

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2025-2026)

ENGLISH CORE
Class : XI

Under the Guidance of

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सचिव (शिक्षा)

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MESSAGE

The Directorate of Education remains steadfast in its vision to achieve excellence in the academic domain and its commitment to develop meaningful, engaging, and child-friendly learning content.

Each year, the Directorate carefully reviews and updates the Support Material to ensure alignment with the latest CBSE guidelines and emerging academic developments.

The Support Material provides comprehensive academic support through well-structured practice questions and exercises that strengthen conceptual understanding and exam readiness and aims to nurture students' critical thinking, analytical abilities, and problem-solving skills. Through such sustained efforts, the Directorate of Education continues to guide students towards academic excellence and holistic growth.

This Support Material is intended to bridge classroom learning and examination preparation, enabling students to consolidate knowledge through systematic practice. It has been thoughtfully designed for students, with the belief that its effective use will strengthen their understanding and support them in achieving their learning goals with confidence.

I appreciate the dedication and collaborative effort of all those involved in the development of this material and extends my best wishes to all students—may this Support Material serve as an essential academic aid, enhancing students' confidence and preparedness for examinations.

Best wishes.


(Pandurang K. Pole)

VEDITHA REDDY, IAS
Director, Education & Sports



सत्यमेव जयते

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MESSAGE

DE-5/228/Exam/Message/S.M/2018/
402
dated - 09/05/25

Education is the cornerstone of a progressive society, and providing students with the right learning resources is essential for their academic and personal growth. Keeping this in mind, the Directorate of Education, GNCT of Delhi, develops comprehensive Support Material every year for various subjects of Classes IX to XII.

The support material serves as an additional study resource to supplement textbooks by offering clear and easy-to-understand explanations of complex topics. Our dedicated team of expert faculty members has meticulously reviewed and updated this material, aligning it with the latest CBSE syllabus, question paper patterns and assessment guidelines. Our effort is to simplify difficult concepts and make them more accessible to students, helping them save time and effort with ready references for effective preparation.

As Ruskin Bond beautifully said, "Education must inspire the spirit of inquiry, creativity and Joy." True learning goes beyond memorization-it encourages curiosity, fosters creativity, and makes the learning process meaningful and enjoyable.

In alignment with the vision of NEP 2020, the CBSE framework now places emphasis on competency-based assessments for 50% of the evaluation, highlighting the need for students to develop critical thinking and problem-solving skills. The Support Material is designed to help students analyse concepts deeply, think innovatively, and apply their knowledge effectively, ensuring they are well-prepared not only for exams but also for real-life challenges.

I appreciate the dedicated efforts of the entire team of subject experts in developing this valuable learning resource. I am confident that both teachers and students will make the best use of these materials to enhance learning and academic success.

Wishing all students great success in their exams and a bright, fulfilling future ahead.


(VEDITHA REDDY, IAS)

Dr. RITA SHARMA
Additional Director of Education
(School/Exam)



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D.O. No. DE-5/228/Exam/Adm./SM/
2024/5
Dated: 02/07/2025

MESSAGE

"Children are not things to be molded, but are people to be unfolded." -
Jess Lair

In line with this insightful quote, the Directorate of Education, Delhi, has always made persistent efforts to nurture and unfold the inherent potential within each student. This support material is a testimony to this commitment.

The support material serves as a comprehensive tool to facilitate a deeper understanding of the curriculum. It is crafted to help students not only grasp essential concepts but also apply them effectively in their examinations. We believe that the thoughtful and intelligent utilization of these resources will significantly enhance the learning experience and academic performance of our students.

Our expert faculty members have dedicated themselves to the support material to reflect the latest CBSE guidelines and changes. This continuous effort aims to empower students with innovative approaches, fostering their problem-solving skills and critical thinking abilities.

I extend my heartfelt congratulations to the entire team for their invaluable contribution to creating a highly beneficial and practical support material. Their commitment to excellence ensures that our students are well-prepared to meet the challenges of the CBSE examinations and beyond.

Wishing you all success and fulfilment in your educational journey.

(Dr. Rita Sharma)

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2025-2026)

ENGLISH CORE
Class : XI

NOT FOR SALE

PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS

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

दृढ़संकल्प 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)

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 है, 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).



