ Wife Louisa gets worried, disbelieves too
- ❖ Presidents of New York swear on the existence of two levels

Sam disappears

- ❖ Charley gets note from Sam of dated 18 July 1894
- ❖ Sam suggests to keep on searching for the Third Level
- ❖ Reaches Third Level (Galesburg) world of peace
- ❖ Starts new business of hay, grain and cattle
- ❖ Enjoys happy and peaceful life

First Day Cover

- ❖ Stamp collectors buy stamps on the day of release
- ❖ Mail the envelopes, blank paper in it with the postmark of the date to themselves
- ❖ Covers remain unopened, Charley inherited stamp collection from his grandfather

About Charley

- ❖ 31 years old ordinary person
- ❖ Takes temporary refuge from reality

RTC 1

But that's the reason, he said, and my friends all agreed. Everything points to it, they claimed. My stamp collecting, for example; that's a 'temporary refuge from reality.' Well, maybe, but my grandfather didn't need any refuge from reality; things were pretty nice and peaceful. In his day, from all I hear, and he started my collection. It's a nice collection too, blocks of four of practically every U.S. issue, first-day covers, and so on. President Roosevelt collected stamps too, you know.

1. His friends agreed to-

- (a) It's a human tendency to escape and taking refuge.
- (b) The third level at The New York Grand Central Station existed.
- (c) Charley had no psychological issues.
- (d) Life has no miseries at all.

1. Why did his grandfather not need a temporary refuge from reality?
 - (a) As he had a good business.
 - (b) Things of his time were pretty nice and peaceful.
 - (c) He never liked stamp collecting.
 - (d) All the above.
2. The central idea of the passage is-
 - (a) Miseries are an important part of our life.
 - (b) It's a human tendency to escape.
 - (c) Every human being should collect stamps.
 - (d) All the above.
3. Who is 'he' in the given passage-
 - (a) Sam
 - (b) Grandfather
 - (c) The author
 - (d) Charley

RTC 2

He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. Well, who doesn't? Everybody I know wants to escape, but they don't wander down into any third level at Grand Central Station. But that's the reason, he said, and my friends all agreed. Everything points to it, they claimed. My stamp collecting, for example; that's a 'temporary refuge from reality.' Well, maybe, but my grandfather didn't need any refuge from reality; things were pretty nice and peaceful.

1. Who is 'He' in above extract?
2. Who was Charley's wife?
3. What did the friends of Charley think of him?
4. What was his temporary refuge from reality?

SHORT ANSWER QUESTIONS:

1. How do Charley's wife Louisa and his friend Sam react to the narrator's observation?

Ans - Charley the narrator states that there are three levels at Grand Central Station. His assertion is based on his personal observation. But his friend Sam said that Charley was unhappy and wanted to escape. His wife Louisa was shocked and worried. They both disbelieved him.

2. What do you learn about Galesburg, Illinois during 1894?

Ans - Galesburg has been described as a peaceful place that was not ravaged by the two world wars. It has old framed houses, huge lawns and splendid trees with expanded branches. The men would smoke cigar talk quietly. The women would be waving palm leaves fans. They have ample time for themselves.

3.What do you know about the 'First Day Cover '?

Ans- When a new stamp is issued in any country, stamp collectors buy some and use them to mail envelopes at their own address on the very first day of release. They put a blank paper in the envelopes. The postmark proves the date of issue .The envelope is called a first day cover. It remains unopened.

Short Answer Questions for Practice:

- 1 What strange experience did Charley have on the day when he went to the Grand Central Station?
- 2 How the narrator was convinced that he had come to the Third level?
- 3 Why did the clerk refuse to accept the money? Why did the narrator get out so fast?
- 4 Who was Sam ? What had happened to him?
- 5 What role does Sam's letter play in the story?
- 6 Where did Charley go after reading Sam's letter?

Long Answer Questions:

1. The story reveals refuge from reality to illusion. Do you think it is obvious to escape from reality of life?

Ans.- Jack Finney portrays Charley's transition from reality to imaginary world through the story the Third Level. It seems probable as the author employs authenticity to the experience. Charley worked late night at the office and was in hurry to reach his apartment to be with his wife Louisa. He thinks of taking the subway since it seems faster than bus. Grand Central Station has been described mysterious and mushrooming with subways, staircases and corridors that leads to many ways and places. Moving through the tunnel Charley recounts his past experience that appears safe and quite normal. Modern world is full of insecurity, fear, war, worry and tension. He wants to escape from the harsh realities of modern world. His friend Sam also agrees with the escape theory. They claim that our hobbies also lead us to a temporary escape from reality. Finally his Psychiatrist friend reaches the Third Level and suggests Charley and his wife Louisa to keep on searching till they get it. The story weaves psychological phenomenal yarn to make it obvious

Long Answer Questions for Practice:

1. Give a brief description of the Third Level.
2. Modern world is full of insecurity, fear, worry and stress. What are the ways to overcome of these challenges in your opinion?

THE TIGER KING

BY KALKI

The story 'The Tiger King' is a satire on the conceit of those in power. The writer tries to tell us how kings, not interested in the welfare of the people, circumvented all laws to suit their own selfish interests. The story is about the Maharaja of Pratibandhpuram about whom the chief astrologer had predicted that the cause of his death would be a tiger. In order to prove the prophecies of the astrologer wrong, the Maharaja killed ninety nine tigers, but the hundredth tiger escaped his bullet. Later, one of the hunters killed it by shooting at it from a close range. The King thought that the hundredth tiger had been killed by him. However, an inanimate wooden tiger became the hundredth tiger that ultimately caused his death. The prophecy of the astrologer proved to be true, despite the king's best efforts to prove it wrong.

MAIN CHARACTERS

A British high ranking officer & his secretary

Duraisani: the wife of the high ranking British officer, a greedy woman who takes all the 50 diamond rings

The Tiger King: Protagonist of the story, the Maharaja of Pratibandhpuram, also known as His Highness Jamedar, General Khiledar-Major, Sata-Vyaghra samhari, Maharajadhiraja Visva Bhuvana Samrat, Sir Jilani Jung Jung Bahadur, M.A.D., A.C.T.C., or C.R.C.K.

Chief astrologer: a royal foreteller of the state

Dewan: a chief administrative officer of The Tiger King.

Points to Remember

1. Maharaja Pratibandhpuram born as an extra-ordinary child
2. Prediction about his death due to a tiger the child was born under bull star bull and tiger are the enemies.
3. Ten day old child surprised all by his intelligent questions.
4. The boy grows up just like any other royal child raised. Such as by drinking the milk of white English cow and looked after by English nanny and watching English movies.
5. When he was 20, he was crowned king and came to know about the prediction about his death. So, then onwards he started killing a tiger and put a ban on the tiger hunt in his state
6. But the chief astrologer warned him that he will be killed by the hundredth tiger.
7. He started killing tigers and thus killed seventy tigers.
8. At times the bullet missed, king fought the beast with his bare hands and won.
9. He married a princess whose kingdom boasted of tigers.
10. Once a high ranking British officer visits his state and wants to go for a tiger hunt. However, the maharaja declined his wish. And in order to secure the state from the wrath of the British officer. The maharaja sent 50 diamond rings to the officer's wife whose worth was Rs 3 lakh.
11. He killed ninety nine tigers. But he was unable to find one more tiger.
12. The Dewan brought an old and feeble tiger from the zoo.
13. The tiger king aimed at it but it fainted. The king thought that he had killed the hundred tigers.
14. After the king went away the tiger opened its eyes in bafflement. One of the hunters killed it. The tiger was honoured and taken in a procession.
15. The king purchased a wooden tiger for his son to give him some special gift on his birthday.
16. Its sliver pierced the hand of the king. Infection flared and developed into suppurating. Three surgeons from Madras operated on the tiger king. And finally announced 'The operation was successful. The Maharaja is dead.

RTC-1

Crown prince Jung Jung Bahadur grew taller and stronger day by day. No other miracle marked his childhood days apart from the event already described. The boy drank the milk of an English cow, was brought up by an English nanny, tutored in English by an Englishman, saw nothing but English films — exactly as the crown princes of all the other Indian states did. When he came of age at twenty, the State, which had been with the Court of Wards until then, came into his hands.

1. "Crown prince Jung Jung Bahadur grew taller and stronger day by day." Reason?

- (a) As he was brought up in penury.
- (b) As he was brought up by royalty.
- (c) As he drank the milk of an English cow.
- (d) All the above.

2. What is Court of Wards?

- (a) A neutral committee to look after the prince.
- (b) A legal body created by The East India Company.
- (c) The court where The Tiger King was authorized to take all the decisions.
- (d) An illegal body created by The Tiger king.

3. At what age was the prince throned?

- (a) 10 years
- (b) 25 years
- (c) 20 years
- (d) 15 years

4. What is nanny?

- (a) Grandmother
- (b) A full-time babysitter
- (c) Maid servant
- (d) Nurse

RTC-2

"The prince was born in the hour of the Bull. The Bull and the Tiger are enemies, therefore, death comes from the Tiger," he explained. What did the royal infant grow up to be? You may think that crown prince Jung Jung Bahadur was thrown into a quake when he heard the word 'Tiger'. That was exactly what did not happen. As soon as he heard it pronounced, the crown prince gave a deep growl. Terrifying words emerged from his lips. "Let tigers beware!"

1. How old was The Tiger King as an infant when he spoke?
2. Why did The Tiger King want the tigers to be alert?
3. Which figure of speech has been used in 'Jung Jung Bahadur'?
4. What does the author mean when he mentioned "Jung Jung Bahadur was thrown into a quake when he heard the word 'Tiger'?"

SHORT ANSWER QUESTIONS

1. What was the miracle that took place in the royal palace?

Ans. When the Maharaja was a 10 day old infant, he spoke and asked intelligent questions about his death. After knowing that he would be killed by a tiger he uttered saying, Let tigers beware."

2. How was the Tiger King brought up?

Ans. As a child the Tiger King was brought up by an English nanny and tutored in English by an Englishman. He was given the milk of an English cow. He watched only English movies.

3. What did the State astrologer say he would do 'if the hundredth tiger were also killed'?

Ans. The State astrologer was so sure of his prediction that he announced that he would cut off his ceremonial tuft, crop his hair short and become an insurance agent in case the king was able to kill the 100th tiger too. He was sure that the Maharaja's death would be caused by the 100th tiger.

4. What did the high-ranking British officer wish to do? Was his wish fulfilled?

Ans. The high-ranking British Officer wanted to kill a tiger. He was denied the permission for hunting. He sent a word to the king that he would be happy if he was allowed to get photographed with the carcass of a tiger killed by the King. His wish remained unfulfilled.

5. How did the Maharaja get more tigers to kill, when he had killed all the tigers in his kingdom?

Ans. Left with no other alternative, the king thinking thought of getting married into a royal family. His only criteria for selecting a bride was that his-in-laws' estate should have sufficient number of tigers. Finally, he found his desired match. He pursued his one point program of meeting the tally of hundred tigers.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. How did the 'duraiani' behave on receiving the gifts?
2. Why did Maharaja order the Dewan to double the tax?
3. What did the Maharaja buy as a birthday gift for his son?
4. How did the king's hand become seriously infected?
5. What steps were initiated by the Maharaja in order to ban tiger killing in his state?
6. How was Maharaja able to save his kingdom?
7. Why did the Dewan take the tiger to the forest? How?
8. How did the tiger king justify his tiger hunt?

LONG ANSWER QUESTIONS

1. How did the Tiger King meet his end? What is ironical about his death? How did the prediction of the chief astrologer come true, though he had killed the hundred tigers?

Ans. It was the 3rd birthday of the Maharaja's son and he wanted to buy a present from the toy shop. He bought a wooden tiger which was poorly carved by an unskilled carpenter. It had a rough surface with tiny slivers of wood standing up like quills all over it, his arm got infected. In four days, it developed into a suppurating sore and spread all over the arm. The King died while being operated upon. The King's death is ironical but not surprising. Having 'killed' the 100th tiger, the king was thrilled for he had fulfilled his vow and disproved the prediction of the royal astrologer. He was at ease for he thought he would not die of a tiger's attack. No wonder, he ordered the 'dead' tiger to be taken in a procession through the town and get a tomb erected over it. All this while he did not know that the 100th victim was not killed by him but by other hunters. That is indeed quite ironical. Death was lurking around him and the king was unaware of it. Again, it is ironical that a king who had killed 100 tigers and was bold and fearless died of a mere sliver on the body of a wooden tiger. Thus, ironically death does come to him from a tiger.

Long Answer Questions for Practice

1. The story, "The Tiger King" is a satire on the conceit of those in power." Do you agree with this statement? Explain with reference to the lesson that you have read.
2. Giving a bribe is an evil practice. The Tiger King bribed the British officer to save his kingdom. Why is it wrong to take or give a bribe?
3. Many animals are on the verge of extinction due to rampant killing and poaching by the greedy people. Plan an Awareness Campaign for the students of your school to save animals designing poster for it.

JOURNEY TO THE END OF THE EARTH

BY TISHANI DOSHI

The story is based on a travelogue. The author narrates her journey in this lesson.

POINTS TO REMEMBER:

1. The story is written by Tishani Doshi.
2. The author makes a tour to Antarctica travelling 100 hours to reach there.
3. Antarctica contains 90% of the total ice of the earth.
4. Journey was too long. Six years ago, Geoff Green started the “Students on Ice” programme.
5. Under this programme, high school students are taken on a trip to Antarctica and offer inspiring educational opportunities to encourage them and make them aware about our planet.
6. The programme has been a success because students can see the collapsing ice shelves and retreating glaciers with their own eyes.
7. They realize the threat of global warming is real.
8. The author too got a chance to work in the coldest atmosphere of the Antarctic continent.
9. She began her journey 13.09 degrees north of the Equator in Madras. She crossed none time zones, six checkpoints, three oceans and many ecospheres to reach her destination.
10. According to her six hundred and fifty million years ago, Antarctica was a part of a giant amalgamated Southern supercontinent called Gondwana.
11. This journey also enlightens about the significance of Cordilleran folds and pre-Cambrian granite shields; ozone and carbon.
12. No existence of human life there.
13. As per her understanding human beings have been on Earth for about 12000 years. In this short period, humans have changed the face of the environment for the shoddier.
14. Humans, by establishing cities and megacities, have encroached Mother Nature.
15. The rapid increase in population has added to more distress. Human beings are battling with each other for limited resources.
16. The average global temperature is rising rapidly and the layer of carbon dioxide around the world is increasing.
17. The narrator is worried by profound questions about climate change like what if West Antarctic ice sheets melt entirely or if the Gulf Stream Ocean current will be disrupted or will the world come to end one day.

18. Tishani Doshi is contended with the beauty of balance in play on our planet.
19. She is optimistic that next-generation children are full of naiveté to save the Earth. Gondwana would have larger biodiversity including flora and fauna.
20. Finally, it gives a brief explanation of ozone depletion and the lack of biodiversity and the harm that can be posed is also shown in the travelogue.

RTC-1

You lose all earthly sense of perspective and time here. The visual scale ranges from the microscopic to the mighty: midges and mites to blue whales and icebergs as big as countries (the largest recorded was the size of Belgium). Days go on and on and on in surreal 24-hour austral summer light, and a ubiquitous silence, interrupted only by the occasional avalanche or calving ice sheet, consecrates the place. It's an immersion that will force you to place yourself in the context of the earth's geological history.

1. Largest iceberg was the size of which country?
 - (a) Belgium
 - (b) india
 - (c) USA
 - (d) Australia
2. 'Visual Scale' can be described as –
 - (a) An instrument to check eye sight
 - (b) Level of observation of a person
 - (c) Thought process
 - (d) All the above
3. Which of the following options is best inferred from the extract that the author is-
 - (a) Unhappy
 - (b) Impressed
 - (c) Rejected
 - (d) Ignorant

4. Which of the following are not the features of Antarctica as described in the chapter-
- (1) Long nights
 - (2) Avalanche
 - (3) Blue whales
 - (4) Huge icebergs
 - (5) Omnipresent noise
- (a) 1 and 2
 - (b) 1 and 5
 - (c) 2 and 5
 - (d) 1 and 3

RTC-2

Six hundred and fifty million years ago, a giant amalgamated southern supercontinent - Gondwana - did indeed exist, centred roughly around the present-day Antarctica. Things were quite different then: humans hadn't arrived on the global scene, and the climate was much warmer, hosting a huge variety of flora and fauna. For 500 million years Gondwana thrived, but around the time when the dinosaurs were wiped out and the age of the mammals got under way, the landmass was forced to separate into countries, shaping the globe much as we know it today.

- 1. How were the things different 650 million years ago?
- 2. For how long did Gondwana thrive?
- 3. When was the landmass forced to separate into countries?
- 4. Name the lesson and the writer.

Short Answer Questions :

1. Mention the author's emotions when he set his foot on Antarctica.

Ans. Far flung white landscape and blue horizon of Antarctica was a relief to the author. The author with his team had travelled 100 hours. She wondered at the sight of the large continent, its isolation and serenity. She could not believe the fact that once India and Antarctica were the part of the same land mass.

2. What are Geoff Green's objectives for including high school students in "Student on Ice Programme" ?

Ans. 'Student on Ice Programme' was aimed to provide educational opportunity for the student to study and explore the past, present and future of the Earth. The future generation of policy makers was offered a life changing experience to understand and respect the planet. The students at this age are ready to absorb, learn and act.

3. Take care of small things, the big things will take care themselves'. What is the significance of the statement ?

Ans. Antarctica has simple ecosystem and lacks in bio-diversity. Little changes in environment can have big consequences. A very small single stemmed plant phytoplankton nourishes and sustains the entire food chain of Southern Ocean. These grasses to the sea use solar energy to absorb carbon. They too synthesize various organic compounds. We must take care of the small things to avoid the food chain reaction.

Short Answer Questions for practice.

1. What is the impact of human population on the planet Earth and its resources
2. How can a visit to Antarctica be an enlightening experience ?
3. What unique opportunities does Antarctica provide to the scientists?
4. How did the split of Gondwana effects the geography and weather of the Earth ?
5. Antarctica is a crucial element in this debate. "What is the debate Tisani Doshi is talking ?
6. Do you think the programme ' Student on Ice' is successful ? Why/Why not ?

Long Answer Questions:

1. Why do Tishani Doshi call her trip to Antarctica 'Journey to the End of the Earth' ?

Ans. Tishani Doshi's journey began 13.09 degree of the Equator in Madras. It involves crossing nine time zones, six check points, three bodies of water and many ecospheres. She travelled for 100 hours in combination of car, aeroplane and ship. Setting foot on the continent, she turned emotional viewing expanded white landscape and uninterrupted blue horizon with a relief. She was wondered seeing its immensity and isolation. It was unbelievable for her to know that Antarctica and India were the part of same landmass. She felt that she had reached to the part history: to get of where we have come from and where we could go possibly. It is significant to understand the evolution to this system.

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1. How has rapid increase in human population left mark's on nature and its resources ?

Ans. Human population has been around 12000 years on the planet. Its very short passage of time on geological clock. During this period human has created ruckus, dominance on nature has left scars. Beautiful green land has turned into villages, towns, cities and mega cities. Many of the species have extinct, many of them are struggling to survive. Over consumption of the natural resources has been leading to a great threat to all the creatures. Fossil fuel has created a blanket of carbon dioxide resulting in climate change, global warming and depletion in ozone layer. It is disrupting food chain too. Humans do not have bright future unless ecological balance is maintained.

Long Answer Questions for Practice

1. What role does Gondwana play in Geography and Geology of the Earth ?
2. What facts about the Earth have been brought out in the chapter ? How can it influence our feeling for the planet ?
3. What does Tishani Doshi call herself a sun-worshipping South Indian ? Support the answer with relevant facts from the text.

The Enemy

By Pearl S. Buck

Japan and America are at war during World War II. Dr. Sadao is a Japanese surgeon trained in America. One day he and his wife, Hana, find a wounded American soldier, perhaps an escaped prisoner, on the beach near his house. Sadao and Hana are apprehensive about the idea of the soldier being taken care of in their house at the time of war. Yet, they take him in and Sadao risks his honour, career and life by treating the sailor, operating on him, and saving the life of the enemy.