SESSION 2025-26
LIST OF MEMBERS WHO REVIEWED
SUPPORT MATERIAL FOR
ENGLISH (CORE)
Class XI

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ENGLISH (CORE)
Code No. 301
(2025-26)

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 recorded 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 and 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 IX-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.
- ◆ Recognise multilingual nature of Indian society by reading different genres.

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.

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.

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.

Note- The creative writing section shall assess the prescribed competencies for writing skills irrespective of any word limit.

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 / 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.

ENGLISH CORE
CODE NO. 301
CLASS – XI (2025-26)

Section-A (26- Marks)

Reading Skills

I. Reading Comprehension through Unseen Passage 10+8=18 Marks)

1. One unseen passage to assess comprehension interpretation analysis, inference and vocabulary. The passage may be factual, descriptive or literary.
2. One unseen **case-based** factual passage with verbal/visual inputs like statistical data, charts etc. to assess comprehension, interpretation, analysis, inference and evaluation.

Note: The combined word limit for both the passages will be 600-750.

Multiple Choice Questions / Objective Type Questions will be asked.

3. Note Making and Summarization based on a passage of approximately 200-250 words.

i. Note Making : 5 Marks

◆ Title : 1

◆ Numbering and indenting: 1

◆ Key/glossary: 1

◆ Notes: 2

ii. Summary (up to 50 words): 3 Marks

◆ Content: 2

◆ Expression: 1

Section-B (23 Marks)

Grammar and Creative Writing Skills

II. Grammar 7 Marks

4. Questions on Gap filling (Tenses, Clauses)
 5. Questions on re-ordering/transformation of sentences
- (Total seven questions to be done out of the eight given).

III. Creative Writing Skills 16 Marks

6. Short writing task - Classified Advertisements up to 50 words. One out of the two given questions to be answered (3 Marks: Format : 1 / Content : 1 / Expression : 1)
7. Short writing task - Poster up to 50 words. One out of the two given questions to be answered.(3 marks: Format : 1 / Content : 1 / Expression : 1)
8. Long writing task- Speech in 120-150 words based on verbal / visual cues related to some contemporary/age-appropriate topic. One out of the two given questions to be answered(5 Marks Format-1 Content-2/Expression-2)
9. Long writing task- Debate based on visual/verbal inputs in 120-150 words thematically related to contemporary topical issues. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)

Section-C (31 Marks)

Literature Text Book and Supplementary Reading Text

This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, analysis, interpretation, evaluation and extrapolation beyond the text.

10. One poetry extract out of two from the book Hornbill, to assess comprehension, interpretation, analysis, inference and appreciation. (3x1=3 Marks)
11. One prose extract out of two from the book Hornbill, to assess comprehension, interpretation, analysis, evaluation and appreciation. (3x1=3 Marks)
12. One prose extract out of two from the book Snapshots, to assess comprehension, interpretation, inference, appreciation and analysis. (4x1=4 Marks)
13. Two Short answer type questions (one from Prose and one from Poetry)

from the book Hornbill), out of four, to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. (3x2=6 Marks)

14. One Short answer type question, from the book Snapshots, to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. Any 1 out of 2 questions to be done. (3x1=3 Marks)
15. One Long answer type question, from Prose/Poetry of Hornbill, to be answered in 120-150 words. 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. Any 1 out of 2 questions to be done. (1x6=6 Marks)
16. One Long answer type question, based on the chapters from the book Snapshots, to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. (1x6=6 Marks)

Prescribed Books

1. Hornbill : English Reader published by National Council of Education Research and Training, New Delhi

- ◆ The Portrait of a Lady (Prose)
- ◆ A Photograph (Poem)
- ◆ We're Not Afraid to Die... if we can be together
- ◆ Discovering Tut: the Saga Continues
- ◆ The Laburnum Top (Poem)
- ◆ The Voice of the Rain (Poem)
- ◆ Childhood (Poem)

- ◆ The Adventure
- ◆ Silk Road (Prose)
- ◆ Father to Son

2. Snapshots: Supplementary Reader published by National Council of Education Research and Training, New Delhi

- ◆ The Summer of the Beautiful White Horse (Prose)
- ◆ The Address (Prose)
- ◆ Mother's Day (Play)
- ◆ Birth (Prose)
- ◆ The Tale of Melon City

INTERNAL ASSESSMENT

Assessment of Listening Skills - 05 marks.

Assessment of Speaking Skills - 05 Marks

Project Work - 10 Marks

Question Paper Design-2024-25
ENGLISH Core XI (Code No. 301)

Section	Competencies	Total marks
Reading Skills	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary conventions and vocabulary, summarizing and using appropriate format/s.	26
Grammar and Creative Writing Skills	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	23
Literature Text Books and Supplementary Reading Text	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency, Critical Thinking.	31
	TOTAL	80
	Assessment of Listening and Speaking Skills	10
	◆ Listening	5
	◆ Speaking	5
	◆ Project Work	10
	GRAND TOTAL	100

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SECTION -A
READING SKILLS

Reading Comprehension through unseen passage. 10+8= 18 marks

1. One unseen passage to assess comprehension, interpretation inference and vocabulary. The passage may be factual descriptive or literary.
2. One unseen case based passage with verbal/visual inputs like statistical data, charts etc.

Note- The combined word limit for both the passages will be 600-750.

Multiple Choice Questions / Objective Type Questions will be asked.

3. Note Making and summarization based on a passage of approximately 200-250 words.

I.	Note Making	5 Marks
-	Title	1
-	Numbering and indenting	1
-	Key/glossary	1
-	Notes	2
II.	Summary (up to 50 words)	3 Marks
-	Content	2
-	Expression	1

Note : Without notes/numbering and indentations, no marks will be awarded.

–Keys for observation should not be more than four.

SECTION - A

READING

STRATEGIES TO ATTEMPT SECTION A (READING SKILL)

Before reading a passage, students are suggested to follow the steps listed below.

1. Quickly run through the passage once. This is called Skimming.
2. Note all capitalized words, numbers, names, scientific/medical terms.
3. Now read the questions and go back to the passage to find the appropriate answers. This strategy is called Scanning.
4. Once you locate the paragraph where you think a particular answer is, read that particular paragraph.
5. Write your answer without lifting exactly passage content.
6. Respond in the tone and tense and direction of the question.
7. Answer should be precise and to the point.
8. Base your answer on the passage content rather than deviating from it and applying your previous knowledge.
9. In word attack / vocabulary based question, provide only one word/phrase.
10. If confused in vocabulary questions, try to deduce/ puzzle out the meaning from the context.

Passage 1

Read the following passage carefully and answer the questions that follow:

1. Obesity-linked “adult onset” diabetes mellitus is for the first time being reported in children and adolescents in the UK and many other countries. A 1986 landmark study of obesity and television viewing found a clear association between the number of hours of television a child watched and the risk of that child becoming obese or overweight.
2. In 12 to 17 years old, the prevalence of obesity increase by two percent for every hour of weekly television time. A more recent study found that, while eight per cent of children watching one hour or less of television a day were obese, 18 per cent of children watching four or more hours were obese.
3. The more children watch television, the more they eat. (By comparison, even reading is a workout, at least in studies that have been done with obese children, perhaps

because it engages their minds a bit more emphatically.) Television viewing prompts children to consume more food while they consume less energy, an ideal recipe for adiposity.

4. When children dictate family food choices, as is increasingly the case in the US, entire households are immersed in a miasma of one-dimensional sweet taste that reinforces juvenile preferences. Marketing of soft, sweet and salty foods is good business, and children are the most vulnerable targets.
5. Childhood obesity rates are highest in countries where advertising on children's television programmes is least regulated- in Australia, the US and England. Sweden and Norway maintain a virtual ban on advertising to children and have consistently low levels of childhood obesity. Ireland, Belgium, Italy and Denmark pose restrictions on children's advertising and are pressing the other states of the European Union to do the same.
6. The US and other countries can afford to do no less. Public nutrition campaigns should go beyond vague recommendations to exercise and eat a balanced diet: the link between inactivity, junk food consumption and obesity should be made explicit. The food industry will lobby against these efforts, of course, claiming that they constitute "legislation of food choices".