1. Dr. Sadao Hoki's house was near the coast in Japan.
2. His father was a great patriot. His only concern was Sadao's education.
3. Dr. Sadao was sent to America to learn surgery and medicine
4. Dr. Sadao was not sent along with the troops because the General was under his treatment and needed his services.
5. One day Dr. Sadao saw an injured young soldier staggering and crawling.
6. Dr. Sadao brought the white soldier inside his house and started treating him which offended the servants and they decided to leave his house.
7. Dr. Sadao and his wife decided to treat the soldier in spite of the opposition from the servants.
8. Dr. Sadao's wife Hana was tensed about the presence of an enemy in her house.
9. Dr. Sadao informed the General about his patient who promised to send his assassins to kill him.
10. Dr. Sadao was tensed about the assassination of his patient, had restless night.
11. Assassins didn't turn up so he decided to help the American soldier by providing him with a boat, food and other necessary articles.
12. He promised to provide him more food in case he was not able to go back beyond the island.
13. The next day when Dr. Sadao went to treat the General he told him that the man had escaped.

RTC -1

A. Now Sadao remembered the wound and with his expert fingers he began to search for it. Blood flowed freshly at his touch. On the right side of his lower back Sadao saw that a gun wound had been reopened. The flesh was blackened with powder. Sometime, not many days ago, the man had been shot and had not been tended. It was bad chance that the rock had struck the wound.

1. Who was wounded?

- (i) Sadao
- (ii) Hana
- (iii) soldier
- (iv) Yumi

2. Which word best suits 'trained' in the extract?

- (i) touch
- (ii) tended
- (iii) expat
- (iv) expert

3. What kind of wound the man had?

- (i) it was a knife stab
- (ii) it was an injury
- (iii) it was a gunshot
- (iv) it was due to spikes on rocks

4. How old was the wound?

- (i) few days old
- (ii) a month old
- (iii) a week old
- (iv) many days old

RTC-2

Sadao had taken this into his mind as he did everything his father said, his father who never joked or played with him but who spent infinite pains upon him who was his only son. Sadao knew that his education was his father's chief concern. For this reason he had been sent at twenty-two to America to learn all that could be learned of surgery and medicine. He had come back at thirty, and before his father died he had seen Sadao become famous not only as a surgeon but as a scientist. Because he was perfecting a discovery which would render wounds entirely clean, he had not been sent abroad with the troops. Also, he knew, there was some slight danger that the old General might need an operation for a condition for which he was now being treated medically, and for this possibility Sadao was being kept in Japan.

1. What was the main concern of Sadao's father?
2. At what age was Sadao sent to America?
3. Which discovery is being referred here in this extract?
4. Why was Dr. Sadao not sent with the troops?

SHORT ANSWER QUESTIONS

1. Why did the General overlook the matter of the enemy soldier?

Ans. The General had an attack and according to Dr. Sadao he could not survive the second attack. So if Dr. Sadao was arrested, no other doctor was capable of performing the operation. So for furthering his selfish needs he overlooked the matter and promised to send his assassins. But he was so self-absorbed, he forgot about it.

2. Why was Dr. Sadao not sent with the troops?

Ans. The General thought that Dr. Sadao was indispensable to his life and could save anyone as he was very skilled. He also does not trust anyone except Dr. Sadao. So he was not sent with troops.

3. How was the plan of the patient's escape executed in the story?

Ans. The prisoner was successful in his escape only because of the right guidance and help from Dr. Sadao. He provided him his boat, gave him food, made him wear Japanese clothes and also helped him to comfortably sail to a nearby island.

4. Why did the servants leave Dr. Sadao's house?

Ans. They were not in favour of keeping the American prisoner hidden in the house. They also did not want Dr. Sadao to save his life as he was the enemy. Also, if the police came to know of it, all their lives would be in danger. Dr. Sadao may be considered a traitor. They were also worried about the prestige and future of the family.

5. How did Hana help Dr. Sadao?

Ans. Hana was very helpful while the operation was on. She dipped a small clean towel into the steaming hot water washed the face of the soldier herself. She was requested to give the anesthetic if needed. With the help of instruments from his emergency bag, Sadao made a clean and precise incision. The bullet was out and the doctor declared that the man would live. Hana served the patient with intensive care.

6. Why did Dr. Sadao's father send him to America though he hated Americans?

Ans. The sole motive behind his decision may be the lure of technologically advanced medical studies available in America. He wanted his son to be trained according to the latest medical development.

Short Answer Questions for Practice

1. Why did Dr. Sadao treat the American soldier even though it was an unpatriotic act on his part ?
2. Why didn't Dr. Sadao put the wounded man back in the sea even though he was his enemy?
3. How did Hana show her human side to the wounded man after the Operation?

LONG ANSWER QUESTION-

1. Dr. Sadao was a patriotic Japanese as well as a dedicated surgeon. How could he honour both the values.

OR

What impression do you form about Dr Sadao as a man and as a surgeon on your reading the chapter, 'The Enemy'?

Ans. Dr. Sadao was a true Japanese. He had always been obedient. He loved the Japanese tradition and culture. He waited for his father's approval for marrying Hana, a girl he loved. Dr Sadao was an expert surgeon. He was living in a house near the beach with his family. He was very generous and loyal to his country. He loved his family a lot. He was the on call doctor for the general. He believed in his professional ethics. And thus gave shelter to an injured prisoner of war. He experienced domestic and social difficulties but still decides not to forgo his professional responsibilities. With great perils to his life and his position in the society, he treated him and cared for him very well. He could not let personal preconception supersede his duties as a doctor. Though, out of patriotism, he disclosed the general about the American POW in his house. He never wished to destroy a human creation himself and as a result asked for the General's help. When the plan of the General did not materialize, he helped the prisoner escape.

Long Answer Questions For Practice

1. There are moments in life when we have to make hard choices between our role as individuals and as citizens with a sense of national loyalty. Discuss with reference to 'The Enemy'.
2. Hana plays an important role in saving the life of the injured person. Give a detailed account of her role.
3. How did Dr. Sadao rise above narrow prejudices of race and country to help a human being in need?

On the Face of it

By Susan Hill

The play is about an adolescent boy Derry with a burnt face and Mr. Lamb old man with a tin leg. Derry, stealthily enters Mr. Lamb's garden by jumping over the wall. A dialogue starts between the two and Mr. Lamb realizes that Derry is bitter, lonely and depressed. He avoids people as he feels they do not behave normally with him due to his burnt face. Mr. Lamb understands Derry and his anguish and doesn't get angry with him even though Derry is rude towards him. He makes Derry realize that being handicapped is not a drawback.

Point to Remember

1. Mr. Lamb is sitting all alone in his garden.
2. Suddenly Derry entered the garden thinking no one was inside the house. Although the gate of the garden was open. Derry entered by jumping over the wall.
3. Derry is scared to see Mr. Lamb sitting in the garden.
4. Mr. Lamb told him that his gates were always open for all people.
5. Mr. Lamb assured him, that he could stay there if he wanted to sit there.
6. Derry told him that people were afraid of his burnt face and hated him.
7. Mr. Lamb convinced him that both of them were similar as both of them faced a disability.
8. Mr. Lamb also told him that he should not bother about what others say.
9. Derry was impressed by the positive thoughts of Mr. Lamb.

10. Gradually Derry was able to realise that he too was better than people.
11. He decided to go home informed his mother and came back to help Mr. Lamb.
12. Derry fascinated by Mr Lamb's talk, motivated and drawn towards Lamb.
13. When Derry came back he was shocked to see that Mr. Lamb had fallen from the ladder and had bled to death.
14. Derry cried, turned emotional but gained confidence to face the world.

PART A

RTC-1

A. DERRY: I just... wanted to come in into the garden. MR LAMB: So you did. Here we are, then. DERRY: You don't know who I am.
MR LAMB: A boy. Thirteen or so.
DERRY: Fourteen. [Pause] But I've got to go now. Good-bye.
MR LAMB: Nothing to be afraid of. Just a garden. Just me.
DERRY: But I'm not. I'm not afraid. [Pause] People are afraid of me.

1. Who was Derry?

- (i) a disappointed boy who didn't want to live
- (ii) a disabled boy who was not loved by anyone
- (iii) a frustrated boy who had lost hope in life
- (iv) a boy with burnt face having negative attitude towards life

2. Which statement matches the words "People are afraid of me" said by Derry?

- (i) arrogance
- (ii) courage
- (iii) illusion
- (iv) inferiority complex

3. People are afraid of Derry because of his

- (i) nature
- (ii) anger
- (iii) burnt face
- (iv) mother's anger

4. Mr. Lamb spend so much of his time in the garden because

- a) he kept himself busy in attending to his trees, crab apples
- b) he didn't want the children to steal crab apples
- c) he didn't want anyone to enter his garden
- d) his house was too big and liked the sunlight outside

RTC-2

You think.... 'Here's a boy.' You look at me...and then you see my face and you think. 'That's bad. That's a terrible thing. That's the ugliest thing I ever saw.' You think, 'Poor boy.' But I'm not. Not poor. Underneath, you are afraid. Anybody would be. I am. When I look in the mirror, and see it, I'm afraid of me.

- 1. Who is the speaker of these lines and with whom is he talking?
- 2. Why does he not want to be called 'poor'?
- 3. Why according to him everyone is afraid of him?
- 4. "That's bad" What according to the speaker is bad?

Short Answer Questions

- 1 Why did Derry avoid people ?

Ans. Derry used to avoid people, became repulsive and introvert. Actually, his physical deformity took a toll on his mental health. he perceived that everybody was looking at and thinking about him. Thus he developed a sort of inferiority complex and shut himself with in his self imposed confinement, out of reach of the outer word.

2. Why did Mr. Lamb keep the door of his house open ?

Ans. Mr. Lamb was projected as the other side to the coin, in sharp contrast to a reclusive and cocooned Derry. Mr. Lamb was a forthcoming person with open personality despite his physical impairment. His open personality is represented by the open doors and curtainless windows of his home.

3. Why Did Derry come back to meet Mr. Lamb ?

Ans. Mr. Lamb's attitude towards life changed the mind set of Derry. Derry found wings, a new perception about himself which opened a whole new world for him and gave him a new lease of life. Though, his mother tried to stop him to revisit Mr. Lamb, but Derry did not listen to her.

4. What did Derry's mother think of Mr. Lamb ?

Ans. Derry's mother does not hold a good opinion about Mr. Lamb. She has heard many things about the old man, therefore, she stops Derry from visiting Mr. Lamb.

5. Why does Derry go back to Mr. Lamb in the end ?

Ans. Mr. Lamb teaches Derry the most important lesson of life. He advises him not to care about the comments made by others. He now no longer cares about his burned face or looks. He now wants to think, feel, to hear and see. And therefore he returns to Mr. Lamb.

6. How does Mr. Lamb influence Derry ?

Ans. Lamb tells Derry that he is old and had a tin leg. Children call him Lamey-Lamb, but still they come to this garden. They are not afraid of him because he is not afraid of them. He never bothered about his old age or tin leg as life has many more things to offer.

Short Answer Questions for Practice

1. How does Derry's attitude change?

2. What is it that draws Derry towards Mr. Lamb?

3. How does Lamb try to remove the baseless fears of Derry?

4. "I m not afraid". People are afraid of me", says Derry. What do people think on seeing his face? How do they react then?

5. What argument does Derry give to convince his mother why he wants to go the old man's garden?

6. How does Mr. Lamb explain his concept of the world?

7. Do you think Mr. Lamb was equally lonely and dejected ? Why!
8. Why does Derry hate to be called 'a poor boy'?

Long Answer Questions

1. The actual pain or inconvenience caused by a physical impairment is often much less than the sense of isolation felt by the person with disabilities. How can we help and support them?

Ans. Actual pain or inconvenience caused by physical impairment is often less than the sense of alienation felt by the person with disabilities. Physical disabilities cause pain once in life time and cause mental agony.

Mr. Lamb is called Lamey Lamb and mothers were afraid of sending their children to him because of his tin leg. Derry has burnt face and everyone pities him. Only the mother could love that face. Both Mr. Lamb and Derry are victims of verbal atrocities. Mr. Lamb takes comments lightly. But Derry does not have the attitude like Mr. Lamb. The attitude of people needs to be changed. Disabled persons do not want sympathy. They want to be accepted as they are. Wounds get healed but bitter comments are never forgotten as they leave behind scars.

Long Answer Question for Practice

1. Compare and contrast the characters of Mr. Lamb and Derry.
2. What is the bond that unites old Mr. Lamb and Derry the young boy ? How does the old man inspire the small boy ?
3. The play 'On the Face of it' ends on a tragic note but affirms hope. Elucidate with reference to the text.
4. Mr. Lamb's meeting with Derry changes him from a scared child to a confident boy. Discuss.

MEMORIES OF CHILDHOOD

–By Zitkala Sa and Bama

PART-1

THE CUTTING OF MY LONG HAIR

Zitkala Sa was a native American Indian who penned down her experiences at the Carlisle Indian School. Her first day at the School was a bitter-cold one. The customs and rules of the place were strange and new to her. She was forced to wear clothes that she considered undignified. She felt uncomfortable because she did not know the table manners at breakfast. Her worst nightmare was when her friend told her that her hair would be cut. She tried to resist by hiding under the bed, but was dragged out, tied to a chair and her long hair chopped off. The forced cutting of her hair made her suffer tremendous agony and she lost all spirit.

POINTS TO REMEMBER

1. First day of the narrator in a new school in the land of apples.
2. A large bell to call the children for breakfast.
3. Zitkala-Sa felt humiliated as her dress was very tight and her blanket was removed.
4. A small bell tapped to draw the chairs from under the tables.
5. Another bell to make them take their seats.
6. Narrator new to the system, sat down at the first bell only.
7. Noticed by the higher authorities, which frightened her a lot.
8. Late in the evening her friend Judewin told her that they were going to cut her hair.
9. The narrator decided to struggle before submitting.
10. Crept up stairs.
11. Hid herself under the bed in a large room. Heard people searching for her.
12. Scared but was not ready to surrender. Resisted by scratching wildly.
13. Ultimately she was dragged from there and her hair was shingled. She wept and remembered her mother. Beginning of her miseries as she was treated like an animal.

RTC- 1

A paleface woman, with white hair, came up after us. We were placed in a line of girls who were marching into the dining room. These were Indian girls, in stiff shoes and closely clinging dresses. The small girls wore sleeved aprons and shingled hair. As I walked noiselessly in my soft moccasins, I felt like sinking to the floor, for my blanket had been stripped from my shoulders. I looked hard at the Indian girls, who seemed not to care that they were even more immodestly dressed than I, in their tightly fitting clothes. While we marched in, the boys entered at an opposite door. I watched for the three young braves who came in our party. I spied them in the rear ranks, looking as uncomfortable as I felt.

1. Who is the narrator?
 - (a) Bama
 - (b) Zitkala -Sa
 - (c) Student
 - (d) Warden
2. Who has been referred to as 'paleface woman'?
 - (a) Zitkala-Sa
 - (b) Her Warden
 - (c) Her mother
 - (d) None of the above
3. What was the state of mind of the narrator-
 - (a) Pleasant
 - (b) Uncomfortable
 - (c) Soothing
 - (d) All the above
4. How were the hair of the small girls-
 - (a) Long and shining
 - (b) Blond
 - (c) Shingled
 - (d) All the above

RTC-2

I saw that I was the only one seated, and all the rest at our table remained standing. Just as I began to rise, looking shyly around to see how chairs were to be used, a second bell was sounded. All were seated at last, and I had to crawl back into my chair again. I heard a man's voice at one end of the hall, and I looked around to see him. But all the others hung their heads over their plates. As I glanced at the long chain of tables, I caught the eyes of a paleface woman upon me. Immediately I dropped my eyes, wondering why I was so keenly watched by the strange woman.

1. Who was gazing at her?
2. What did she notice about herself at the dining table?
3. How did she react to the situation?
4. How were others behaving in the dining hall?

SHORT ANSWER QUESTIONS

1. What were the indignities that the new girls were subjected to at Carlisle Indian School?

Ans. The girls were scrutinized thoroughly and supervised by a grey-haired woman. They were made to wear tight fitting immodest clothes and stiff shoes. During breakfast a systematic and regimental discipline was observed. The girls with long hair had to get them shingled and they had to submit to the authorities who were strong, unfeeling and cruel.

2. How had Zitkala – Sa been subjected to extreme indignities?

Ans. Since the day she was taken from her mother Zitkala had suffered many indignities. She was stared at and tossed like a wooden puppet. Her long hair was shingled like a coward's. In her pain when she cried for her mother no one came forward to comfort her. She was just like one of the animals driven by a herder.

3. What did Judewin tell the narrator? What was the effect?

Ans. Judewin who could understand a little English informed the narrator that the strange woman intended to cut her long hair. But the narrator had learnt from her mother that the enemy cut the hair of the unskilled warrior when they are captured and among their people mourners wear short hair and cowards have shingled hair. So, she decided to resist. She hid herself under a bed in a dark room.

4. Why was Zitkala-Sa so averse to having her hair cut?

Ans. It was an age old tradition among the people of her tribe, to which Zitkala-Sa belonged, to maintain their long shining and beautiful hair. It was believed that only the warriors or the mourners get their hair shingled. Short hair were worn by cowards as per their tradition. So, obviously Zitkala-Sa never wanted her hair to be cut short.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. How was the environment in Zitkala-Sa's new school different from the environment in other schools?
2. Why did Judewin's information frighten Zitkala-Sa?
3. Why was Zitkala-Sa scared in the dining room?
4. How did Zitkala-Sa try to save her long hair?
5. Why was Zitkala-Sa punished?
6. How did Zitkala-Sa resist on being discovered under the bed?

LONG ANSWER QUESTIONS

1. How was narrator a mess at the dining place?

The resounding of a large bell was meant to call the students to the dining hall. Then a small bell tapped. Each student drew a chair from under the table. Then a second bell rang. All were seated. Zitkala did not know what to do when the various bells were tapped and how to respond and behave, unlike others. When the first bell rang, she pulled a chair and sat on it. But when she noticed others standing, she began to rise and looked bashfully around to see how chairs were used. When the second bell rang, she had to crawl back into her chair. She looked around when a man was speaking at the end of the dining hall. She threw down her eyes when she found the paleface woman looking at her. After the third bell, others started to have their meal but she began to cry.

LONG ANSWER QUESTIONS FOR PRACTICE

1. Give the character sketch of Zitkala-Sa.
2. Give a detailed description of the hair cutting incident.
3. What efforts were made by Zitkala-Sa to resist punishment?
4. "We should raise our voice against injustice and indignities." What qualities are required to face challenges in life?

PART –2

2. WE TOO ARE HUMAN BEINGS

–By Bama

Bama is a Tamil Dalit woman. She experienced untouchability very early in her life. One day she saw an elderly person carrying food packet with the help of strings as he was not supposed to touch the food because of his caste. She found the whole incident funny, but when she narrated it to her brother, he told her that the man held the packet by its strings because he was an untouchable. He also added that they too belonged to a lower caste. He told Bama to work hard in order to win honour and dignity for herself. Bama was inspired to fight back the injustices through education and sheer hard work. She studied hard and stood first in her class.

POINTS TO REMEMBER

1. In class third, Bama was too innocent to know about untouchability.
2. She enjoyed her life in observing things and events on her way.
3. Took about an hour, coming home watching the events on her way home.
4. Watched all the fun and games, novelties and oddities in the streets, shops and marketplace.
5. Would watch puppet show, snake charmer, chopping up of onion, pouring of coffee and all such interesting things.
6. Saw a threshing floor where the people were driving cattles in pairs round and round.
7. Saw an elderly person of the village holding a packet by its string in a funny manner.
8. Surprised and amused at the manner he carried that packet.
9. Reported about the funny incident to her brother.
10. Her brother told her about untouchability.
11. He explained to her about the humiliation and stigma attached to untouchability.
12. Advised her to work hard in her studies, to be respected.
13. Bama took that lesson seriously and worked hard throughout her life

RTC-1

I was walking home from school one day, an old bag hanging from my shoulder. It was actually possible to walk the distance in ten minutes. But usually it would take me thirty minutes at the very least to reach home. It would take me from half an hour to an hour to dawdle along, watching all the fun and games that were going on, all the entertaining novelties and oddities in the streets, the shops and the bazaar.