1×10= 10 Marks

1. What has been reported for the first time in the UK and other countries?
 - a. television viewing time
 - b. adolescent problems
 - c. diabetes due to obesity among children
 - d. violence among school children
2. What has the 1986 landmark study of obesity found?
 - a. relation between teenage and obesity
 - b. relation between teenagers and diabetes
 - c. relation between TV. viewing time and obesity
 - d. none of the above
3. The obesity rates are the highest in Australia, the US and England due to
 - a. easy availability of junk food
 - b. absence of regulation on advertisements
 - c. prevalence of diabetes among children
 - d. all of the above

4. What is the relation between television viewing and food?
 - a. Children eat more food as they watch TV
 - b. TV increases child's appetite
 - c. There are interesting cooking shows on TV
 - d. TV programs are very informative
5. What are Ireland, Belgium, Italy and Denmark trying to do?
 - a. prohibiting sale of junk food to children
 - b. posing restrictions on children's advertising
 - c. creating awareness about harms of obesity
 - d. all of the above
6. What harm has the marketing of soft and sweet food done to children?
 - a. it has made them more vulnerable to lifestyle related disorders
 - b. it has made them more aware about obesity and diabetes in young age
 - c. it has made them active and responsible towards good health
 - d. both a and b
7. Prevalence of obesity increase with watching TV because children:
 - a. Consume less food and energy consumed is less.
 - b. Consume more food and energy consumed is less.
 - c. Consume less food and energy consumed is more.
 - d. Consume more food and energy consumed is more.
8. The word 'Explicit' is used in the paragraph. Its Antonym is:
 - a. Obvious
 - b. Implicit
 - c. Straight forward
 - d. Distinct
9. Match the following words with their synonyms from the passage

1. heftiness	1. reinforce
2. boost	2. vague
3. ambiguous	3. Adiposity

 - a. 2, 1, 3
 - b. 3, 1, 2
 - c. 3, 2, 1
 - d. 1, 3, 2
10. Adult-onset diabetes mellitus is linked with among children.

PASSAGE 2

Read the following passage carefully and answer the questions that follow:

1. One of the greatest advances in modern technology has been the invention of computers. They are widely used in industries and in universities. Now there is hardly any sphere of human life where computers have not been pressed into service of man. We are heading fast towards the day when a computer will be as much part of man's daily life as a telephone or a calculator.
2. Computers are capable of doing extremely complicated work in all branches of learning. They can solve the most complex mathematical problems or put thousands of unrelated facts in order. These machines can be put to varied uses. For instance, they can provide information on the best way to prevent traffic jams. This whole process by which machines can be used to work for us has been called automation. In the future automation may enable human beings to enjoy more leisure than they do today. The coming of automation is bound to have important social consequences.
3. Some years ago an expert on automation, Sir Leon Bagrit, pointed out that it was a mistake to believe that these machines could think. There is no possibility that human beings will be "controlled by machines". Though computers are capable of learning from their mistakes and improving on their performance, they need detailed instructions from human beings to operate. They can never, as it were, lead independent lives or "rule the world" by making decisions of their own.
4. Sir Leon said that in future, computers would be developed which would be small enough to carry in the pocket. Ordinary people would then be able to use them to obtain valuable information. Computers could be plugged into a national network and be used like radios. For instance, people going on holiday could be informed about weather conditions. Car drivers can be given alternative routes when there are traffic jams. It will also be possible to make tiny translating machines. This will enable people who do not share a common language to talk to each other without any difficulty or to read foreign publications.
5. It is impossible to assess the importance of a machine of this sort, for many international misunderstandings are caused simply due to our failure to understand each other. Computers will also be used in ordinary public hospitals. By providing a machine with a patient's systems, a doctor will be able to diagnose the nature of his illness. Similarly machines could be used to keep a check on a patient's health record and keep it up to date. Doctors will, therefore, have immediate access to great many facts which will help them in their work.

1x10=10 Marks

1. Answer the following questions by choosing the most appropriate options:
- (1) Write out the correct option:
 - a. There is no possibility that human beings could be on their own with no need of machines
 - b. Human beings are likely to be controlled by machines one day.
 - c. There is no possibility that human beings will ever be controlled by machines.
 - d. Machines can replace humans.
 - (2) Write out the correct option:
 - a. Computers can solve only certain mathematical problems.
 - b. Computers can't solve an mathematical problem
 - c. Computers can solve the most complex mathematical problems
 - d. Computers can solve only simple mathematical problems.
 - (3) Computers can be used to _____
 - a. Find treatment for the patient's illness
 - b. Prescribe a medicine for the patient
 - c. Diagnose the nature of patient's illness
 - d. Keep the patient in good mood
 - (4) Many international misunderstandings are caused due to our failure to understand _____
 - a. Ourselves
 - b. Other nations
 - c. Our friends
 - d. Each other
 - (5) The antonym of the word "complicated" is
 - a. Difficult
 - b. Simple
 - c. Easy
 - d. Strange

(6) The verb form of the word “alternative” is

- a. Alternate
- b. Alter
- c. Late
- d. Elate

(7) Match the synonyms of the following words from the passage

1. Approach	1. Diagnose
2. Crash	2. Access
3. Investigate	3. Failure

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

(8) According to the passage which of a following statement(s) is/are INCORRECT.

- (i) Computers can make independent decisions.
 - (ii) Computers can rule the world by making decisions of their own.
 - (iii) Computers are capable of learning from their mistakes and improving on their performance.
 - (iv) Computers can solve most complex mathematical problems.
- (a) (i) and (iii) (b) (i) and (ii)
(c) (i), (ii) and (iv) (d) (iii) and (iv)

(9) Process by which machine can be used to work for us is called

(10) The most appropriate title for the article is

PASSAGE 3

Nothing better sums up the outdoors than the centuries-old human endeavor to scale mighty peaks. Mountaineering involves hiking, climbing, or just simply walking, on hilly or mountainous ground, with the help of technical equipment and support. In mountaineering, you will come across different types of terrain - mainly snow, glaciers, ice or just naked rocks. The feats of the likes of Edmund Hilary and George Mallory to mention just two legendary mountaineers, have contributed to making this activity a popular one all around the world, one that has also been known to build a person’s character. One has to be physically robust, very fit and display a decent level of athleticism and suppleness of body to climb mountains; training, conditioning and preparation are essential if you are looking

to attempt an ascent on a particularly challenging peak. In addition, the mountaineer, often having to withstand extreme climatic conditions, has to display a good degree of mental fortitude to survive and succeed.

But in the end, all of this is worth your while - there is no better feeling than being out in the open. In high nature's playground, breathing in the pristine mountain air, as close to the sky as it's humanly possible to be.

Mountaineering is as old as the earth, as old as human life. When it became a passion of the outdoorsy and of the adventurous minded, in the 19th century, many people would climb just for pleasure, for the sheer thrill of conquering peaks near and far. But over time, the sport has split into separate disciplines, each of them calling for varying degrees of skills and preparation. Today, climbers have the comfort of having the most advanced equipment and gear at their disposal. In contrast, men in ancient times had to rely on their feet, their legs, their arms and their hands - and their wits - to climb mountains. These old climbing techniques are still very much relevant today (as well as being utterly reliable and safe) but the 21st-century mountaineer has the added advantage of depending on hi-tech safety equipment. Closer home, the Himalayan Mountaineering Institute has played a big part in the conquest of the Greater Himalayas. Many of the planet's mountaineering greats have tested their skills, and earned their name, in the Himalayan theatre of dreams, considered the ultimate arena for climbing enthusiasts.

Mountaineering demands a lot of your physical fitness, and attempts on the highest peaks can push your body to the limit. Before attempting any climb, make sure you are fit enough to endure anything and everything that nature and the elements may throw at you. Remember that mountaineering may be a very exhilarating activity but it is far from being an easy sport! At high altitudes, it is important to give enough time for acclimatization. And make sure you get a clean bill of health from your doctor before embarking on an expedition.