1. Who is the narrator of the above passage?
 - (a) Bama herself
 - (b) Her brother Annan
 - (c) Zitkala- Sa
 - (d) None of the above
2. How long would it take Bama to reach home?
 - (a) 45 minutes
 - (b) 15 to 20 minutes
 - (c) 10 minutes
 - (d) 1 hour
3. What does the narrator mean by novelties and oddities?
 - (a) Old and rubbish
 - (b) New and different
 - (c) Old and different
 - (d) All the above
4. Which class would Bama study in at that time?
 - (a) Class III
 - (b) Class II
 - (c) Graduation
 - (d) Secondary

RTC-2

Just then, an elder of our street came along from the direction of the bazaar. The manner in which he was walking along made me want to double up. I wanted to shriek with laughter at the sight of such a big man carrying a small packet in that fashion. I guessed there was something like vadai or green banana bhajji in the packet, because the wrapping paper was stained with oil. He came along, holding out the packet by its string, without touching it. I stood there thinking to myself, if he holds it like that, won't the package come undone, and the vadais fall out?

1. What did Bama notice?
2. What made Bama laugh?
3. What did she guess?
4. Why did she think that the manner of elderly man's walking was strange?

SHORT ANSWER QUESTIONS

1. Why did Bama take half hour to an hour to cover the distance to her home that would normally take only ten minutes?

Ans. She walked very slowly and watched every scene, shop, snake charmer, man paddling his bicycle to win prizes and so on. She liked to see the Maariyatta temple, the Pongal celebrations, the statue of Gandhi and the sweet and snack stalls. Everything stopped her and attracted her attention. She also stopped to see the processions of the political parties, street play or a puppet show or a stunt performance.

2. How did Bama first come to know of the social discrimination faced by the people of her community?

Ans. She saw an elder carrying a small packet by its string without touching it. The elder went straight to the landlord. He bowed low and extended the packet towards him. The landlord opened it and started eating. She was amused to see the incident. On reaching home, she narrated the incident to her elder brother Annan. But her brother was not amused. He explained that the man was from a low caste and the landlord was from the upper caste. Everybody believed that they would be polluted if they were touched by the low caste people.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. How did Bama feel when Annan told her about 'Untouchability'?
2. Which words of her brother made a deep impression on Bama?
3. Why did Bama feel like laughing on seeing the way in which the elderly man was carrying a packet?
4. What advice did Annan give to Bama?
5. What was the elderly man carrying and for whom?
6. Why did Annan not feel amused when Bama told him about the elderly man?

LONG ANSWER QUESTION

1. What diversions in the streets, shops and the bazaar attracted Bama, tethered her legs and stopped her from going home?

Ans. Bama was fascinated by many novelties and oddities including the performing monkey, the snake charmer's snake, the narikkuravan hunter gypsy's wild lemur in cages, -the cyclist who had been pedaling for three days, the spinning wheels, the Maariyaata temple and its huge bell. She also saw the Pongal offerings being prepared in front of the temple. She also beheld a dried fish stall near the statue of Gandhiji and a sweet stall and a stall selling Med snacks. There were many shops next to each other and wonders tied her legs and halted her from going home.

The public meetings of political parties, street plays, puppet shows, and stunts were other sources of entertainment for her. She would watch the tricks of the waiters who would pour coffee from a tumbler held high to another low down in order to cool it. She saw the people chopping onion twisting their neck with closed eyes to another side to avoid irritation. She venerated the various seasonal fruits that came to the bazaar according to the season. These usual scenes

LONG ANSWER QUESTIONS FOR PRACTICE

1. Both Bama and Zitkala-Sa are victims of discrimination that is practised in the society. What kind of experience did both of them go through?
2. What oppression and discrimination did Bama experience during her childhood? How did she respond to her situations?

INTERNAL ASSESSMENT

1. Assessment of Listening Skills	5 Marks
2. Assessment of Speaking Skills	5 Marks
3. Project	5 Marks
4. Viva	5 Marks

The practice of listening and speaking skills should be done throughout the academic year.

This section aims to provide a combination of activities and tasks for students to practice and improve their listening and speaking skills. Rubrics have been provided to let students understand the parameters, based on which the assessment would be done. **The detailed guidelines are available on the official site of CBSE.**

Assessment of Listening Skills

Given below are Listening Skills practice assignments. Each assignment has a link for audio recording followed by two tasks. Listen to the audio and complete the tasks simultaneously.

Assignment-1

Listen to the recording carefully and answer the questions given below. You will listen the recording twice.

Transcript-1

There's nothing quite like mother's love. More so in the lion kingdom where child rearing is almost exclusively a mother's domain. Male lions often kill cubs of previous leaders when they take over the pride. Even when their own male cubs grow up, they are kicked out. In such a scenario, the Bedhia Nar, a lion from Behdia village of Gir-Somnath district, has rewritten parenting rules in the last abode of Asiatic lions in the world.

The lion christened as 'Bedhia Nar' has single-handedly raised his three cubs — all aged two — just like a lioness would have. The cubs were barely three months old when the lioness got electrocuted while entering a farm. The pride did not have any other lioness.

This rare departure in behaviour of the big cat was first noticed by naturalists Jalpan Rupapara and Purvesh Kacha in 2016. The naturalists, both medical practitioners, documented the lion's activities with 26 CCTV night vision cameras after seeking special permission from forest department for two years. The male lion not only hunted and fed the cubs, but also taught them to hunt and hid them while it was away.

"Never in our wildest imagination did we expect the lion will be so responsible for its cubs," says Rupapara. He adds, "Generally, lions do not actively participate in child rearing. In fact, a lioness would generally keep cubs away from the lion fearing harm as Big Cats are known to attack their litter if they suspect the cubs' paternity. But the Bedhia lion took over mothering the three month old cubs after the lioness died," said Rupapara, a radiologist by profession.

Kacha, an anesthetist, underscores that the Bedhia lion even did not allow a lioness to come near him purportedly fearing that the "step-mother" may harm his cubs. The lion has been documented to have mothered the cubs well into their sub adulthood for the past two years. "These days the cubs have begun to hunt, while the lion closely follows them, keeping a watch. The cubs even share their food with their father," says Rupapara who added that they continue to monitor the lions for next two months and submit a detailed research paper on the Bedhia lions's exceptional parenting behaviour.

Chief conservator of forest, AP Singh says, "We had allowed the doctor-duo to conduct this exceptional research in greater Gir area. Earlier too they have given us valuable inputs on prevalence of flourosis disease in lions and lion migration pattern through their studies that helped us chalk several policies in Greater Gir area."

HS Singh, a lion expert and member of the National Board for Wildlife, says, "The Bedhia lion's behaviour is rare considering that lions usually do not take care of their cubs. In case of death of the mother, 'aunts' in the pride takes on the responsibility of bringing up the cubs. With probably no lioness in his pride, the lion solely assumed the dual responsibility of a father as well as mother," said Singh.

Task-1

Mark the following statements as true or false:

1. Child rearing is mother's domain in the lion kingdom. True / False
2. Male lions live in harmony with cubs of previous leaders. True / False
3. When the male cubs grow, they kick out the leader of the pride. True / False
4. Bedhia Nar changed the rule of parenting. True / False
5. Male lion is very particular about the paternity of its cubs . True / False

Task-2

Complete the following by filling gaps with appropriate word.

1. The lion was _____ as Bedhia Nar.
2. Jalpan Rupapara never expected Bedhia Nar to be so _____.
3. Lion's activities were recorded with _____.
4. Papa lions are known to be _____.
5. Kacha and Rupapara plan to submit _____.

Assignment-2

Listen to the recording carefully and answer the questions given below.
You will listen the recording twice.

Transcript-2

Bird count held amid rising temperatures

Hundreds of birders set out across Delhi and the National Capital Region on February 20, 2022 a Sunday morning as part of the Big Bird Day (BBD) 2022 — each carrying notebooks, a pair of binoculars and cameras to capture photographs of both resident and migratory birds in the region. The results of the count are expected to be released within 3 days.

Among the interesting sightings this year, the birders listed the short-eared owl in Jhanraula, osprey in Jhajjar; and spotted dove at Delhi's Yamuna Biodiversity Park. 10 Kentish plovers were recorded in the Chandu wetlands. However, most birders reported low bird density, citing warmer weather. "The results of the count are being uploaded on the e-Bird portal, and will be analysed over the next two days.

"Though some interesting species were sighted, the number and the overall density of birds is fairly low compared to what is generally seen at this time of the year. Temperatures were quite high during the afternoon, whereas in the count held on February 21 last year, we saw fog in the morning and temperatures were comparatively low," Big Bird Day organiser Devasar added, stating that consistent rain this winter also led to water accumulation in a lot of places across NCR, which could also lead to birds spreading out instead of going to known wetlands.

In last year's count, 244 species of birds were recorded, and 253 were recorded in the 2020, which was held on January 12. In 2019, 247 species were recorded, and 237 in 2018.

Diverse species were also seen across Delhi's biodiversity parks – Aravalli, Neela Hauz, Tilpath Valley, Kalindi Kunj, Yamuna and Kamla Nehru ridge.

Teams comprising students, scientists and college teachers set across the Capital's bird habitats from 8am until 10am on Sunday at the biodiversity parks. Orphean warbler and the black eagle were sighted at the Aravalli biodiversity park.

"At Tilpath Valley, the small minivet was reported, and at Tughlaqabad park, the black-headed ibis was among the noteworthy sightings. The Indian spotted eagle was recorded at Northern Ridge (Kamla Nehru Ridge)," said Faiyaz Khudsar, scientist-in-charge at Yamuna Biodiversity Park.

Surya Prakash, a birder and zoologist from Jawaharlal Nehru University, who scouted the area around the university, reported the white-capped bunting, a pair of Indian scops owl and yellow-wattled lapwing in the area. “The temperature has suddenly shot up over the last two weeks, leading to birds leaving early,” he said.

Source- Hindustan Times, Dated; February 21, 2022

Task-1

Fill in the blanks with correct information

1. The birders set out across Delhi and the National Capital Region on February 20, 2022 a Sunday morning as part of the _____
2. Each Birder carries, notebook, _____ and camera.
3. The results of the count are expected to be released _____
4. The results of the count are being uploaded on the _____
5. In 2021, _____ species of birds were recorded, and _____ were recorded in the 2020.

Task-2

Match the Region (column A) with the Species recorded in that region (column B)

Column A	Column B
1. Jhanraula,	a. black-headed ibis
2. Delhi's Yamuna Biodiversity Park	b. Orphean warbler and the black eagle
3. Chandu wetlands	c. short-eared owl
4. Aravalli biodiversity park	d. spotted dove
5. Tughlaqabad park	e. 10 Kentish plovers

Assessment of Speaking Skills

Guidelines for conducting assessment of speaking skills:

1. Only 2 students at a time.
2. Speaking test time- 10 to 12 minutes
3. A three- phase test:
 - i. General Introduction (simple warm up questions- name, residence, hobby)
 - ii. Mini Presentation (Role card/cue card with a topic)
 - iii. Pair Interaction (verbal/visual stimulus to interact for 3 minutes)

The final assessment of the skills is to be done as per the convenience and schedule of the school, but the practice of speaking skills should be done throughout the academic year. Some topics for Mini Presentation and verbal/visual stimulus for Pair Interaction are provided below:

Mini Presentation

Themes/Domains	Suggested topics
Media and Networking	Fake News and Misinformation on Social Media/ Role of Media in Democracy/ Traditional Media Vs Digital Media
Health and Fitness	Importance of Mental Wellbeing/ Importance of yoga in a student's life/ Health awareness
Natural Resources	Sustainable Development/ Alternate sources to energy/ Save water/ Sustainable management of natural resources
Business World	If I were a millionaire/ Cashless India/ Make in India/ Inflation and Recession
The Elderly	Generation Gap/ Increasing old age homes- good or bad? / Safety of the old people living alone
Adolescence	Smart phones vs Smart People/ Teens on social media/ Coping with Exam pressure in an effective way
Sports and Sportsmanship	How India can do better in Olympics?
Ethics and Values	Value of discipline/ Social media ethics/ Lessons to be learnt from great personalities/ Hard work vs Smart work

Inventors and Inventions	Which according to you is the greatest invention?
Careers	The rat race of competitive exams/ Trending careers
Art and Aesthetics	Art relax one's mind or is it a waste of time? / Is Keat's 'A Thing of Beauty' relevant even today?

Prompts for Pair Interaction:

To make speaking a regular practice, prompts are provided to make interaction more engaging and relatable and interesting. Prompts created from textbook are suggested below:

The Last Lesson	Lost Spring
Mr M Hamel comes back to school after one month as the order has been lifted and French has been reinitiated in the school. Franz meets Mr M Hamel. Generate a conversation on, 'How they will interact?'	Mukesh understands the need of a cooperative body for his people involved in bangle making. He takes help from an NGO in creating a business model for selling their products in city. He meets the author in Trade Fair. What conversation will follow?
Deep Water	The Rattrap
During one of his swimming sprees, Douglas saves a man from drowning. Create a conversation between the two, wherein it is revealed that the man saved by Douglas is none other than the big bruiser boy who had thrown Douglas into the YMCA pool.	Imagine that you are a rattrap seller/peddler and you meet the Crofter after Edla returns him his 30 kronors. What would be the conversation like?
Indigo	Poets and Pancakes
Mahatma Gandhi meets lawyers of Muzaaffamagar to understand the problems of sharecroppers of Champaran. Devise a conversation between Gandhi and the lawyers planning ways to help poor sharecroppers and making a strong case against British Landlords.	Asokamitran visits Gemini Studios after a long time and is surprised to see the modern technology being used in film making. Construct a conversation involving the surprise (reaction) of Asokamitran and the information shared by the director about the latest technology used in film making.
Interview	Going Places
You are an aspiring journalist and you meet the journalist who interviewed Umberto Eco. You discuss with him the eroding ethics and values in journalism these days.	Imagine that Sophie actually meets Danny Casey in a coffee parlour. Generate a conversation as likely to follow.

Speaking Assessment Sheet/Record
Session- 2022-23
School-
Class-

Roll No.	Name of student	Parameters for Assessment				Total 20 points 20/4= 5 Marks
		Interactive Competence 1-5 points	Fluency 1-5 points	Pronunciation 1-5 points	Language 1-5 points	
1						
2						
3						
4						
5						
6						

Project Work + Viva: 10 Marks



As per CBSE guidelines, the ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books may be developed in the form of a project. Project should provide students with opportunities for listening and speaking through theatre/role play, questionnaires for interview followed by written assignments, essays, survey-reports.

A structured Project-Portfolio/Project Report should have the following elements:

- 1 • Cover page- Title of project, school details/details of the student
- 2 • Statement of purpose/objectives/goals
- 3 • Certificate of completion under the guidance of the teacher.
- 4 • Action plan for the completion of assigned tasks.
- 5 • project details and tools used (theatre/role play, questionnaires for interview followed by written assignments, essays, survey-reports.)
- 6 • List of resources/bibliography

PROJECT TOPICS

The Last Lesson	The Lost Spring
<ul style="list-style-type: none"> • Linguistic Chauvinism • Time Management ?? • Mother tongue 	<ul style="list-style-type: none"> • Living conditions in slum? • Children engaged in various kinds of work (Below 14) • How slums spread?
Deep Water	The Rattrap
<ul style="list-style-type: none"> • Water Sports • Overcoming Phobias • Fighting fear 	<ul style="list-style-type: none"> • Poor vagabonds • Beggars on red lights
Indigo	Poets and Pancakes
<ul style="list-style-type: none"> • People's movements in India. ? • Short biography of a social worker 	<ul style="list-style-type: none"> • Era of communism • Communism in India
Interview	Journey to the End of the Earth
<ul style="list-style-type: none"> • How to prepare Interview questions 	<ul style="list-style-type: none"> • Climate Change • Melting Glaciers
Tiger King	A Thing of Beauty
<ul style="list-style-type: none"> • Wild Life • Commercial Hunting 	<ul style="list-style-type: none"> • Heritage buildings • Inspirational Works

Record keeping

The record of the activities done and the marks awarded must be kept for three months after the declaration of result, for any random checking by the Board. **No recording of speaking skills is to be sent to the Board.**

Sample Transcript of Assessment of Speaking Skill for Class XII

Phase 1- GENERAL INTRODUCTION (1 min)

(The teacher makes the students feel comfortable)

Teacher: Good morning, I am Rakesh.

Student A: My name is Nandini.

Teacher: And yours? (looking at student B)

Student B: I am Samidha.

Teacher: Where do you live Samidha?

Samidha: I stay at Vivek Vihar.

Teacher: What about you Nandini?

Nandini: I live in Nirman Vihar.

Teacher: How far is your school from your residence Nandini?

Nandini: It's very near, just five minutes walking distance.

Teacher: What about your Samidha? How do you go to your school?

Samidha: My home is around 2 kilometers away from my school. I use bicycle, it hardly takes 10 minutes.

(The teacher gives instructions for the mini presentation.)

Phase 2- MINI PRESENTATION (1 minute for preparation+ 2 minutes each for students. Total 5 minutes for mini presentation)

Teacher: In this mini presentation, you are expected to speak for two minutes on a given topic. You can use pencil and paper to write your points but not supposed to write complete answers.

Both of you will get the input cards, each with a topic for mini presentation. Nandini will begin first. After Nandini finishes her presentation, Samidha will ask a question on Nandini's presentation. The same process will be repeated with Samidha.

Topic for Nandini-Fake News on Social Media

Nandini: Now a days credible sources of information appear to hold little value. People are exposed to misinformation- mostly generated by spam bots, skillful manipulation, anonymous forwarded messages and mushrooming fake news channels. This has got vigour with the popularity of Whatsapp and smart phones. Smart phones have reduced the real smartness of people around. Social media has created echo and toxic chambers. One only likes to see updates and thoughts of people whose ideology he/she agree to. Thus, we have entered the phase where it is impossible to differentiate facts from fiction. There is an urgent need to check the bandwagon of fake news.

Samidha: How has WhatsApp accelerated circulation of fake news?

Nandini: People are too busy to cross check and just forward if it suits their ideology and thought process.

Teacher: What needs to be done to contain fake news?

Nandini: Both civil society and government agencies should shun and take action against such fake news vendors.

Topic for Samidha: Sustainable Development

Samidha: The residents of Raini village in Chamoli district of Uttarakhand woke up to their worst nightmare last year. A glacial burst had breached the Rishi Ganga dam, causing a flood in the valley. A disaster of this magnitude compels us to look for 'sustainable development' in the wake of the climate crisis. Uttarakhand is blessed with numerous rivers and natural rapids, making it suitable to produce hydroelectricity. As many as six hydroelectric dams in operation, eight under construction and about 23 in the pipeline may prove disastrous given the region's floods-inducing weather. So, the time has come to choose between reckless development and sustainable development. Local residents have repeatedly highlighted irregularities in environmental impact assessments (EIA) pertaining to dam construction projects in this region. We need to debate before a disaster occurs and causes huge loss.

Nandini: How can students and youngsters contribute to Sustainable development?

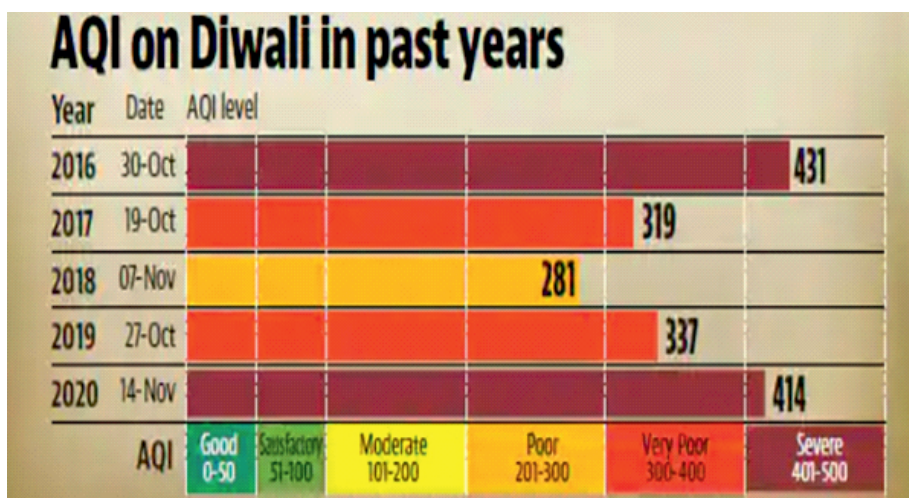
Samidha: They are powerful ambassadors of spreading awareness and awareness is the best medicine to address climate action.

Teacher: Energy is key driver of development. A country of 1.3 billion people, we can't survive without development.

Samidha: I agree with you sir, but we have enormous resources and possibility to generate energy from other sources. And we are lead taker of International Solar Alliance too.

PAIR INTERACTION (3 mins)

Teacher: A data of Air Quality Index (pollution level) of Delhi during Diwali celebration is given below. Look at the picture and talk together to describe it.



Source- HT October 27,2021

Nandini: I remember the how supreme court of India described the environment of Delhi as the gas chamber. The data is the clear evidence of that.

Samidha: You are right Nandini, just look at the figures of Air Quality Index. It has always been very poor to severe during Diwali season.

Nandini: But it is not just because of crackers that Air Quality Index had been so severe, it is also the time of stubble burning in the neighbouring states.

Samidha: Its true but we still don't have reasonable alternative of stubble burning. But apart from crackers and stubble burning there are many other burning issues that need to be resolved to breathe well in NCR.

Teacher: Is it time to aware people to take steps to reduce pollution?

Nandini and Samidha (in chorus): Definitely, sir!

Teacher: Thank you both, it was really exciting to listen to you!

Sample Transcript of Assessment of Speaking Skill for Class XII

Phase 1- GENERAL INTRODUCTION (1 min)

(The teacher makes the students feel comfortable)

Teacher: Good morning, I am Himanshu.

Student A: My name is Swati.

Teacher: And yours? (looking at student B)

Student B: I am Khyati.

Teacher: Where do you live Khyati?

Khyati: I stay at Mayur Vihar.

Teacher: What about you Swati?

Swati: I live in Preet Vihar.

Teacher: What are your hobbies, Swati?

Swati: I like reading and listening songs.

Teacher: What about your Khyati? What do you do in your leisure time?

Khyati: I am also fond of reading and I like to dance.

(The teacher gives instructions for the mini presentation.)

Phase 2- MINI PRESENTATION (1 minute for preparation+ 2 minutes each for students. Total 5 minutes for mini presentation)

Teacher: In this mini presentation, you are expected to speak for two minutes on a given topic. You can use pencil and paper to write your points but not supposed to write complete answers.

Both of you will get the input cards, each with a topic for mini presentation. Swati will begin first. After Swati finishes her presentation, Khyati will ask a question on Swati's presentation. The same process will be repeated with Khyati.

Topic for Swati -Examination Reforms

Swati: Right from the beginning it was felt that Indian school examinations were largely testing cramming ability of the students. 21st century demands an innovative and problem solving education. The nature and pattern of question papers earlier called for rote memorization and failed to test higher-order skills like reasoning, critical thinking, analysis, developing perspective and decision taking. But positive steps were taken in this regard and finally New Education Policy 2020 was released by the Govt of India. As intended, now onwards examinations will not induce an inordinate level of anxiety and stress as examination will test multiple aspects of learning and conceptual interpretation. Undoubtedly, examination reforms ushered in will lead to happy, sustainable and holistic learning.

Khyati: Do you think students are prepared for testing of higher-order skills in exams?

Swati: They will be, if such an assessment is done and such questions are practised well before attempting final exams.

Teacher: What needs to be done to reduce exam stress?

Swati: Comprehensive and credible internal assessment would reduce the stress of examination.

Topic for Khyati: Need of Health Awareness among Students

Khyati: Changing lifestyle involving lack of physical activity and irregular food habits are leading to obesity, diabetes, hypertension and hormonal imbalances in youngsters. Experiencing anxiety or depression can

make it difficult to eat well, but good nutrition is necessary for one's physical and mental wellbeing. A healthy lifestyle can be beneficial for one's physical and mental health. Thus, there is immediate need of identifying healthy lifestyle choices that promote well-being of the individual and organising awareness campaigns for youngsters.

Swati: How can students or youngsters be encouraged for healthy lifestyles?

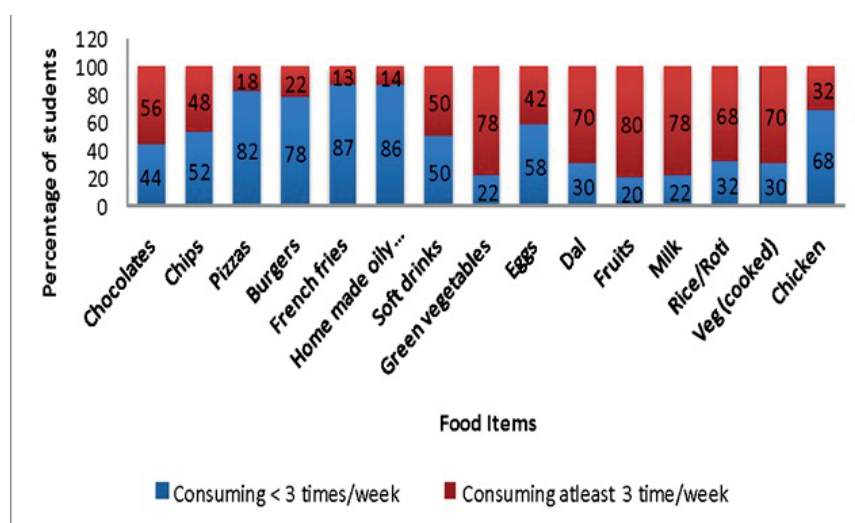
Khyati: Celebrities, specially sports persons are powerful ambassadors for spreading awareness among youngsters. And awareness is the best medicine to address issue of healthy lifestyle.

Teacher: Mental wellbeing is very important. Why?

Khyati: I think mental wellbeing has become all the more important after the pandemic. So, it needs everyone's attention.

PAIR INTERACTION (3 mins)

Teacher: A data of Eating Habits of School Children is given below. Look at the picture and talk together to describe it.



Swati: I am amazed to see that 56% of the students eat chocolates at least 3 times a week.

Khyati: You are right Swati, just look at the figures of soft drinks. They are almost as popular as chocolates among children.

Swati: But it is not just chocolates and soft drinks. Just see the figures of chips. They are not far behind the chocolates and soft drinks.

Khyati: Its true all these are the main culprits, leading to obesity, diabetes in youngsters.

Teacher: Swati, What do you think about the consumption of French fries?

Swati: Although it is less than 3 times a week, but the percentage of students is too high. 87% of students eat French fries almost thrice a week which is alarming.

Teacher: Khyati, Which other eatable has almost the same consumption rate as French fries?

Khyati: They are Home- made oily snacks, which is 86%.

Teacher: Is it time to mind what we eat?

Swati and Khyati (in chorus): Definitely, sir!

Teacher: Thank you both, it was really exciting to listen to you!

PRACTICE PAPER
ENGLISH CORE
CODE NO-301
CLASS XII (2022-23)

M.M.-80

General Instructions:

1. This paper is divided into three sections: A, B and C . All questions are compulsory.
 2. Separate instructions are given with each section and question, wherever necessary.
- Read these instructions very carefully and follow them.
3. Do not exceed the prescribed word limit while answering the questions

SECTION [A]-READING

20 Marks

1. Read the passage given below.

1. At a time when women are hitting the bull's eye at the bourses and entering the billionaires club, Indian businesses are inching towards closing the gender gap. In a largely male-dominated world, women are finally braving their feet to celebrate entrepreneurial ideas and pacing their way up to become successful businesswomen.
2. While November 19 is recognised as the Women's Entrepreneurship Day, women in business need to be celebrated, empowered and supported every day. India has seen a rapid growth in entrepreneurship in the past decade and over the past few years many women have entered the league of leading start-ups.
3. While success stories about women are on a rise, a recent report by the World Economic Forum stated that "eight out of every 10 media reports worldwide are about men: only two of them have women in focus". Furthermore, the World Economic Forum's Global Gender Gap Report 2021 shows that while on one hand the proportion of women among skilled professionals is continuously increasing, along with the progress towards wage equality, albeit at a slower pace, "on the other hand, overall income disparities are still only part-way towards being bridged and there is a persistent lack of women in leadership positions, with women representing just 27% of all manager positions," the report stated.

4. According to the WEF Global Gender Gap Report 2021, India has slipped 28 places to be ranked 140th out of 156 countries, amongst the lowest in South Asia. The gender gap in India has widened to 62.5%, largely due to women's inadequate representation in politics, technical and leadership roles, decrease in women's labour force participation rate, poor healthcare, lagging female-to-male literacy ratio and income inequality.
5. However, despite these successes, women continue to face more challenges than men as an added societal pressure of maintaining a work-life balance falls heavy on their shoulders. For women, running a business is not enough but it means excelling at their domestic roles just as much.
6. This untapped entrepreneurial spirit of women in India can be accelerated only once the stereotypical gender roles are relaxed. There is no doubt that education has played a huge role to help more women be courageous to step out of the restrictions within their household bounds. But, in reality, the positive shift has been marginal, albeit significant.

On the basis of your understanding of the above passage, answer ANY TEN questions from the eleven given below. (1x10 = 10)

- i. "Indian businesses are inching towards bridging a vast gender gap",
Pick the option that is NOT TRUE according to the passage.
 - a. more women are building innovative solutions.
 - b. rise in women entrepreneurs success stories
 - c. more women are embarking on the entrepreneurial journey
 - d. gender plays a major role in successful Indian businesses.
- ii. Select the option that list what you concludes as reasons for celebrating "The Women's Entrepreneurship Day". To recognize women entrepreneurs
 - (1) Namesake participation in today's economy.
 - (2) Crucial part in today's economy.
 - (3) Much needed empowerment.
 - (4) Excelling in start-ups.

- a. (1) and (2) are true.
 - b. (2), (3) and (4) are true.
 - c. (2) and (4) are true.
 - d. (1), (3) and (4) are true.
- iii. World Economic Forum report regarding media coverage of women entrepreneurs in comparison to their male counterparts show their _____ presence worldwide.
- a. Marginal
 - b. Proportional
 - c. Significant
 - d. Major
- iv. Pick the option that lists statements that are NOT TRUE according to The World Economic Forum's Global Gender Gap Report 2021
- 1. Lack of gender parity
 - 2. Fewer women in leadership roles
 - 3. Gender equality
 - 4. Wage equality
- a. 1 & 2
 - b. 3 & 4
 - c. 2 & 3
 - d. 1 & 4
- v. Pick the option that is NOT the reason of widened gender gap in India
- a. women's inadequate participation at various levels.
 - b. women's own unwillingness for upskilling.
 - c. lagging female-to-male literacy ratio.
 - d. increasing income inequality.
- vi. India slipping to 140th rank out of 156 countries according to WEF Global Gender Gap Report 2021, show India's _____ performance in terms of gender gap.
- a. Commendable
 - b. Worst
 - c. Appreciable
 - d. Improving.

- vii. The word 'persistent', as used in paragraph 3, means the same as
- 'occasional'.
 - 'inconstant'.
 - 'consistent'.
 - 'interrupted'
- viii. "Women continue to face more challenges than men ...".What challenges the writer is not referring to
- accountability towards home
 - unreal expectations to play parallel roles.
 - maintaining a work life balance
 - lack of efficient skill set being a woman.
- ix. " the positive shift has been marginal, albeit significant' this statement show writers feeling of
- pessimism
 - hopelessness
 - optimism
 - uncertainty
- x. Select the statement that clearly Does Not endorse the "stereotypical gender roles"
- Women are natural nurturers and men are natural leaders.
 - Girls are not as interested as boys in STEM subjects.
 - Girls are better at reading and boys at mathematics.
 - Household chores are an equal responsibility of both men and women.
- xi. The writer says that "This untapped entrepreneurial spirit of women in India..." here untapped mean
- exploited
 - unexplored
 - utilised
 - realized

2. Read the passage given below.

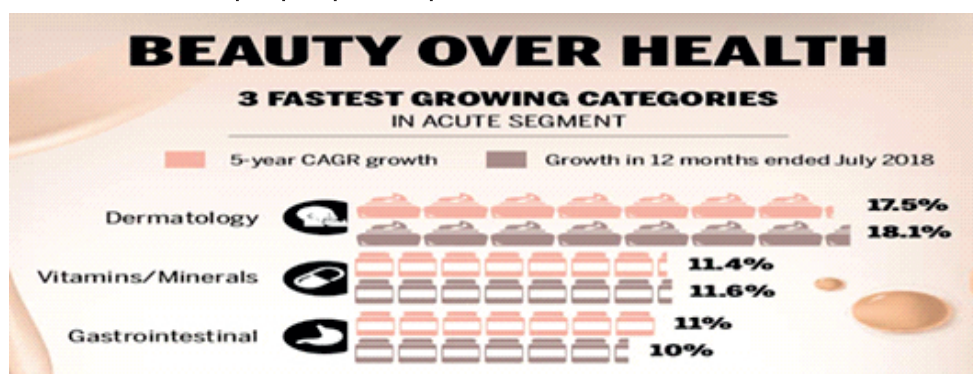
1. Indians are virtually turning the age-old adage that" beauty is only skin deep" on its head. Issues like cough or cold or even lifestyle problems such as diabetes and heart disease are not worrying us, but surprisingly, it's skin-related ailments which are causing concern.

2. Dermatology is showing the fastest sales growth of 17.5% over with a CAGR (compounded annual growth rate) of five years in the domestic pharma retail market. Interestingly, this is even higher than the sales growth witnessed in anti-diabetes (16.8%), or heart-disease pills (10.7%), over a CAGR of five years. Increasing incidence of fungal infections, greater awareness of skin-related issues and skin care and a growing desire to look presentable are factors driving the growth, say experts.

3. Dermatology, on the other hand, has witnessed CAGR growth of 18.1% in 12 months ended July 2018. Earlier, people just lived with a mole, white patches and pigmentation issues, or hair loss. Patients are more conscious of their appearance today and seek medical help for aesthetic problems. Nearly half of their practice now comprises of such cases, as against two to three patients earlier.

4. Sales within the derma category also mirror the trend, with skin-related medication driving the high growth. Overall, the largest category is anti-fungal topical (43.8%)—medication applied on skin, followed by anti-fungal oral drugs (35.3%), data culled from healthcare service provider IQVIA said. Industry experts point out that the huge growth in derma includes only those medication prescribed by doctors and not the exorbitant Botox treatment done for cosmetic purposes to reduce facial wrinkles or fine lines.

5. However, indiscriminate use of harmful steroid-containing creams which are a combination of anti-fungal, anti-bacterial and anti-allergic, is a huge issue. Use of unethical and unscientific combination creams (containing steroids) has risen substantially. They are increasingly prescribed by doctors (other than dermatologists), while a large percentage are bought over the counter, even though these should not be sold without a proper prescription.



On the basis of your understanding of the above passage, answer ANY TEN questions

from the eleven given below. (1x10 = 10)

i. Select the correct inference with reference to the following age-old adage that "beauty is only skin deep"

- a. beauty requires deep skin treatments.
- b. physical attractiveness does not equate to character.
- c. beauty is the benchmark of high character
- d. only beauty and face value matters.

ii. Based on the given graphical visual chart, pick the option that lists the sector with highest CAGR growth in last five years in comparison to growth in 12 months ended July 2018

- a. gastrointestinal
- b. Dermatology
- c. vitamins/minerals
- d. None of these.

iii. The word 'exorbitant', as used in paragraph, means the same as

- a. 'reasonable'.
- b. 'inexpensive'
- c. 'cheap'
- d. 'excessive'

iv. Read the two statements given below and select the option that suitably explains them.

(1) Dermatology is showing the fastest sales growth of 17.5% over with a CAGR (compounded annual growth rate) of five years in the domestic pharma retail market

(2) Increasing incidence of fungal infections, greater awareness of skin-related issues and skin care and a growing desire to look presentable

- a. (1) is the problem and (2) is the solution for (1).
- b. (1) is false but (2) correctly explains (1).
- c. (1) summarises (2).
- d. (1) is true and (2) is the reason for (1)

v. As per your understanding of passage, a dermatology is a branch of science concerned with diagnosis and treatment of

- a. Skin diseases and disorders.
- b. reconstructive surgery.
- c. hearing ailment.
- d. cosmetic beauty requirements.

vi. Dermatology is showing the fastest sales growth even higher than the sales growth life threatening diseases over a CAGR of five years.

Pick the option that Is Not the reason

- a. Increased skin care awareness.
- b. Growing desire for beauty and looks.
- c. Increasing skin infection probably due to pollution.
- d. Health does not need special care and treatments.

vii. According to the passage people no longer live with mole or any physical disorder. list the reasons responsible for this change

- a. their condition can be life threatening if not treated.
- b. medical help can correct any aesthetic problems
- c. aesthetic treatment cost little now
- d. Patients are more conscious of their appearance today

viii. The huge growth in derma Does Not includes

- a. anti-fungal topical.
- b. anti-fungal oral drugs.
- c. doctor prescribed medications.
- d. Cosmetic treatments to reduce fine lines.

ix. Pick the option that lists statements that are TRUE according to healthcare service provider IQVIA data regarding sales within the derma category

- a. skin-related medication driving the high growth. Overall,
- b. anti-fungal topical is the second largest category
- c. anti-fungal oral drugs is the largest category.
- d. anti-fungal topical is the largest category

x. Pick the option that Is Not the correct reason for terming use of these anti-fungal, anti-bacterial and anti-allergic creams as indiscriminate and harmful

- a. often prescribed by the quacks.
- b. contains harmful steroids.
- c. mild and safe to use.
- d. often bought without prescription

xi. Pick the option that incorrectly lists the feelings of the writer with reference to increasing concern on skin-related ailments

- a. frustrating.
- b. amusing.
- c. surprising.
- d. startling.

SECTION [B] WRITING

20 Marks

Q. 3 You are Satvik of RPVV Shalimar Bagh. Your school is going to organize Summer Camp during summer vacations. Write a notice in not more than 50 words informing all the students about the camp and the activities that they can opt for. **[5 MARKS]**

Q.4 Your school SBV West Jyoti Nagar is going to celebrate their Annual Sports Day. Draft an invitation card for the same. **[5 MARKS]**

Q.4 Your school SBV West Jyoti Nagar is going to celebrate their Annual Sports Day. Draft an invitation card for the same. **[5 MARKS]**

OR

You saw the following advertisement in the newspaper. Write an application to the Manager of the school sharing your Curriculum Vitae and express your desire to join as a teacher of English.

Wanted a teacher of English for a reputed International School, Post Graduate , B. Ed, Minimum Qualifications. Knowledge of a foreign language is preferred Experience 10 years, Fluent in English.

Q.6 A sixteen year old girl rescued an old man from being hit by a speeding car. Many people gathered at the spot and stopped the car and forced the driver to apologise from the old man and also appreciated the instant mindfulness of the young girl. You are Manish, a reporter in the local newspaper . Write a report to be published in your newspaper. **[5 MARKS]**

OR

The current unrest in the world motivated you to write an article on Universal Peace and Harmony. You are Dhriti of LPS Public School, Mathura.

SECTION [C] LITERATURE-40 Marks

Q.7 Read the extracts given below and answer any one of the following: [6x1=6 Marks]

7.1 What I mean should not be confused with total inactivity

Life is what it is about want no truck with death

If we were not so single minded

About keeping our lives moving

And for once could nothing.

1. Why should one not be confused with total inactivity?

2. Why does the poet say, 'For once could do nothing'?

3. What does he mean by 'no truck with death'?

4. Name the poem and the poet.

5. What is man single minded about?

6. Which word in the verse means 'act of doing nothing'.

OR

7.2 I looked again at her, wan, pale

as a late winter's moon and felt that old

familiar ache, my childhood's fear,

but all I said was, see you soon, Amma

1. Who looked pale and wan?

2. What was the speaker's familiar ache?

3. The poet bids farewell saying, 'See you soon, Amma'. What do the parting words signify?

4. Name the poetic device used in these lines.

5. What is the poet trying to conceal from her mother?

6. Why is the reference of late winter's moon given?

Q.8 Read the extracts given below and answer any one of the following: [4x1=4 Marks]

8.1 That night among my oldest first day covers, I found one

that shouldn't have been there. But there it was as someone

had mailed it to my grandfather at his home in Galesburg.