1. On the basis of your understanding of the passage answer the following questions by choosing the most appropriate option. 1×10 = 10 marks

1.1 Mountaineering involves

- a. Hiking
- b. Gimming
- c. Just simply walking on hilly or mountaneous ground
- d. All above

1.2 These old climbing techniques are:

- | | |
|-------------|-----------------------------------|
| a. Obsolete | b. Of no use |
| c. Not safe | d. still very much relevant today |

- 1.3 The 21st-century mountaineer has the added advantage of:
- a. Hi tech safety equipments
 - b. More opportunities
 - c. More funds
 - d. Training
- 1.4 One of the main institute for climbing enthusiasts is
- a. Mountaineering Institute
 - b. Himalayan Mountaineering Institute
 - c. Himalayan theatre of dreams
 - d. Himalayan Institute
- 1.5 Mountaineering demands:
- a. Resources for life
 - b. Modern gadgets
 - c. Lots of physical fitness
 - d. Money
- 1.6 At high altitudes, it is important to give enough
- a. Fun
 - b. money
 - c. time for acclimatization.
 - d. Resources
- 1.7. Two legendary mountaineers who have contributed to make mountaineering popular all around the world are
- a. Edmond Halley and George Mallory
 - b. Edmund Hilary and George Mallory
 - c. Edmund Hilary and George Mallory
 - d. Edmund Hilary and George Miller
- 1.8 The word ‘exhilarating’ is used in the paragraph. It means the same as:
- a. Boring
 - a. Thrilling
 - c. depressing
 - d. agitating
- 1.9 Pick the statement that is NOT TRUE according to the passage.
- a. Many people would climb just for pleasure
 - b. One has to be physically robust, to climb mountains
 - c. One has to display a decent level of athleticism to climb mountains
 - d. Mountaineering is easy sport.
- 1.10. To climb a challenging peak following are essential
- (a) Training and conditioning
 - (b) Preparation
 - (c) Easy going
 - (d) Both a and b.

Passage -4

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

1. Maharana Pratap ruled over Mewar only for 25 Years. However, he accomplished so much grandeur during his reign that his glory surpassed the boundaries of countries and time turning him into an immortal personality. He along with his kingdom became a synonym for valour, sacrifice and patriotism. Mewar had been a leading Rajput kingdom even before Maharna Pratap occupied the throne. Kings of Mewar, with the cooperation of their nobles and subjects, had established such traditions in the kingdom, as augmented their magnificence despite the hurdles of having a smaller area under their command and less population. There did come a few thorny occasions when the flag of the kingdom seemed sliding down. Their flag once again heaved high in the sky thanks to the gallantry and brilliance of the people of Mewar.
2. The destiny of Mewar was good in the sense that barring a few kings, most of the rulers were competent and patriotic. This glorious tradition of the Kingdom almost continued for 1,500 Years since its establishment, right from the reign of Bappa Rawal. In fact only 60 Years before Maharana Pratap, Rana Sanga drove the kingdom to the pinnacle of fame. His reputation went beyond Rajasthan and reached Delhi. Two generations before him, Rana Kumbha had given a new stature to the kingdom through victories and developmental work. During his reign, literature and art also progressed extraordinarily. Rana himself was inclined towards writing and his works are read with reverence even today. The ambience of his kingdom was conducive to the creation of high quality work of art and literature. These accomplishments were the outcome of a long standing tradition sustained by several generations.
3. The life of the people of Mewar must have been peaceful and prosperous during the long span of time, otherwise such extraordinary accomplishment in these fields would not have been possible. This is reflected in their art and literature as well as in their loving nature. The ambience of Mewar remains lovely, thanks to the cheerful and liberal character of its people.
4. One may observe astonishing pieces of workmanship not only in the forts and palaces of Mewar but also in public utility buildings. Ruins of many structures which are still standing tall in their grandeur are testimony to the fact that Mewar was not only the land of the brave but also a seat of art and culture. Amidst aggression and bloodshed, literature and art flourished and creative pursuits of literature and artists did not suffer. Imagine, how glorious the period must have been when the vijaya Stambha is standing high, reflecting how liberal the then administration was which allowed people from other Communities and kingdoms to come and carry out construction work.
5. The cycle of time does not remain the same. Whereas, the reign of Rana Sanga was crucial in raising the kingdom to the acme of glory, it also proved to be nemesis. History took a turn. The fortune of Mewar – the land of the brave, started waning. Rana tried to save the day with his acumen which was running against the stream and the glorious traditions for sometime.

on the basis of your understanding of the passage, answer the following question by choosing the most appropriate option.

1x10= 10 Marks

- (i) Maharana Pratap became immortal because
- (a) He ruled Mewar for 25 Years.
 - (b) He added a lot of grandeur to Mewar.
 - (c) Of his valour, sacrifice and patriotism.
 - (d) Both (b) and (c)
- (ii) The difficulties that Mewar were facing
- (a) Lack of cooperation of the nobility.
 - (b) Ancient traditions of the kingdom.
 - (c) Its small area and small population.
 - (d) The poverty of the subjects.
- (iii) During thorny occasions
- (a) The flag of Mewar seemed to be lowered.
 - (b) The flag of Mewar was hoisted high.
 - (c) The people of Mewar showed gallantry.
 - (d) Most of the rulers heaved a sigh of relief.
- (iv) Mewar was lucky because
- (a) All of its rulers were competent.
 - (b) Most of its people were competent.
 - (c) Most of its rulers were competent.
 - (d) Only a few of its people were incompetent.
- (v) Under the reign of _____ the kingdom of Mewar rose to the acme of glory.
- (a) Rana Sanga
 - (b) Bappa Rawal
 - (c) Maharana Pratap
 - (d) Rana Kumbha
- (vi) Who is the earliest king of Mewar Mentioned in the passage?
- (a) Rana Sanga
 - (b) Maharana Pratap
 - (c) Bappa Rawal
 - (d) Rana Kumbha

- (vii) Which of the following statement is not true?
- (a) Mewar was a leading kingdom even before Maharna Pratap.
 - (b) The people of mewar were aggressive.
 - (c) Mewar was the seat of art and culture.
 - (d) Kirti Stambha is a glowing piece of architecture in Mewar.
- (viii) Maharana Pratap ruled over Mewar for
- (a) 10 years
 - (b) 25 years
 - (c) 20 years
 - (d) 30 years
- (ix) The word from the passage which means the same as ‘expanded’ is-
- (a) Valour
 - (b) Grandeur
 - (c) Accomplished
 - (d) augmented
- (x) The antonym for ‘unfavourable’ as used in the passage is _____
- (a) conducive
 - (b) stature
 - (c) gallantry
 - (d) Liberal

Passage - 5

Read the following passage carefully and answer the questions that follow:

1. India can really become a tourist’s paradise on Earth as we have so much to offer to the visitors. No Other country in the world possesses so much variety. The breath-taking beauty of the Himalayas, its valleys and rivers, the numerous wildlife sanctuaries dotted all over the country, our still unspoilt sea beaches, our great temples and caves and historical monuments, our music and dance, our festivals and national celebrations, would attract any tourist in the world. They are all our potential foreign exchange earners.
2. If we wish to earn more from our tourists, we must build up more infrastructure. The Government of India has intensified efforts to build more hotels in the country. Those in the hotel business are allowed to have foreign collaborations. Our hotels must offer such facilities that foreigners love: These are 24-hour service, swimming pools, tennis courts, club houses, massage centres, indoor and outdoor restaurants, playgrounds for children, dance floor with live music in season and so on. These would make for an exciting tour.
3. The Government is also providing new and better facilities. If would do us good if certain irritants connected with custom formalities could also be removed.
4. But tourism is everybody’s business as all benefit from it. Wealth flows from affluent countries to the less affluent. Within the country itself it moves from the developed areas to the less developed ones. It flows from the rich to the poor, the tourist trade in this country. They can arrange group tours for foreigners on a large scale. Those selling

goods to the tourists should not charge them higher rates. Even a humble taxi driver can do something for tourism, if he does not cheat a visitor.