1. Who is the narrator of these lines?

2. Which date and picture was there on the envelope?

3. What is first day cover?

4. What did he find among the first day covers?

OR

8.2 "The prince was born in the hour of the Bull. The Bull and the Tiger are enemies, therefore, death comes from the Tiger," he explained.

What did the royal infant grow up to be? You may think that crown prince Jung Jung Bahadur was thrown into a quake when he heard the word 'Tiger'. That was exactly what did not happen. As soon as he heard it pronounced, the crown prince gave a deep growl. Terrifying words emerged from his lips. "Let tigers beware!"

1. How old was The Tiger King as an infant when he spoke?
2. Why did The Tiger King want the tigers to be alert?
3. Which figure of speech has been used in 'Jung Jung Bahadur'?
4. What does the author mean when he mentioned "Jung Jung Bahadur was thrown into a quake when he heard the word 'Tiger'?"

Q.9 Read the extracts given below and answer any one of the following: [6x1=6Marks]

9.1 But one day this man had fallen into a line of thought, which really seemed to him entertaining. He had naturally been thinking of his rattraps when suddenly he was struck by the idea that the whole world about him — the whole world with its lands and seas, its cities and villages — was nothing but a big rattrap.

1. Who does "this man" refer to in the first line?
2. What was the entertaining thought?
3. What does "this man" compare the world to?
4. Did "this man" ever get trapped in the "big rattrap"?
5. Who helped him get out of the rattrap?
6. Give a synonym for 'think something 'unusual' from the passage.

OR

9.2 Even if we get organized, we are the ones who will be hauled up by the police, beaten and dragged to jail for doing something illegal," they say there is no leader among them, no one who could help them see things differently their fathers are as tired as they are.

1. Who suggests to get organized?
2. What stops them from getting organized?
3. How can a leader help them?
4. Why are they as tired as their fathers?
5. What does he mean by 'see things differently'?
6. Give the antonym of 'organized'.

Q10. Answer any FIVE out of the six questions in about 40-50 words each: [5x2=10 Marks]

- 1) What changes did the order from Berlin bring about in the class that day?
- 2) Why does Robert Frost sympathize with the rural poor?
- 3) What is the example of national integration that the author refers to?
- 4) Why does the poet draw the image of sprinting trees and merry children?
- 5) The poet talks about things that cause suffering and pain in 'A Thing of beauty'. Mention the two.
- 6) Which act of the crofter surprised the peddler and why?

Q.11 Answer any TWO out of the three questions in about 40-50 words each: [2X2=4 Marks]

- 1) Why is Antarctica and its understanding important for the survival of the world?
- 2) Why did Bama take half hour to an hour to cover the distance to her home that would normally take only ten minutes?
- 3) What did the State astrologer say he would do 'if the hundredth tiger were also killed'?

Q.12 Answer any ONE out of the two questions in 120-150 words: [1X5=5 Marks]

- 1) Umberto Eco in his interview with Padmanabhan reveals that he can do all the things he does. What impression does this give about Eco?

OR

- 2) 'Aunt Jennifer's Tigers' portrays a picture of Male Chauvinism. Discuss in relevance to the text.

Q.13 Answer any ONE out of the two questions in 120-150 words: [1X5=5 Marks]

- 1) The friendship between Mr. Lamb and Derry proves fruitful. Elaborate giving examples from the text.

OR

- 2) Why does Tishani Doshi call her trip to Antarctica 'Journey to the end of the Earth'?

SAMPLE QUESTION PAPER (2022-23)

ENGLISH – CORE (301)

CLASS-XII

Time allowed: 3 Hrs.

Maximum Marks: 80

General Instructions:

1. 15-minute prior reading time allotted for Q-paper reading.
2. The Question Paper contains THREE sections-READING, WRITING and LITERATURE.
3. Attempt questions based on specific instructions for each part. Write the correct question number in your answer sheet to indicate the option/s being attempted.

	Section A: READING SKILLS (20 marks)	Marks
I	Read the passage given below.	10
1	Ghost nets aren't supernatural, but they are legitimately scary. A ghost net is a fishing net that's been lost or abandoned in the ocean. They are one particularly appalling part of the global ghost fishing problem, which includes fishing gear abandoned in the water. Any net or line left in the ocean can pose a threat to marine life. Just because a net is no longer used by fishers doesn't mean it stops working. These nets continue to trap everything in their path, presenting a major problem for the health of our oceans and marine life.	
2	Ghost nets entangle sea turtles, dolphins and porpoises, birds, sharks, seals and more, apart from catching fish. The nets keep animals from moving freely, cause injuries and keep mammals and birds from rising to the surface for air. Since hundreds of animals can be caught in a single net, this threat is monumental. The ghost nets harm coral reefs too—breaking corals, exposing them to disease and even blocking the reefs from needed sunlight.	
3	Ghost nets are also a major contributor to the ocean plastics' crisis. Most modern nets are made of nylon or other plastic compounds that can last for centuries. According to a 2018 study in Scientific Reports, ghost nets make up at least 46 percent of the Great Pacific Garbage Patch. Those abandoned fishing lines and nets that do breakdown never go away; they just become smaller pieces of plastic. Marine animals mistake this microplastic for food and eat it, which can harm internal organs, keep them from eating and expose them to toxic chemicals.	
4	Exorcising ghost nets from our oceans will require commitment, cooperation and innovation. Many groups are working to remove ghost nets from the sea and are collaborating with local fishers and governments around the world to identify target areas and remove as many nets as possible. In 2015, a single World Wildlife Fund for Nature (WWF)-led mission in the Baltic Sea hauled up 268 tons of nets, ropes and other material.	
5	To stop these nets from becoming ghosts in the first place, conservation organisations advocate for fishing gear that can be traced to its owner so anyone dumping nets can be fined and refundable deposits on nets to encourage returning or recycling rather than littering. Tools like sonar reflectors that can make ghost nets easier to find and working with small-scale fisheries to develop more sustainable fishing gear and practices are other suggestions. It is only by attacking	

	this problem from all sides, together with conservation partners, fishers and supporters, can we banish ghost nets and protect our oceans.	
	(437 words) Adapted— https://www.worldwildlife.org/stories/our-oceans-are-haunted-by-ghost-nets-why-that-s-scary-and-what-we-can-do—24	
	Based on your understanding of the passage, answer the questions given below.	1x10
i	Complete the sentence by choosing an appropriate option. Ghost nets have been named so because they _____ A. cause much harm to the marine life. B. are functional though not in use by fishers. C. are not owned by anyone. D. act as a snare for all animals in oceans.	1
ii	Comment on the writer's reference to the ghost nets in paragraph one, as a health problem for the oceans.	1
iii	List the two ways being entangled in a ghost net is likely to impact a walrus. (Clue: Think about the type of animal a walrus is)	1
iv	Select the option that conveys the opposite of 'negligible', from words used in paragraph two. A. unimpressive B. monumental C. exposing D. threat	1
v	The writer would agree with the given statements based on paragraph three, EXCEPT: A. Most ghost nets take a few years to completely disintegrate. B. Ghost nets contribute to the Great Pacific Garbage Patch. C. Most ghost nets provide nutrition to marine animals, upon disintegration. D. Ghost nets can curtail freedom of marine animals.	1
vi	Some records share that fishing nets used to be made of common rope using natural fibres, prior to the 1960s. Based on your understanding of paragraph three, list one major advantage that these had over the fishing nets being used in present times.	1
vii	Why is it fair to say that commitment and innovation have to go hand-in-hand to rid the oceans of ghost nets?	1
viii	Complete the given sentence with an appropriate inference, with respect to the following: The writer quotes the example of the WWF-led mission in the Baltic Sea (Paragraph 4), in order to.....	1

ix	How can the solutions, suggested in paragraph five, best be described? A. practical B. presentable C. popular D. prejudiced	1
x	Select the most suitable title for the above passage. A. The Scary Side of Ghost Nets B. Ghost Nets – A Result of Human Dominance C. Ghost Nets – A Menace to Marine Life D. Ways to Tackle the Problem of Ghost Nets	1
II	Read the passage given below.	10
1	<p>It is generally accepted that leadership development should be a part of the education system's responsibility for preparing individuals to participate in a democratic and progressive society. Many schools, colleges and universities, across nations, provide their students with leadership courses, curricular programs and co-curricular programs that are designed to develop students' formal knowledge about leadership as well as opportunities and experiences to develop students as leaders and actually practise leadership. Yet, only a handful of studies have sought to understand leader development from the students' point of view, with students describing their own experiences and what they learned from them in their own words.</p>	
2	<p>A 2014 descriptive study sought to understand student leadership with research through key events via the following research questions:</p> <p>Research Question 1: What key events do student leaders in college, report as significantly impacting their development as a leader?</p> <p>Research Question 2: What lessons do student leaders in college, report learning as a result of the key events they have experienced?</p> <p>Research Question 3: Are certain key events more likely to be linked to particular lessons? Approximately 130 students were contacted and the 72 interested, were interviewed. Two members of the research team were present for each 15–45-minute interview. One member served as the primary interviewer while the second ran the audio equipment.</p> <p>The results for lessons learned (Table 1), were varied, but there were a few that were frequently quoted.</p>	

	Table 1																																																									
	<table><tr><th>Lessons learned</th><th>Responses</th></tr><tr><td>Identity</td><td></td></tr><tr><td>Self Identity</td><td>58</td></tr><tr><td>Leadership Identity</td><td>54</td></tr><tr><td>Professionalism</td><td>30</td></tr><tr><td>Balancing Roles</td><td>19</td></tr><tr><td>Individual Competencies</td><td></td></tr><tr><td>Delegation</td><td>17</td></tr><tr><td>Decision Making</td><td>15</td></tr><tr><td>Adaptability/Flexibility</td><td>38</td></tr><tr><td>Resilience/Persistence/Hard Work</td><td>18</td></tr><tr><td>Taking Initiative</td><td>36</td></tr><tr><td>Accountability/Responsibility</td><td>29</td></tr><tr><td>Big Picture</td><td>27</td></tr><tr><td>Learning to Teach/Learn</td><td>18</td></tr><tr><td>Support Systems</td><td></td></tr><tr><td>Developing and Using Support Systems</td><td>36</td></tr><tr><td>Being a Support System</td><td>28</td></tr><tr><td>Working with Others</td><td></td></tr><tr><td>Communication</td><td>59</td></tr><tr><td>Teamwork</td><td>26</td></tr><tr><td>Conflict</td><td>21</td></tr><tr><td>Diversity</td><td>32</td></tr><tr><td>Inspiring and motivating others</td><td>17</td></tr><tr><td>Other working with others</td><td>30</td></tr><tr><td>Getting the job done</td><td></td></tr><tr><td>Task skills</td><td>55</td></tr><tr><td>Environment</td><td>34</td></tr></table>	Lessons learned	Responses	Identity		Self Identity	58	Leadership Identity	54	Professionalism	30	Balancing Roles	19	Individual Competencies		Delegation	17	Decision Making	15	Adaptability/Flexibility	38	Resilience/Persistence/Hard Work	18	Taking Initiative	36	Accountability/Responsibility	29	Big Picture	27	Learning to Teach/Learn	18	Support Systems		Developing and Using Support Systems	36	Being a Support System	28	Working with Others		Communication	59	Teamwork	26	Conflict	21	Diversity	32	Inspiring and motivating others	17	Other working with others	30	Getting the job done		Task skills	55	Environment	34	
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3	This study described the rich array of leadership lessons that students are learning through their experiences. It revealed that student leaders are learning foundational leadership skills and competencies that have positively impacted how to accomplish work, how to work with others and how to be both supported by and support others.																																																									
	(295 words) Adapted- https://www.researchgate.net/publication/264696744_Key_Events_in_Student_Leaders' Lives and Lessons Learned from Them																																																									
	Based on your understanding of the passage, answer the questions given below.	1x10																																																								
i	Does the following statement agree with the information given in paragraph 1? <i>The researcher believes that educational institutions have ideal resources to study impact of leadership skills on young adults.</i> Select from the following: True - if the statement agrees with the information False - if the statement contradicts the information Not Given - if there is no information on this	1																																																								

ii	Do you think the researchers of the study aimed to change the students' outlook towards the development of leadership skills, directly or indirectly? Support your answer with reference to the text.	1
iii	Select the option that displays the most likely reason for including Research Question 3 in the 2014 study. In order to find out if... A. learning opportunities shape students' overall personality. B. leadership lessons are the result of the designed learning opportunities. C. all learning opportunities cater to a specific lesson. D. certain lessons are common in more than one learning opportunity.	1
iv	Complete the sentence based on the following statement. <i>More than 50% of the identified student respondents were keen to participate in the 2014 study.</i> We can say this because_____.	1
v	Select the option that displays the key event designed with "Balancing Roles" (Table 1) as the objective. A. Students will be able to debate the issue at hand, with different teams. B. Students will be able to manage the responsibilities of a mentor, planner researcher and presenter. C. Students will be able to surmount minor problems and focus on the final goal. D. Students will be able to explain concepts and clarify them for peers.	1
vi	Complete the given sentence by selecting the most appropriate option. The 2014 study attempts to understand student leadership by focussing on_____. A. experiences that shaped students' overall personality. B. lessons gained by students as they grew up. C. relationship of key events with particular lessons. D. students in leadership roles.	1
vii	The lessons for 'Individual competencies' had a range of responses. Give one reason why having the least number of responses for 'Decision Making', is a matter that needs attention.	1
viii	Complete the given sentence by selecting the most appropriate option. <i>The concluding sentence of the text makes a clear case for_____by listing it as a core competency for student leadership.</i> A. collaboration B. flexibility	1

	C. hard work D. observation	
ix	Complete the sentence appropriately with one/ two words. In the context of “Working with Others” in Table 1, the lesson of ‘Conflict’ refers to _____.	1
x	Based on the reading of the text, state a point to challenge the given statement. <i>When theoretical knowledge about leadership suffices, it is a waste of funds by educational organisations, to organise leadership camps and programmes.</i>	1
III	SECTION B – CREATIVE WRITING SKILLS	20
<i>All the names and addresses used in the questions are fictitious. Resemblance, if any, is purely coincidental.</i>		
1.	Attempt ANY ONE from A and B given below.	5
A	You are Josely Mathew, the President of the school book club. The club is organising a drive for promoting reuse of study materials and books. Draft a notice in about 50 words, for the school notice board, addressing students of classes X-XII, informing them about this drive and urging them to contribute to the endeavour. Mention how the donated books would benefit a charitable cause.	
	OR	
B	As the House Captain of A.B.M Public School, Telangana, draft a notice in not more than 50 words for the school notice board, informing House members from X-XII about the change in topic and submission dates for Round 1 of ‘Discovery’ - the upcoming Inter-House Research-based Paper Presentation Competition. Do not forget to issue an apology for the above. You are Kruthika Reddy.	
2.	Attempt ANY ONE from A and B given below.	5
A	You are Dr. Suchitra Mukherjee. You have received an invitation from the Director, Health Services, Kharagpur, W.B, to preside over a gathering of leading medical practitioners attending a workshop on mental wellness on 09 November, 2023 at 11 a.m. in the Public Hospital, Jammu, J & K. Respond to accept the invitation in about 50 words.	
	OR	
B	Draft an invitation in about 50 words, on behalf of your aunt, Meghna Menon, which she has to share to invite prior work colleagues to the inaugural event of her own investment consultancy firm, in the Acer mall, Kozhikode, Kerala.	
3.	Attempt ANY ONE from A and B given below.	5
A	You are Minu Sen, an intern in a software company in Hyderabad. You feel that the growing relationship of companies with non-profit organisations have made Corporate Social Responsibility (CSR) the buzzword today. Your own involvement in one such project for your company has convinced you that CSR looks beyond the company profits and focuses on benefiting the greater community.	

	<p>Write a letter to the editor of a national daily in about 120-150 words, sharing your opinion about CSR and its advantages and provide suggestions to make it an integral part of every organisation. Use the given cues along with your own ideas to compose this letter.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><u>4 types of CSR efforts:-</u></p> <ul style="list-style-type: none"> -environmental initiatives -charity work -ethical labor practices -volunteer projects <p style="text-align: center;">➔</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 10px;"> positive public attention </div> <div style="text-align: center;"> </div> </div> </div>	
	OR	
B	<p>You are Minu Sen, employed as an Asst. Manager for Corporate Social Responsibility (CSR) in your current company in Hyderabad. You saw the given advertisement in the newspaper and wish to apply for the position advertised.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <div style="display: flex; justify-content: space-between; align-items: center;"> <div> <p>CREDIT SAGE Pvt. Ltd</p> <p>Required- Corporate Social responsibility Manager (CSR) Head</p> <p>Job Responsibilities:</p> <ul style="list-style-type: none"> ◆ Define strategy for Credit sage's CSR value of 1% of people's time, 1% of products and 1% of profits to the society. ◆ Develop various CSR initiatives in the company's adopted village ◆ Strategise and initiate various community benefit schemes and liason with NGO's, Govt. Bodies etc. <p>PreferredSkills & Qualifications</p> <ul style="list-style-type: none"> ◆ Bachelor or Master's degree in Sociology/ Public Relations ◆ Strong interpersonal and communication skills (verbal and written) ◆ Proven experience in CSR project management and execution ◆ Proven experience working with non-profit organizations or Corporate CSR <p>Send your bio-data within 10 days to Gagan Vij, HR Head, Credit Sage Pvt.Ltd., Nashik</p> <p>For further details please check our website--www.sage.com/careers/csr</p> </div> <div style="text-align: right;"> </div> </div> </div> <p>Write a a letter to Credit Sage Pvt. Ltd. along with your bio-data, expressing your interest in the situation vacant.</p>	
4.	Attempt ANY ONE from A and B given below.	5

A	<p>The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries because apart from other causes, stakeholders in this sector tend to ignore safety regulations.</p> <p>As a columnist for an e-zine, draft an article in about 120-150 words, on the theme of the importance of worker safety in construction zones. Explore possible reasons for the prevailing situation and include suggestions for addressing it. Support your ideas with cues given below.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Headlines</p> <ul style="list-style-type: none"> * CONSTRUCTION WORKERS: RISK OF ACCIDENT DUE TO FATIGUE * CONSTRUCTION WORKFORCE HEALTH CHALLENGES IN EXTREME WEATHER CONDITIONS * CONSTRUCTION WORKER FATALITY: BURIED UNDER SOIL HEAP * ARE CONSTRUCTION MANAGERS FROM MARS AND WORKERS FROM VENUS? * WILL TRAINING PROGRAMMES REVAMP THE SAFETY STANDARDS? </div>	
	OR	
B	<p>The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries. A safety fair was organised by 'Building Safely', an NGO in Mysuru, Karnataka with the overarching theme pertaining to the importance of worker safety in construction zones. You were asked to cover this event as the junior correspondent of a local daily. Write a report covering this event in about 120-150 words. Support your ideas with outline cues given below, to craft your newspaper report.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Safety Fairs: Programmes</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-between;"> <div>Toolbox talks</div> <div>Video dedication for the deceased</div> <div>Speeches</div> <div>Safety games</div> <div>Safety demonstrations</div> <div>Inaugurating special insurance programme</div> <div>Emergency response drill</div> <div>Vote of thanks</div> <div>Picnic lunch with the bosses</div> </div> </div>	
	SECTION C - LITERATURE	40
IV	Read the given extracts to attempt the questions with reference to context.	
1	Attempt ANY ONE of two extracts given.	1*6=6
1.A	<p>It is in the news that all these pitiful kin Are to be bought out and mercifully gathered in To live in villages, next to the theatre and the store, Where they won't have to think for themselves anymore, While greedy good-doers, beneficent beasts of prey, Swarm over their lives enforcing benefits That are calculated to soothe them out of their wits, And by teaching them how to sleep they sleep all day, Destroy their sleeping at night the ancient way.</p> <p style="text-align: right;"><i>(A Roadside Stand)</i></p>	
i.	<p>What is the tone of the poet in the above lines?</p> <p>(i) aggressive</p> <p>(ii) tolerant</p>	1

	(iii) sarcastic (iv) resigned (v) sentimental Choose the most appropriate option. A. Only (i) B. (ii) and (iii) C. (i), (iv) and (v) D. Only (iii)	
ii.	Identify the phrase from the extract, that suggests the following: No one bothers to take 'their' consent before pushing the promise of a better life, their way.	1
iii.	What quality of the villagers can be inferred through these lines? A. gullible B. futuristic C. hypocritical D. ambitious	1
iv.	Complete the following analogy correctly. Do NOT repeat from used example. greedy good doers: alliteration :: oxymoron	1
v.	On the basis of the extract, choose the correct option with reference to (1) and (2) given below. (1) The city dwellers make promises for the betterment of the villagers. (2) The city dwellers have ulterior motives. A. (1) is true but (2) is false. B. (2) is true but (1) is false. C. (2) is the reason for (1). D. Both (1) and (2) cannot be inferred from the extract.	1
vi.	Fill the blank with an appropriate word, with reference to the extract. '... calculated to soothe them out of their wits' implies that 'them' are being _____.	1
OR		
1.B	A thing of beauty is a joy forever Its loveliness increases, it will never Pass into nothingness; but will keep A bower quiet for us, and a sleep Full of sweet dreams, and health, and quiet breathing. Therefore, on every morrow, are we wreathing A flowery band to bind us to the earth <div style="text-align: right;"><i>(A Thing of Beauty)</i></div>	

i.	<p>Choose the option that displays the same poetic device as used in the first line of the extract.</p> <p>A. I'm as happy as I can be. B. Life is a roller coaster ride. C. Nature is God's gift to us. D. The dazzling divas enchanted all.</p>	1
ii.	<p>What does the phrase 'a bower quiet' indicate?</p> <p>A. serenity B. morality C. superiority D. diversity</p>	1
iii.	<p>The benefits of a thing of beauty for humans include_____.</p> <p>(i) healthy body (ii) calm mind (iii) struggle-free life (iv) better relationships (v) hope to carry on</p> <p>Choose the most appropriate option.</p> <p>A. Only (v) B. (i), (ii) and (v) C. (i), (iii) and (iv) D. (ii) and (iv)</p>	1
iv.	<p>Answer in ONE word.</p> <p>When the poet says that 'a thing of beauty' will never pass into nothingness, he means that it is_____.</p>	1
v.	<p>On the basis of the extract, choose the correct option with reference to the two statements given below.</p> <p>(1) We are surrounded by beautiful things. (2) Beautiful things provide us joy.</p> <p>A. (1) can be inferred from the extract but (2) cannot. B. (2) can be inferred from the extract but (1) cannot. C. Both (1) and (2) can be inferred from the extract. D. (2) is the reason for (1) and can be inferred from the extract.</p>	1
vi.	<p>Which of the following is an apt title for the extract?</p> <p>A. Full to the Brim with Joy B. Beauty Galore C. Live Life King Size</p>	1

	D. Hope Floats	
2	Attempt ANY ONE of two extracts given.	1*4=4
2.A	<p>DERRY: You're... peculiar. You say peculiar things. You ask questions I don't understand.</p> <p>MR LAMB: I like to talk. Have company. You don't have to answer questions. You don't have to stop here at all. The gate's open.</p> <p>DERRY: Yes, but...</p> <p>MR LAMB: I've a hive of bees behind those trees over there. Some hear bees and they say, bees <i>buzz</i>. But when you listen to bees for a long while, they humm....and hum means 'sing'. I hear them singing, my bees.</p> <p>DERRY: But....I like it here. I came in because I liked itwhen I looked over the wall.</p> <p>MR LAMB: If you'd seen me, you'd not have come in.</p> <p>DERRY: No.</p> <p style="text-align: right;"><i>(On the Face of It)</i></p>	
i.	List the playwright's purpose of using ellipses (...) in this extract.	1
ii.	<p>Select the option that best describes Derry and Mr. Lamb in the extract.</p> <p>A. Derry: introvert; Mr. Lamb: friendly</p> <p>B. Derry: fearful; Mr. Lamb: domineering</p> <p>C. Derry: friendly; Mr. Lamb: weird</p> <p>D. Derry: open minded; Mr. Lamb: charming</p>	1
iii.	<p>Which of the following best summarises Mr. Lamb's attitude towards the bees?</p> <p>A. Beauty is being true to yourself.</p> <p>B. There is a kind of beauty in imperfection.</p> <p>C. Beauty is the promise of happiness.</p> <p>D. The beauty of the world lies in the details.</p>	1
iv.	Derry says, "I came in here because I liked it" What was the one significant thing Derry might have liked about the place, as per the extract?	1
OR		
2.B	<p><i>Students on Ice</i>, the programme I was working with on the <i>Shokalskiy</i>, aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With <i>Students on Ice</i>, he offers the future generation of policy-makers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.</p> <p style="text-align: right;"><i>(Journey to the End of the Earth)</i></p>	
i.	Complete the sentence appropriately, with reference to the extract. The writer refers to the educational opportunities as 'inspiring' because_____.	1

ii.	Which of the following would NOT be 'a life changing experience'?	1
	A. Being given the lead role in a play. B. Going on an adventure trip. C. Playing a video game. D. Meeting a great leader, you admire.	
iii.	Select the most suitable title for the given extract.	1
	A. Adventure with a Mission B. Adventure – The Spice of Life C. The Wanderlust D. Students of the Future	
iv.	Why does the writer refer to 'act' as more important than 'absorb' or 'learn'?	1
3	Attempt ANY ONE of two extracts given.	1*6=6
3.A	<p>A girl from the countryside, she hadn't gone through all the stages of worldly experience that generally precede a position of importance and sophistication that she had found herself catapulted into. She never quite recovered from the terror she felt that day. That was the end of a brief and brilliant acting career — the legal adviser, who was also a member of the Story Department, had unwittingly brought about that sad end. While every other member of the Department wore a kind of uniform — <i>khadi</i> dhoti with a slightly oversized and clumsily tailored white <i>khadi</i> shirt — the legal adviser wore pants and a tie and sometimes a coat that looked like a coat of mail. Often, he looked alone and helpless ...</p> <p style="text-align: right;">(Poets and Pancakes)</p>	
i.	Select the option that completes the given sentence appropriately. 'Stages of worldly experience' in the given context would refer to _____. A. good education to gain knowledge. B. situations that require one to be street smart. C. smaller, not so important roles in acting. D. training in soft skills.	1
ii.	Select the suitable word from the extract to complete the following analogy: sealed: closed :: propelled: _____	1
iii.	Select the correct option to fill in the blank. The harm done to the actress was a/an _____ A. well-planned act. B. unintentional act. C. act of jealousy. D. act of male dominance.	1
iv.	Based on the above extract, choose the statement that is TRUE for the legal adviser.	1

	<p>A. He disliked the actress from the countryside.</p> <p>B. He acted after thinking through things carefully.</p> <p>C. He did not gel well with others in the Department.</p> <p>D. He was always dressed smartly.</p>	
v.	Identify the textual clue that allows the reader to infer that the writer is sympathetic towards the professional fate of the actor. <i>(Clue: a phrase)</i>	1
vi.	Complete the sentence with an appropriate explanation, as per the extract. The writer uses the word 'uniform' to refer to the outfits of the Department members because just like a uniform _____.	1
OR		
3.B	Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person's soul. <i>(The Interview)</i>	
i.	What is the most likely reason some people consider the practice of interview to be an art? This could be because it requires- A. fluency of words. B. sensitive and careful handling. C. creativity and imagination. D. probing and focusing on details.	1
ii.	Rewrite the sentence by replacing the underlined phrase with its inference. Celebrities feel that an interview <u>diminishes them</u> .	1
iii.	On the basis of the extract, choose the correct option with reference to the two statements given below. (1) Celebrities don't consent to be interviewed. (2) Interviews intrude the privacy of celebrities. A. (1) Can be inferred from the extract but (2) cannot. B. (1) cannot be inferred from the extract but (2) can. C. (1) is true but (2) is false. D. (2) is the reason for (1).	1
iv.	Rationalise, to support the given opinion: To say that an interview, in its highest form, is a source of truth, is an extravagant claim.	1

v.	Replace the underlined word with its antonym from the extract. Some celebrities hate the idea of having to give an interview because it makes them feel like <u>supporters</u> .	1
vi.	The author's views on interview, in the extract, can best be described as statements based on _____. A. facts B. hypothesis C. beliefs D. superstitions	1
V	Answer ANY FIVE of the following in about 40-50 words each.	5*2=10
i.	"You realise the true value of a thing only on losing it." Comment on this statement in the light of the story, <i>The Last Lesson</i> .	2
ii.	State the common issue faced by most of the aged in the current times, with reference to the poem <i>My Mother at Sixty-six</i> .	2
iii.	What do we come to know about the author of <i>Lost Spring</i> , Anees Jung, through her interactions with Saheb and Mukesh?	2
iv.	Give two reasons why, according to Pablo Neruda, is 'keeping quiet' essential to attaining a better, more peaceful world. (<i>Keeping Quiet</i>)	2
v.	If the Christmas spirit is about selflessness, forgiveness and becoming 'better' versions of ourselves amongst other things, Edla Willmansson is the epitome of this spirit. Justify with two points of evidence from <i>The Rattrap</i> .	2
vi.	How can we say that marriage was a compromise for Aunt Jennifer? Support your response with two justifications. (<i>Aunt Jennifer's Tigers</i>)	2
VI	Answer ANY TWO of the following in about 40-50 words each.	2*2=4
i.	'It's easy to judge others and give advice, but much more difficult to apply it to ourselves.' Elaborate with reference to the character of Sam in <i>The Third Level</i> .	2
ii.	Comment on any one aspect of the writing style of the author, Kalki in <i>The Tiger King</i> .	2
iii.	How do we know that Dr. Sadao was conscientious as well as loyal? (<i>The Enemy</i>)	2
VII	Answer ANY ONE of the following in about 120-150 words.	1*5=5
i.	The prose selections, <i>Deep Water</i> and <i>Indigo</i> , bring out the importance of overcoming fear, in order to be able to lead our lives successfully. Imagine yourself to be a motivational speaker who has to address high school students. Write this address in 120 – 150 words elaborating on occurrences from the two texts to inspire your audience and to convince them about the importance of overcoming fear.	5

	<p>You may begin like this ...</p> <p><i>Good morning, students!</i></p> <p><i>We all know what it's like to be afraid. Fear is our body's natural response to a perceived threat or danger.</i></p> <p><i>But when ...</i></p>	
OR		
ii.	<p><i>'Their mother sighed.</i></p> <p><i>Sophie watched her back stooped over the sink and wondered at the incongruity of the delicate bow which fastened her apron strings.'</i></p> <p>The prose selection, <i>Going Places</i> includes this telling comment about Sophie's mother.</p> <p>In <i>Aunt Jennifer's Tigers</i>, we are told that -</p> <p><i>'The massive weight of Uncle's wedding band</i></p> <p><i>Sits heavily upon Aunt Jennifer's Hand.'</i></p> <p>Imagine a conversation between Sophie's mother and Aunt Jennifer. Create this exchange with reference to the two extracts given above.</p> <p>You may begin the conversation like this ...</p> <p><i>Sophie's mother: Your embroidery is so beautiful. Do you love tigers?</i></p>	5
VIII	Answer ANY ONE of the following in about 120-150 words.	1*5=5
i.	<p>On returning home, Tishani Doshi writes her thoughts reflecting on how her decision to enrol for the <i>Students on Ice</i> programme has been the single most important decision of her life that has completely transformed her.</p> <p>Imagine yourself to be Tishani and express these thoughts.</p> <p>You may begin like this:</p> <p><i>I can't thank my stars enough for having cashed in on the opportunity of.....</i></p>	
OR		
ii.	<p>Both Bama and Zitkala Sa experienced the harsh reality of discrimination in their childhood. Instead of letting it pull them down, they both found a way to overcome it. You wish to include a cameo* of both in your upcoming blog post.</p> <p>As a part of the research, compare and contrast the experiences faced by the two and their response/s to these experiences, in 120-150 words. <i>[Clue: Include the similarities and differences in the discrimination they faced - their feelings - determination to overcome – success]</i></p> <p>*a short description that neatly encapsulates someone or something</p>	5

MARKING SCHEME
SAMPLE QUESTION PAPER (2022-23)
ENGLISH – CORE (301) - CLASS-XII

Section A: READING SKILLS (20 marks)	
Note: (i) 15-minute prior reading time allotted for Q paper reading. (ii) The Reading Section focuses on testing a candidate's ability to comprehend. (iii) Marks to be awarded only if the response reveals structure or semblance of coherent thought rather than a transcribed chunk/exact line/s from the passage in an attempt to pass off as a response.	
I. Based on your understanding of the passage, answer the questions given below.	
i. Ghost nets have been named so because they <div style="margin-left: 40px;"> A. cause much harm to the marine life. B. are functional though not in use by fishermen. C. are not owned by anyone. D. act as a snare for all animals in oceans. </div> <div style="text-align: right;">(1 mark)</div>	
Value Points	Guidance
C. are not owned by anyone.	<ul style="list-style-type: none"> ▪ Award 1 mark for the correct answer. ▪ There is no partial credit
ii. Comment on the writer's reference to the ghost nets as a health problem for the oceans, in paragraph one? <div style="text-align: right;">(1 mark)</div>	
Value Points	Guidance
The ghost nets are the reason the marine life is frequently sick. If not addressed, this 'health issue' would soon be chronic.	<ul style="list-style-type: none"> ▪ Award 1 mark for the correct explanation with reference to health and sickness. ▪ There is no partial credit
iii. List the two ways being entangled in a ghost net is likely to impact a walrus. (Clue: Think about the type of animal a walrus is) <div style="text-align: right;">(1 mark)</div>	
Value Points	Guidance
[walrus is a mammal] 1. entangle and cause injuries 3. entangle and prevent resurfacing, leading to death by drowning	<ul style="list-style-type: none"> ▪ Award 1 mark for 2 correct points ▪ Partial credit for 1 point ▪ No credit for unclear responses
iv. Select the option that conveys the opposite of 'negligible', from words used in paragraph two. <div style="margin-left: 40px;"> A. unimpressive B. monumental C. exposing D. threat </div> <div style="text-align: right;">(1 mark)</div>	
Value Points	Guidance
B. monumental	<ul style="list-style-type: none"> ▪ Award 1 mark for the correct answer.

	<ul style="list-style-type: none"> There is no partial credit
v. The writer would not agree with the given statements based on paragraph three, EXCEPT: A. Most ghost nets take a few years to completely disintegrate. B. Ghost nets contribute to the Great Pacific Garbage Patch. C. Most ghost nets provide nutrition to marine animals, upon disintegration. D. Ghost nets can curtail freedom of marine animals. (1 mark)	
Value Points	Guidance
C. Most ghost nets provide nutrition to marine animals, upon disintegration.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit
vi. Some records share that fishing nets used to be made of common rope made of natural fibres, prior to the 1960s. Based on your understanding of paragraph three, list one major advantage that these had over the fishing nets being used in present times. (1 mark)	
Value Points	Guidance
Used to be bio-degradable/ easily disintegrated, as compared to artificial fibre nets that do not disintegrate.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit
vii Why is it fair to say that commitment and innovation have to go hand-in-hand to rid the oceans of ghost nets? (1 mark)	
Value Points	Guidance
Commitment—This task will require perseverance/a long time to accomplish Innovation—Creative ideas and strategies would be needed to address this problem	<ul style="list-style-type: none"> Award 1 mark if both ‘commitment’ and ‘innovation’ have been addressed separately and correctly. Partial credit for addressal of one aspect
viii. Complete the given sentence with an appropriate inference, with respect to the following: The writer quotes the example of the WWF led mission in the Baltic Sea (paragraph 4), in order to..... (1 mark)	
Value Points	Guidance
--draw attention to the magnitude of the problem --indicate that Governments need to collaborate with such groups for addressing the problem of ghost nets --share evidence of human apathy/ carelessness towards natural resources (Any 1 OR similar)	<ul style="list-style-type: none"> Award 1 mark for 1 correct answer. There is no partial credit
ix. How can the solutions suggested in paragraph five best be described? A. practical B. presentable C. popular D. prejudiced (1 mark)	
Value Points	Guidance
A. practical	<ul style="list-style-type: none"> Award maximum 1 mark for the complete correct answer No partial credit

<p>x. Select the most suitable title for the above passage.</p> <p>A. The Scary Side of Ghost Nets B. Ghost Nets – A Result of Human Dominance C. Ghost Nets – A Menace to Marine Life D. Ways to Tackle the Problem of Ghost Nets</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
C. Ghost Nets – A Menace to Marine Life	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit
<p>II. Based on your understanding of the passage, answer the questions given below.</p>	
<p>i. Does the following statement agree with the information given in paragraph 1?</p> <p><i>The researcher believes that educational institutions have ideal resources to study impact of leadership skills on young adults.</i></p> <p>Select from the following:</p> <p>True - if the statement agrees with the information False - if the statement contradicts the information Not Given - if there is no information on this</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
<p>FALSE</p> <p>[the researcher indicates that educational institutions have <u>opportunities and programmes</u> to inculcate leadership skills]</p>	<ul style="list-style-type: none"> Award 1 mark for the correct answer No partial credit
<p>ii Do you think the researchers of the study aimed to change students' outlook towards the development of leadership skills, directly or indirectly? Support your answer with reference to the text. (1 mark)</p>	
Value Points	Guidance
<ul style="list-style-type: none"> No The aim of seeking students' perspectives was to enable a better designing/ creation/ of the leadership programmes in educational institutions <p style="text-align: center;">OR</p> <p>promote higher efficacy / betterment of leadership programmes</p>	<ul style="list-style-type: none"> Award 1 mark for the complete answer (Response + explanation) No partial credit.
<p>iii. Select the option that displays the most likely reason for including Research Question 3 in the 2014 study.</p> <p>In order to find out if...</p> <p>A. learning opportunities shape students' overall personality. B. leadership lessons are the result of the designed learning opportunities. C. all learning opportunities cater to a specific lesson. D. certain lessons are common in more than one learning opportunity.</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
D. certain lessons are common in more than one	<ul style="list-style-type: none"> Award 1 mark for the correct answer No partial credit

learning opportunity.	
iv. Complete the sentence based on the following statement: More than 50% of the identified student respondents were keen to participate in the 2014 study. We can say this because _____.	
Value Points	Guidance
<u>72 of 130 students consented and were interviewed</u> Note -72 out of 130 is more than half / 50%.	<ul style="list-style-type: none"> Award 1 mark for the complete answer No partial credit.
v. Which key event has been designed with “Balancing Roles” (Table 1) as the objective? A. Students will be able to debate the issue at hand with different teams. B. Students will be able to manage the responsibilities of a mentor, planner researcher and presenter. C. Students will be able to surmount minor problems and focus on the final goal. D. Students will be able to explain concepts and clarify them for peers.	
(1 mark)	
Value Points	Guidance
B. Students will be able to manage the responsibilities of a mentor, planner researcher and presenter.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. No partial credit
vi. The 2014 study attempts to understand student leadership by focussing on (Choose the correct option.) A. experiences that shaped students’ overall personality. B. lessons gained by students as they grew up. C. relationship of key events with particular lessons. D. students in leadership roles.	
(1 mark)	
Value Points	Guidance
C. relationship of key events with particular lessons.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit
vii. The lessons for ‘Individual competencies’ had a range of responses. Give one reason why having the least number of responses for ‘Decision Making’, is a matter that needs attention.	
(1 mark)	
Value Points	Guidance
This needs attention because it clearly indicates that the lessons created / student experiences do not allow sufficient opportunity for development of this crucial skill.	<ul style="list-style-type: none"> Award 1 mark for complete answer No partial credit
viii. Complete the given sentence by selecting the most appropriate option. <i>The concluding sentence of the text makes a clear case for _____ by listing it as a core competency for student leadership.</i> A. collaboration B. flexibility C. hard work D. observation	

(1 mark)	
Value Points	Guidance
A. collaboration	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit
ix. Complete the sentence appropriately with one/ two words. In the context of "Working with Others" in Table 1, the lesson of 'Conflict' refers to _____. (1 mark)	
Value Points	Guidance
Being able to amicably and effectively resolve matters/ conflict resolution (Any other / Similar relevant)	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit
x. Based on the reading of the text, state a point to challenge the given statement. <i>When theoretical knowledge about leadership suffices, it is a waste of funds by educational organisations, to organise leadership camps and programmes.</i> (1 mark)	
Value Points	Guidance
I disagree because no amount of theoretical knowledge can aid students to actually apply their learning about leadership and develop various skills.	<ul style="list-style-type: none"> Award 1 mark for complete answer No partial credit
III SECTION B – CREATIVE WRITING SKILLS	
1. NOTICE	
Format – 1	Content -2 Organisation of ideas -1 Accuracy 1
FORMAT – 1 mark	
Box, NOTICE (centre), name of issuing authority- organisation/ agency (centre), date of issue(aligned left), Authorisation name, designation & signature (bottom left)	
NOTE -full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.	
NOTE FOR GIVEN DESCRIPTORS ---Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower .	
CONTENT – 2 marks	
(As listed in value points) --- ½ mark *4=2 marks	
ORGANISATION OF IDEAS -1 mark	
1 mark -- Consistent to frequent display of the listed parameters. <ul style="list-style-type: none"> Highly effective style capable of conveying the ideas convincingly with appropriate layout of a notice viz. opening line to indicate the target audience, details/ information to be shared, mention of last date (if the Q lends itself to it), Line about contacting the undersigned etc. Carefully structured content with organised information presented cohesively in an aligned manner. Highly effective register (formal tone, tense, and vocabulary), relevant, lucid and appropriate sentences for conveying the idea/s precisely and effectively. 	
½ mark – Limited display of listed parameters. <ul style="list-style-type: none"> Inconsistent style, expression sometimes awkward, layout of the notice, barely accurate. Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas. Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. 	

ACCURACY -1 mark				
1 mark <ul style="list-style-type: none">Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.				
½ mark <ul style="list-style-type: none">Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.				
No credit <ul style="list-style-type: none">Frequent errors in spelling, punctuation and grammar, impeding communication.				
1.A You are Josely Mathew, the President of the school book club. The club is organising a drive for promoting reuse of study materials and books. Draft a notice in about 50 words, for the school notice board, addressing students of classes X-XII, informing them about this drive and urging them to contribute to the endeavour. Mention how the donated books would benefit a charitable cause.				
Value Points				
<ul style="list-style-type: none">Correct format (as listed above)Drawing attention—students of X-XIIMentioning the eventGiving details -D,T,VSharing how donated books would benefit a charitable cause + urging them to contributeLine with reference to the undersigned				
OR				
1.B As the House Captain of A.B.M Public school, Telangana, draft a notice in not more than 50 words for the school notice board, informing House members from X-XII about the change in topic and submission dates for Round 1 of ‘Discovery’ - the upcoming Inter-House Research-based Paper Presentation Competition. Do not forget to issue an apology for the above. You are Kruthika Reddy.				
Value Points				
<ul style="list-style-type: none">Correct format (as listed above)Drawing attention—House members of X-XIISharing the changes—giving contextGiving details -D,T,VLine of polite apology/ inconvenience regretted etc.Line with reference to the undersigned				
2. INVITATION				
Format – 1		Content -2	Organisation of ideas -1	Accuracy 1
2 A. Features: Letter type -Formal reply <ul style="list-style-type: none">Acknowledge the invitation express gratefulnessExpress thanks in third person (if someone else is replying for the invited / first person – if the invited is replying themselves)Mention acceptance or regret- (give reason)Use formal and polite language Layout usually pertains to the format of a formal letter.				
2 B. Features: Card type-formal invite <ul style="list-style-type: none">a single sentence presentation in third person / end line punctuations skippedUse the simple present tenseanswers the questions who, whom, when, where, what time and for what				

<ul style="list-style-type: none"> • includes name and address of the organiser /host and name/s of special invitees (if any) • No signatures <p>Layout usually pertains to the following--</p> <ul style="list-style-type: none"> ✓ Name of host /hosts ✓ Formal standard expression-cordial ✓ Purpose of invitation ✓ Date /time of event ✓ Venue (address) ✓ Name of special guest (if any) ✓ RSVP ✓ Contact detail/ number
<p style="text-align: center;">FORMAT – 1 mark</p> <p>A. Reply to formal invite--- Letter type & B. Formal invite to many ---Card type</p> <p>NOTE-full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.</p>
<p style="text-align: center;">CONTENT – 2 marks</p>
<p>(As listed in value points) --- ½ mark *4=2 marks</p>
<p style="text-align: center;">ORGANISATION OF IDEAS -1 mark</p>
<p>1 mark -- Consistent to frequent display of the listed parameters.</p> <ul style="list-style-type: none"> • Highly effective style capable of conveying the ideas convincingly with appropriate layout [Reply to formal invite--- Letter type] & [Formal invite to many ---Card type] • Carefully structured content with organised information presented cohesively in an aligned manner. • Highly effective register (formal tone, tense, and vocabulary), relevant, lucid and appropriate sentences for conveying the idea/s precisely and effectively. <p>½ mark – Limited display of listed parameters.</p> <ul style="list-style-type: none"> • Inconsistent style, expression sometimes awkward, layout, barely accurate. • Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas. • Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing.
<p style="text-align: center;">ACCURACY -1 mark</p>
<p>1 mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. <p>½ mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. <p>No credit</p> <ul style="list-style-type: none"> • Frequent errors in spelling, punctuation and grammar, impeding communication.
<p>2.A You are Dr. Suchitra Mukherjee. You have received an invitation from the Director, Health Services, Kharagpur, W.B, to preside over a gathering of leading medical practitioners attending a workshop on mental wellness on 09 November, 2023 at 11 a.m. in the Public Hospital, Jammu, J & K. Respond to accept the invitation.</p>
<p style="text-align: center;">Value Points</p>
<ul style="list-style-type: none"> • Reference to invitation • Acceptance of invitation

<ul style="list-style-type: none"> • Confirmation of date, time and venue • Comment on looking forward to attending (if at all) 			
2.B Draft an invitation in about 50 words, on behalf of your aunt, Meghna Menon, which she has to share to invite prior work colleagues to the inaugural event of her own investment consultancy firm, in the Acer mall, Kozhikode, Kerala.			
Value Points			
Refer to Features , listed above.			
3. LETTER			
Format – 1	Content -2	Organisation of ideas -1	Accuracy 1
Format Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted – <i>Yours truly</i> for letter to editor & in business circuits - <i>Yours sincerely</i>)			
FORMAT – 1 mark			
NOTE -full credit if all aspects included. Partial credit (½ mark) if one-two aspects are missing. No credit if more than two aspects are missing.			
NOTE FOR GIVEN DESCRIPTORS ---Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower .			
CONTENT – 2 marks			
2 marks <ul style="list-style-type: none"> ✓ All points included ✓ Well-developed with sustained clarity 			
1½ marks <ul style="list-style-type: none"> ✓ Almost all points incorporated ✓ Reasonably well-developed 			
1 mark <ul style="list-style-type: none"> ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response 			
½ mark <ul style="list-style-type: none"> ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development 			
ORGANISATION OF IDEAS -1 mark			
1 mark -- Consistent to frequent display of the listed parameters. <ul style="list-style-type: none"> • Highly effective style capable of conveying the ideas convincingly with appropriate layout of a formal letter viz. addresses, salutation, subscription, and ending • Carefully structured content with organised paragraphing presented cohesively. • Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively. 			
½ mark – Limited display of listed parameters. <ul style="list-style-type: none"> • Inconsistent style, expression sometimes awkward, layout barely accurate. • Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas. • Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question. 			
ACCURACY -1 mark			
1 mark			

- Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.

½ mark

- Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.

No credit

- Frequent errors in spelling, punctuation and grammar, impeding communication.


3.A You are Minu Sen, an intern in a software company in Hyderabad. You feel that the growing relationship of companies with non-profit organisations have made Corporate Social Responsibility (CSR) the buzzword today. Your own involvement in one such project for your company has convinced you that CSR looks beyond the company profits and focuses on benefiting the greater community.

Write a letter to the editor of a national daily in about 120-150 words sharing your opinion about CSR and its advantages and provide suggestions to make it an integral part of every organisation. Use the given cues along with your own ideas to compose this letter.

Value Points

- Opinion—CSR looks beyond company profits & benefits community – reference to first-hand experience + CSR efforts(cues)
- Advantages (reference --cues)
- Importance of making it an integral part of every organisation
- Suggestions-awareness, laws to mandate companies include CSR, privileges or offers of some kind to companies that show some positive change in society via CSR, special rebates for students who take up CSR projects in collaboration with such companies etc.

You are Minu Sen, employed as an Asst. Manager for Corporate Social Responsibility (CSR) in your current company in Hyderabad. You saw the given advertisement in the newspaper and wish to apply for the position advertised.



CREDIT SAGE Pvt. Ltd

Required- Corporate Social responsibility Manager (CSR) Head

Job Responsibilities:

- ◆ Define strategy for Credit sage's CSR value of 1% of people's time, 1% of products and 1% of profits to the society.
- ◆ Develop various CSR initiatives in the company's adopted village
- ◆ Strategise and initiate various community benefit schemes and liason with NGO's, Govt. Bodies etc.

Preferred Skills & Qualifications

- ◆ Bachelor or Master's degree in Sociology/ Public Relations
- ◆ Strong interpersonal and communication skills (verbal and written)
- ◆ Proven experience in CSR project management and execution
- ◆ Proven experience working with non-profit organizations or Corporate CSR

Send your bio-data within 10 days to Gagan Vij, HR Head, Credit Sage Pvt.Ltd., Nashik
For further details please check our website--www.sage.com/careers/csr

Write a a letter to Credit Sage Pvt. Ltd. along with your bio-data, expressing your interest in the situation vacant.

Value Points
<p>Content</p> <ul style="list-style-type: none"> Covering Letter Reference to the advertisement Conveying suitability for the position-CSR (Head) / CSR Manager (as advertised) Submission of application <p>Bio data as separate enclosure</p> <ul style="list-style-type: none"> Profile of self Educational Qualifications (include advertised requirements) Work experience/s (if relevant)- include as it is a senior post References <p>Any other relevant information</p>
4. ARTICLE / REPORT
<p>Format – 1 Content -2 Organisation of ideas -1 Accuracy 1</p> <p>Article: Assessment Parameters</p>
<p>Format</p> <ul style="list-style-type: none"> Title & By line <p>Organisation & Content:</p>

<p style="text-align: center;">The article should be crafted in this manner:</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 30%;"> <p>Name/ designation of the writer (Use fictitious information if Q does not display)</p> <p>Discussion of various aspects of the topic-- causes, effects etc. presented strongly with evidence</p> </div> <div style="width: 40%; border: 1px solid black; padding: 5px; text-align: center;"> <p>Title</p> <p>Byline</p> <p>Introductory para.</p> <p>Development of topic (1or 2 paras.)</p> <p>Concluding para.</p> </div> <div style="width: 30%;"> <p>Illustrate thematic connect, eye-catching</p> <p>relevant topic sentence + expansion</p> <p>Writer's opinion/ comments + recommendations or solutions+ hope/ call for action/ warning</p> </div> </div> <p style="text-align: center;">Note: An article is not boxed. A box has been used here, as a tool for clear illustration.</p>	
<p style="text-align: center;">FORMAT – 1 mark</p> <p>NOTE-full credit if both aspects included. Partial credit (½ mark) if one aspect is missing or erroneous. No credit if both aspects are missing or erroneous.</p> <p>NOTE FOR GIVEN DESCRIPTORS---Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower.</p>	
<p style="text-align: center;">CONTENT – 2 marks</p> <p>2 marks</p> <ul style="list-style-type: none"> ✓ All points included ✓ Well-developed with sustained clarity <p>1½ marks</p> <ul style="list-style-type: none"> ✓ Almost all points incorporated ✓ Reasonably well-developed <p>1 mark</p> <ul style="list-style-type: none"> ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response <p>½ mark</p> <ul style="list-style-type: none"> ✓ Most of the points of the given task not incorporated ✓ Limited awareness of task development 	
<p style="text-align: center;">ORGANISATION OF IDEAS -1 mark</p> <p>1 mark -- Consistent to frequent display of the listed parameters.</p> <ul style="list-style-type: none"> • Highly effective style capable of conveying the ideas convincingly with appropriate layout • Carefully structured content with organised paragraphing presented cohesively. • Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively. <p>½ mark – Limited display of listed parameters.</p> <ul style="list-style-type: none"> • Inconsistent style, expression sometimes awkward, layout, barely accurate. • Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas. • Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question. 	
<p style="text-align: center;">ACCURACY -1 mark</p> <p>1 mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. <p>½ mark</p> <ul style="list-style-type: none"> • Spelling, punctuation and grammar display some errors spread across, causing minor impediments to 	

<p>the message communicated.</p> <p>No credit</p> <ul style="list-style-type: none"> Frequent errors in spelling, punctuation and grammar, impeding communication.
OR
Report: Assessment Parameters
<p>Format</p> <ul style="list-style-type: none"> Headline & By line Reporting place and date Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts) <p>Organisation & Content:</p> <div style="border: 1px solid black; height: 60px; width: 450px; margin: 10px auto;"></div>
FORMAT – 1 mark
<p>NOTE—full credit if all aspects included. Partial credit (½ mark) if any one aspect is missing or erroneous. No credit if more than one aspect is missing or erroneous.</p>
<p>NOTE FOR GIVEN DESCRIPTORS---Dedicated marks at a level are to be awarded only if ALL descriptors match. If one or more descriptors do not match, the marks are awarded at a level lower.</p>
CONTENT – 2 marks
<p>2 marks</p> <ul style="list-style-type: none"> ✓ All points included ✓ Well-developed with sustained clarity <p>1½ marks</p> <ul style="list-style-type: none"> ✓ Almost all points incorporated ✓ Reasonably well-developed <p>1 mark</p> <ul style="list-style-type: none"> ✓ Some points incorporated ✓ Fair attempt at developing ideas with some impact on clarity of response <p>½ mark</p> <ul style="list-style-type: none"> ✓ Most of the points of the given task not incorporated <p>Limited awareness of task development</p>
ORGANISATION OF IDEAS -1 mark
<p>1 mark -- Consistent to frequent display of the listed parameters.</p> <ul style="list-style-type: none"> Highly effective style capable of conveying the ideas convincingly with appropriate layout of a newspaper report viz. headline and by-line, place, date. Carefully structured content with organised paragraphing presented cohesively. Highly effective register (formal tone, tense, and vocabulary), relevant and appropriate sentences for conveying the ideas precisely and effectively. <p>½ mark – Limited display of listed parameters.</p> <ul style="list-style-type: none"> Inconsistent style, expression sometimes awkward, layout of the newspaper report barely accurate. Poor sequencing of ideas; often sporadically clear and related to the given topic in an attempt to maintain a general overall cohesion. Displays disjointed portions, exhibiting a lack of coherence of ideas.

<ul style="list-style-type: none"> Range of vocabulary is limited but manages to convey, largely, the overall meaning and the purpose of the writing. Large portion of vocabulary copied from question.
ACCURACY -1 mark
1 mark <ul style="list-style-type: none"> Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication.
½ mark <ul style="list-style-type: none"> Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated.
No credit <ul style="list-style-type: none"> Frequent errors in spelling, punctuation and grammar, impeding communication.
<p>4.A The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries because apart from other causes, stakeholders in this sector tend to ignore safety regulations. As a columnist for an e-zine, draft an article in about 120-150 words, on the theme of the importance of worker safety in construction zones. Explore possible reasons for the prevailing situation and include suggestions for addressing it. Support your ideas with cues given below.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Headlines</p> <ul style="list-style-type: none"> * CONSTRUCTION WORKERS: RISK OF ACCIDENT DUE TO FATIGUE * CONSTRUCTION WORKFORCE HEALTH CHALLENGES IN EXTREME WEATHER CONDITIONS * CONSTRUCTION WORKER FATALITY: BURIED UNDER SOIL HEAP * ARE CONSTRUCTION MANAGERS FROM MARS AND WORKERS FROM VENUS? * WILL TRAINING PROGRAMMES REVAMP THE SAFETY STANDARDS? </div>
Value Points
<ul style="list-style-type: none"> Explain the hazardous nature of the construction sector and write why --refer to the importance of worker safety Examine the issue with Reasons (any 2)– <ul style="list-style-type: none"> ✓ Stakeholders ignore safety regulations -exploitation ✓ Fatigue of workers (cues) –overworked ✓ Extreme weather conditions (cues) –work doesn’t stop—accidents/ health problems Provide Suggestions (any 2) --- <ul style="list-style-type: none"> ✓ Awareness ✓ Stricter laws and penalties ✓ Bridge gap between managers and workers (cues) ✓ Frequent training programmes for workers
OR
<p>4.B The construction sector is believed to be quite hazardous and has the maximum number of fatal work injuries. A safety fair was organised by ‘Building Safely’, an NGO in Mysuru, Karnataka with the overarching theme ,‘Worker Safety Needs to be a Priority in Construction Zones’. You were asked to cover this event as the junior correspondent of a local daily. Write a report covering this event in about 120-150 words. Support your ideas with outline cues given below, to craft your newspaper report.</p> <div style="border: 1px solid black; height: 50px; margin: 10px auto; width: 450px;"></div>

Value Points	
Reason why the safety fair was organised—by whom ? When ? Who attended? Event details —(refer to cues) Conclude including witness/ participant account/s	
SECTION C – LITERATURE	
IV Read the given extracts to attempt the questions with reference to context	
1.A <i>It is in the news that all these pitiful kin Are to be bought out and mercifully gathered in To live in villages, next to the theatre and the store, Where they won't have to think for themselves anymore, While greedy good-doers, beneficent beasts of prey, Swarm over their lives enforcing benefits That are calculated to soothe them out of their wits, And by teaching them how to sleep they sleep all day, Destroy their sleeping at night the ancient way.</i>	
i. What is the tone of the poet in the above lines? (i) Aggressive (ii) Tolerant (iii) Sarcastic (iv) Resigned (v) Sentimental Choose the most appropriate option. A. Only (i) B. (ii) and (iii) C. (i), (iv) and (v) D. Only (iii)	
Value Points	Guidance
D. Only (iii)	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
ii. Identify the phrase from the extract, that suggests the following: No one bothers to take 'their' consent before pushing the promise of a better life, their way. (1 mark)	
Value Points	Guidance
enforcing benefits	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
iii. What quality of the villagers can be inferred through these lines? A. gullible B. futuristic C. hypocritical D. ambitious <div style="text-align: right;">(1 mark)</div>	

Value Points	Guidance
A. Gullible	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
iv. Complete the following analogy correctly. Do NOT repeat from used example. greedy good doers: alliteration:: oxymoron (1 mark)	
Value Points	Guidance
beneficent beasts of prey	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
v. On the basis of the extract, choose the correct option with reference to (1) and (2) given below. (1) The city dwellers make promises for the betterment of the villagers. (2) The city dwellers have ulterior motives. A. (1) is true but (2) is false. B. (2) is true but (1) is false. C. (2) is the reason for (1). D. Both (1) and (2) cannot be inferred from the extract. (1 mark)	
Value Points	Guidance
C. (2) is the reason for (1).	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
vi. Fill the blank with an appropriate word, with reference to the extract. The line '... calculated to soothe them out of their wits' implies that 'them' are being _____. (1 mark)	
Value Points	Guidance
manipulated / fooled / duped [one word only]	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
OR	
1. B <i>A thing of beauty is a joy forever</i> <i>Its loveliness increases, it will never</i> <i>Pass into nothingness; but will keep</i> <i>A bower quiet for us, and a sleep</i> <i>Full of sweet dreams, and health, and quiet breathing.</i> <i>Therefore, on every morrow, are we wreathing</i> <i>A flowery band to bind us to the earth</i>	
i. Choose the option that displays the same poetic device as used in the first line of the extract. A. I'm as happy as I can be. B. Life is a roller coaster ride. C. Nature is God's gift to us.	

D. The dazzling divas enchanted all.	
(1 mark)	
Value Points	Guidance
B. Life is a roller coaster ride.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
ii. What does the phrase 'a bower quiet' indicate? A. serenity B. morality C. superiority D. diversity	
(1 mark)	
Value Points	Guidance
A. serenity	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
iii. The benefits of a thing of beauty for humans include _____. (i) healthy body (ii) calm mind (iii) struggle-free life (iv) better relationships (v) hope to carry on Choose the most appropriate option. A. Only (v) B. (i), (ii) and (v) C. (i), (iii) and (iv) D. (ii) and (iv)	
Value Points	Guidance
B. (i), (ii) and (v)	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit
iv. Answer in ONE WORD. When the poet says that 'a thing of beauty' will never pass into nothingness, he means that it is _____. <div style="text-align: right;">(1 mark)</div>	
Value Points	Guidance
immortal/ everlasting/ eternal / undying	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
v. On the basis of the extract, choose the correct option with reference to the two statements given below. (1) We are surrounded by beautiful things. (2) Beautiful things provide us joy. A. (1) can be inferred from the extract but (2) cannot. B. (2) can be inferred from the extract but (1) cannot.	

<p>C. Both (1) and (2) can be inferred from the extract.</p> <p>D. (2) is the reason for (1) and can be inferred from the extract.</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
B. (2) can be inferred from the extract but (1) cannot.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
<p>vi. Which of the following is an apt title for the extract?</p> <p>A. Full to the Brim with Joy</p> <p>B. Beauty Galore</p> <p>C. Live Life King Size</p> <p>D. Hope Floats</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
D. Hope Floats	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit
<p>2.A</p> <p>DERRY: You're ... peculiar. You say peculiar things. You ask questions I don't understand.</p> <p>MR LAMB: I like to talk. Have company. You don't have to answer questions. You don't have to stop here at all. The gate's open.</p> <p>DERRY: Yes, but...</p> <p>MR LAMB: I've a hive of bees behind those trees over there. Some hear bees and they say, bees <i>buzz</i>. But when you listen to bees for a long while, they humm. ... and hum means 'sing'. I hear them singing, my bees.</p> <p>DERRY: But....I like it here. I came in because I liked itwhen I looked over the wall.</p> <p>MR LAMB: If you'd seen me, you'd not have come in.</p> <p>DERRY: No.</p>	
<p>i. List the playwright's purpose of using ellipses (...) in this extract.</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
To indicate to the character to <u>pause</u> for thought/ to act showing gathering of thoughts	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
<p>ii. Select the option that best describes Derry and Mr. Lamb in the extract.</p> <p>A. Derry: introvert; Mr. Lamb: friendly</p> <p>B. Derry: fearful; Mr. Lamb: domineering</p> <p>C. Derry: friendly; Mr. Lamb: weird</p> <p>D. Derry: open minded; Mr. Lamb: charming</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
A. Derry: introvert; Mr. Lamb: friendly	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
<p>iii. Which of the following best summarises Mr. Lamb's attitude towards the bees.</p> <p>A. Beauty is being true to yourself.</p> <p>B. There is a kind of beauty in imperfection.</p> <p>C. Beauty is the promise of happiness.</p>	

D. The beauty of the world lies in the details.	
(1 mark)	
Value Points	Guidance
D. The beauty of the world lies in the details.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
iv. Derry says, "I came in here because I liked it" What was the one significant thing Derry might have liked about the place, as per the extract?	
Value Points	Guidance
Away from prying eyes/ people	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
2.B <i>Students on Ice</i> , the programme I was working with on the <i>Shokalskiy</i> , aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With <i>Students on Ice</i> , he offers the future generation of policy-makers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act.	
i. Complete the sentence appropriately, with reference to the extract.	
The writer refers to the educational opportunities as 'inspiring' because_____.	
(1 mark)	
Value Points	Guidance
These educational opportunities would motivate them to work towards the good of the planet / allow them to observe first-hand that the planet needs to be respected / nurtured rather than abused	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
ii. Which of the following would NOT be 'a life changing experience'?	
A. Being given the lead role in a play. B. Going on an adventure trip. C. Playing a video game. D. Meeting a great leader, you admire.	
(1 mark)	
Value Points	Guidance
C. Playing a video game.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
iii. Select the most suitable title for the given extract.	
A. Adventure with a Mission B. Adventure – The Spice of Life C. The Wanderlust D. Students of the Future	
(1 mark)	
Value Points	Guidance

A. Adventure with a Mission	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
iv. Why does the writer refer to 'act' as more important than 'absorb' or 'learn'? (1 mark)	
Value Points	Guidance
Because having the right knowledge or inclination/ understanding is just half the job done. It fails to have an impact till it is applied/ practised/ put to use in our actions	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
3.A A girl from the countryside, she hadn't gone through all the stages of worldly experience that generally precede a position of importance and sophistication that she had found herself catapulted into. She never quite recovered from the terror she felt that day. That was the end of a brief and brilliant acting career — the legal adviser, who was also a member of the Story Department, had unwittingly brought about that sad end. While every other member of the Department wore a kind of uniform — khadi dhoti with a slightly oversized and clumsily tailored white khadi shirt — the legal adviser wore pants and a tie and sometimes a coat that looked like a coat of mail. Often he looked alone and helpless ...	
i. 'Stages of worldly experience' in the given context would refer to _____. A. good education to gain knowledge. B. situations that require one to be street smart. C. smaller, not so important roles in acting. D. training in soft skills.	
(1 mark)	
Value Points	Guidance
B. situations that require one to be street smart.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
ii. Select the suitable word from the extract to complete the following analogy: sealed: closed :: propelled: _____	
(1 mark)	
Value Points	Guidance
catapulted	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
iii. Select the correct option to fill in the blank. The harm done to the actress was a/an _____ A. well-planned act. B. unintentional act. C. act of jealousy. D. act of male dominance.	
(1 mark)	
Value Points	Guidance
B. unintentional act.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
iv. Based on the above extract choose the statement that is TRUE for the legal adviser.	

<p>A. He disliked the actress from the countryside. B. He acted after thinking through things carefully. C. He did not gel well with others in the Department. D. He was always dressed smartly.</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
C. did not gel well with others in the Department.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
<p>v. Identify the textual clue that allows the reader to infer that the writer is sympathetic towards the professional fate of the actor. <i>(Clue: a phrase)</i></p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
'sad end'	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
<p>vi. Complete the sentence with an appropriate explanation, as per the extract.</p> <p>The writer uses the word 'uniform' to refer to the outfits of the Department members because just like a uniform_____.</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
... <u>is a common dress code for all, similarly, their apparel/ dress was nearly the same - loose khadi shirt and khadi dhoti</u>	<ul style="list-style-type: none"> Award 1 mark for the complete correct answer – similarity with uniform + mention of the type of outfit Partial credit for just the mention of the type of outfit
OR	
<p>3.B</p> <p>Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person's soul.</p>	
<p>i. What is the most likely reason some people consider the practice of interview to be an art?</p> <p>This could be because it requires-</p> <p>A. fluency of words. B. sensitive and careful handling. C. creativity and imagination. D. probing and focusing on details.</p> <p style="text-align: right;">(1 mark)</p>	
Value Points	Guidance
C. creativity and imagination.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
<p>ii. Rewrite the sentence by replacing the underlined phrase with its inference.</p>	

Celebrities feel that an interview <u>diminishes them</u> . (1 mark)	
Value Points	Guidance
Celebrities feel that an interview <u>makes them appear ordinary</u> . [accept - negatively impacts OR weakens them/ their aura]	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
iii. On the basis of the extract, choose the correct option with reference to the two statements given below. (1) Celebrities don't consent to be interviewed. (2) Interviews intrude the privacy of celebrities. A. (1) Can be inferred from the extract but (2) cannot. B. (1) cannot be inferred from the extract but (2) can. C. (1) is true but (2) is false. D. (2) is the reason for (1). (1 mark)	
Value Points	Guidance
D. (2) is the reason for (1).	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
iv. Rationalise, to support the given opinion: To say that an interview, in its highest form, is a source of truth is an extravagant, claim. (1 mark)	
Value Points	Guidance
It is an extravagant claim as an interview cannot be a source of truth due to the following- Interview may be scripted OR People may make false statements OR Certain questions may be left unanswered.	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
v. Replace the underlined word with its antonym from the extract. Some celebrities hate the idea of having to give an interview because it makes them feel like <u>supporters</u> . (1 mark)	
Value Points	Guidance
victims	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
vi. The author's views on interview, in the extract, can best be described as statements based on _____. A. facts B. hypothesis C. beliefs D. superstitions (1 mark)	
Value Points	Guidance
A. facts	<ul style="list-style-type: none"> Award 1 mark for the correct answer. There is no partial credit.
V Answer ANY FIVE of the following in about 40-50 words each. 5*2=10	
Syllabus document –"Questions should elicit inferential responses through critical thinking."	

i. "You realise the true value of a thing only on losing it." Comment on this statement in the light of the story <i>The Last Lesson</i> .	
Value Points	Guidance
<p>Prussians put a ban on the French language - People realized the importance of holding onto their mother tongue.</p> <p>OR</p> <p>M Hamel was considered strict and the classes / work given by him were not taken seriously - After he was ordered to leave the country, villagers realized the importance of his contribution to the society.</p>	<p>Content - Award 1 mark for inclusion of both the loss and the impact of any one of the 2 value points given. Award ½ mark if only the impact is listed.</p> <p>Expression – 1 mark when both given aspects are included. ✓ Answer organised effectively ✓ usage of words for effect-cause (due to, as a result, owing to, therefore, etc.) ½ mark when either aspect is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
ii. State the common issue faced by most of the aged in the current times, with reference to the poem <i>My Mother at Sixty-six</i> .	
Value Points	Guidance
<p>Common issue: absence of supporting presence/ loneliness/alone when children move away – Explanation: the poet lived away from her mother.</p>	<p>Content - Award 1 mark for writing the problem with the explanation. Award ½ mark for only one thing being mentioned.</p> <p>Expression – 1 mark when both given aspects are included ✓ Answer organised effectively ✓ The language usage needs to be display elaboration/comparison/ reasoning ½ mark when either aspect is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
iii. What do we come to know about the author of <i>Lost Spring</i> - Anees Jung, through her interactions with Saheb and Mukesh?	
Value Points	Guidance
<p>[have to be relevant with respect to BOTH boys]</p> <ul style="list-style-type: none"> Observed in detail – observant Is moved by their plight - sensitive / empathetic Feels helpless about her inability to do anything for them. <p>(Any other relevant)</p>	<p>Content - Award 1 mark for giving any two qualities with explanation. Award ½ mark for mentioning the qualities only.</p> <p>Expression – 1 mark when both given aspects are included ✓ Answer organised effectively ✓ The language usage needs to be relevant and coherent.</p>

	<p>½ mark when either aspect is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
iv. Give two reasons why, according to Pablo Neruda, is 'keeping quiet' essential to attaining a better, more peaceful world?	
Value Points	Guidance
<ul style="list-style-type: none"> Makes us introspect and reflect upon our actions. Helps us better understand ourselves and what we want. Enables us to realise that many of our mindless actions are only harming us and not giving us happiness. 	<p>Content - Award 1 mark for stating any two reasons. Award ½ mark for just stating only one reason.</p> <p>Expression – 1 mark when both given aspects are included ✓ Answer organised effectively ✓ The language usage needs to display rationalisation.</p> <p>½ mark when either aspect is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p>
v. If the Christmas spirit is about selflessness, forgiveness and becoming 'better' versions of ourselves amongst other things, Edla Willmansson is the epitome of this spirit. Justify with two points of evidence from <i>The Rattrap</i> .	
Value Points	Guidance
<p>Edla-</p> <p>Despite knowing the truth about the peddler -</p> <ul style="list-style-type: none"> gave him shelter and treated him with full respect. (forgiveness) even invited him for Christmas next year. (better version of herself) 	<p>Content - Award 1 mark for 2 complete valid points Award ½ mark for 1 valid point</p> <p>Expression – 1 mark when both given aspects are included ✓ Answer organised effectively ✓ The language usage needs to display inference (based on reveals that.... etc.)</p> <p>½ mark when either aspect is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
vi. How can we say that marriage was a compromise for Aunt Jennifer? Support your response with two justifications.	
Value Points	Guidance
<ul style="list-style-type: none"> Couldn't live the way she wanted to or do what she wanted to. Burdened by responsibilities. Oppressed by her husband. 	<p>Content- Award 1 mark for any 2 valid points. Award ½ mark if only one valid point is mentioned.</p> <p>Expression – 1 mark when both given aspects are included ✓ Answer organised effectively</p>

	<p>✓ The language usage needs to display justification</p> <p>½ mark when either aspect is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
VI Answer ANY TWO of the following in about 40-50 words each. 2*2=4	
Syllabus document – "Questions should elicit inferential responses through critical thinking."	
i. 'It's easy to judge others and give advice, but much more difficult to apply it to ourselves.' Elaborate with reference to the character of Sam in The Third Level.	
Value Points	Guidance
<p>Told Charley that he was dissatisfied and looking for an escape – the Third level was his imagination.</p> <p>At the end, the same is revealed as true for Sam – he went in search of the Third level himself</p>	<p>Content - Award 1 mark for 2 complete valid points. Award ½ mark for 1 valid point.</p> <p>Expression – 1 mark when both given aspects are included</p> <ul style="list-style-type: none"> • Answer organised effectively • The language usage needs to display reasoning (reveals that.... etc.) <p>½ mark when either aspect is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
ii. Comment on the writing style of the author, Kalki in The Tiger King.	
Value Points	Guidance
<ul style="list-style-type: none"> • A satire on those in power – use of humour, exaggeration and harmony to criticize • Conversational, narrative style 	<p>Content – Award 1 mark for 2 valid points. Award ½ mark for 1 valid point.</p> <p>Expression – 1 mark when both given aspects are included</p> <ul style="list-style-type: none"> • Answer organised effectively • The language usage needs to display analysis <p>½ mark when either aspect is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>
iii. How do we know that Dr. Sadao was conscientious as well as loyal?	
Value Points	Guidance
<ul style="list-style-type: none"> • True to his profession (conscientious) – attended to the wounded soldier and saved his life 	<p>Content – Award 1 mark for 2 valid points giving reasons. Award ½ mark for 1 valid point.</p> <p>Expression – 1 mark when both given aspects are included</p>

<ul style="list-style-type: none"> Informed the General about the prisoner and agreed to the plan of assassination. (loyal-to his country) 	<ul style="list-style-type: none"> Answer organised effectively The language usage needs to display reasoning (reveals that.... etc.) <p>½ mark when either aspect is missing</p> <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and grammatical errors).</p>										
VII Answer ANY ONE of the following in about 120-150 words. 1*5=5											
Syllabus document--Questions can be based on incident / theme / passage / extract / event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from student.											
Content 2 Expression 2 Accuracy 1											
Note- <ul style="list-style-type: none"> ✓ Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and EXPRESSION ✓ If the response does not justify all points of a level, the response is marked down. 											
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	<ul style="list-style-type: none"> Spelling, punctuation and grammar consistently/largely accurate, with occasional minor errors, that do not impede communication. Spelling, punctuation and grammar display some errors spread across, causing minor impediments to the message communicated. 	1	
	No credit	½	
	<ul style="list-style-type: none"> Frequent errors in spelling, punctuation and grammar, impeding communication. 	0	
<p>i. The prose selections, <i>Deep Water</i> and <i>Indigo</i>, bring out the importance of overcoming fear, in order to be able to lead our lives successfully.</p> <p>Imagine yourself to be a motivational speaker who has to address high school students. Write this address in 120 – 150 words elaborating on occurrences from the two texts to inspire your audience and to convince them about the importance of overcoming fear.</p> <p>You may begin like this ... <i>Good morning, students!</i> <i>We all know what it's like to be afraid. Fear is our body's natural response to a perceived threat or danger. But when ...</i></p>			
Value Points			
<ul style="list-style-type: none"> Fear immobilizes us and prevents us from progressing – as in the case of William Douglas – due to his fear of water he could not lead a normal life – could not go fishing, canoeing, etc. Similarly, due to their fear of the Britishers, the peasants of Champaran could not take a stand for their rights. Need to face our fear, devise a plan and work through it – William Douglas worked through his fear rather than giving into it. When the peasants gathered around the courthouse in Motihari, it was a step towards overcoming their fear. Require determination – persistence – it took Douglas months to overcome his fear of water and learn swimming. It took nearly a year to get justice for the peasants in Champaran. strength in unity when fighting a common fear – only when the people in Champaran were they able to overcome their fear and fight for justice. But once overcome, one is free to live his / her life to the fullest. <p>(Any 4 points to be included) (Accept associated relevant points)</p>			
OR			
<p>ii 'Their mother sighed. <i>Sophie watched her back stooped over the sink and wondered at the incongruity of the delicate bow which fastened her apron strings.'</i></p> <p>The prose selection, <i>Going Places</i> includes this telling comment about Sophie's mother. In <i>Aunt Jennifer's Tigers</i>, we are told that - <i>'The massive weight of Uncle's wedding band Sits heavily upon Aunt Jennifer's Hand.'</i></p> <p>Imagine a conversation between Sophie's mother and Aunt Jennifer. Create this exchange with reference to the two extracts given above.</p> <p>You may begin the conversation like this ... Sophie's mother: <i>Your embroidery is so beautiful. Do you love tigers?</i></p>			
Value Points			
<ul style="list-style-type: none"> Aunt Jennifer shares about her loss of identity; use of art as a means to express her deep-down desires and feelings. 			

- Sophie's mother shares information about her servile role – all her time is spent in meeting the needs of the family; has no life of her own. Sophie's mother stays home while all others go to witness Danny Casey's football match.
- Both feel burdened with responsibilities.
- Both have domineering husbands; They do not have a say in the family matters.
- There seems to be no likelihood of any change in their status.

(Any 4 points to be included)

VIII Answer ANY ONE of the following in about 120-150 words. 1*5=5

Syllabus document--Questions to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points.

Content 2 Expression 2 Accuracy 1

Note-

- ✓ Use the given descriptors to mark the LQs. For CONTENT (refer to Value points) and EXPRESSION
- ✓ If the response does not justify **all** points of a level, the response is **marked down**.

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<p>i. On returning home, Tishani Doshi writes her thoughts reflecting on how her decision to enrol for the Students on Ice programme has been the single most important decision of her life that has completely transformed her. Imagine yourself to be Tishani and express these thoughts.</p> <p>You may begin like this: <i>I can't thank my stars enough for having cashed in on the opportunity of.....</i></p>			
Value Points			
<ul style="list-style-type: none"> An experience completely different than any other - to visit a landscape that is not inhabited by humans and so still relatively pristine. Provided an insight into the earth's past, present and the future. Made her delve deep into the threat faced by the environment and the earth itself due to human activities. Realised how little changes can have a major impact on the environment and therefore the need to take care of the small things. An eye opening experience – realised how everything on this earth is interlinked. The trip indeed had a life changing impact. <p>(Any 4 points to be included.)</p>			
OR			
<p>ii. Both Bama and Zitkala Sa experienced the harsh reality of discrimination in their childhood. Instead of letting it pull them down, they found a way to overcome it. You wish to include a cameo* of both in your upcoming blog post. As a part of the research, compare and contrast the experiences faced by the two and their response/s to these experiences, in 120-150 words. [Clue: Include the similarities and differences in the discrimination they faced - their feelings - determination to overcome – success]</p> <p>*a short description that neatly encapsulates someone or something</p>			
Value Points			
<ul style="list-style-type: none"> Both of them faced discrimination; Zitkala Sa was discriminated against because of cultural differences while Bama faced discrimination due to her caste. Zitkala sa rebelled and refused to get her hair cut. She put up a strong fight, though had to give in finally. Bama was enraged and wanted to go and touch the packet of <i>vadai</i> to teach a lesson to the landlord. But was guided by her elder brother to calm down. He showed her the path overcome discrimination. Both of them worked hard to excel in education. Both succeeded as writers among other things; They have written much against discrimination and evils of oppression, thus continuing the fight for justice for their communities. 			

[illegible]

[illegible]

[illegible]

[illegible]