5. So, let us give the tourist the facilities he is used to in his own country. If he goes home irritated and unhappy, he will surely discourage others from visiting our country. We will lose a friend and also some foreign exchange. But if the tourist is satisfied with the facilities offered to him, what he tells his people back home will do publicity for us. Then others would also be tempted to come to our country when we say, “Welcome to India”

1x10=10 Marks

- (i) India can become a tourist’s paradise:
- (a) By flow of wealth from other countries.
 - (b) By its rivers, valleys and Himalayas.
 - (c) By building more hotels in the country.
 - (d) By welcoming foreigners to India.
- (ii) Pick the option that lists statements that are NOT TRUE according to the passage.
- 1. The breath-taking beauty of the Himalayas would attract any tourist of India.
 - 2. Taxi drivers do not cheat the visitors.
 - 3. Better tourist facilities will make the tourists happy.
 - 4. Government agencies can arrange group tours for foreigners to promote tourism.
- (a) 1 and 2
 - (b) 2 and 4
 - (c) 2 and 3
 - (d) 1 and 4
- (iii) How is tourism everybody’s business?
- (a) Flow of wealth produces its better distribution among rich and poor.
 - (b) We wish to earn more from our tourists.
 - (c) Because we say, “Welcome to India”
 - (d) Because India is a tourist’s paradise.
- (iv) Good facilities for tourists will tempt people to come to visit India. Which word does not describe the underlined word?
- (a) Lure
 - (b) Excite
 - (c) Repel
 - (d) Invite

- (v) Wealth flows from affluent countries to the less affluent. The statement shows:
- (a) Reverse distribution of wealth.
 - (b) Proper distribution of wealth.
 - (c) Uneven distribution of wealth.
 - (d) Improper distribution of wealth.
- (vi) According to the passage, does any country in the world possess so much variety as India?
- (a) Yes
 - (b) No
 - (c) Perhaps
 - (d) None of these
- (vii) Which word from the passage is opposite in meaning to ‘dissuaded’?
- (a) Irritate
 - (b) Tempted
 - (c) Discourage
 - (d) Publicity
- (viii) What will the tourists do if they go home irritated and unhappy?
- (a) Urge others to visit our country
 - (b) Long-awaited travel to visit our country
 - (c) Dissuade others from visiting our country
 - (d) They will only remain mute spectators
- (ix) Which agencies can also play an instrumental role in promoting tourism?
- (a) Government agencies
 - (b) Private agencies
 - (c) Semi-government agencies
 - (d) Non-government agencies
- (x) The most appropriate title for this passage is _____

Answers from Unseen Passage – 1

1. (c)
2. (c)
3. (b)
4. (a)
5. (b)
6. (a)
7. (b)
8. (b)
9. (b)
10. Obesity

Answers from Unseen Passage – 2

1. (a)
2. (c)
3. (c)
4. (d)
5. (b)
6. (a)
7. (a)
8. (b)
9. Automation
10. Importance of Computers.

CASE BASED PASSAGE - I

Read the passage carefully and then answer the following questions.

MY FIRST EVER ROLLER COASTER RIDE

I have come to a theme park to meet roller coaster enthusiast Jay Murray, to find out what makes these rides so popular. Jay estimates he has been on 700 rides in the past 10 years, and is surprised that I have never been on one. He says that one of the attractions of these rides is that you feel out of control, but safe. Jay really wanted to emphasize the importance of safety. "All rides are tested for 1,000 hours before they open to the public," he said.

"They also do a test run on every ride each morning, and there's a thorough annual inspection too." Roller coasters first appeared in 17th-century Russia. These were sloping structures up to 15 metres high, built of wood, with a layer of ice on the surface which people would slide down. Roller coasters with wheeled sledges were developed soon afterwards. Later, in Pennsylvania, in the USA, a train that had been used to deliver coal was converted to carry passengers on day trips. This gave a man called LaMarcus Thompson the idea to open a park with pleasure rides at Coney Island, New York. A school teacher by profession, he had the eye of a designer, and the mind of a businessman. In just three weeks, he raised enough money from the rides to pay for the cost of building the park.

By 1888, Thompson had built nearly 50 roller coasters around the USA and Europe. He introduced new technologies such as cables to pull trains uphill, but it was another man, John Miller, who came up with a design for an under friction wheel, which kept trains firmly attached to the rails. This meant that they could go faster and on steeper tracks, without falling off. This invention appeared in 1912.

Name of ride Country Height Total cost Maximum speed

Tower of Terror Australia 115 metres A \$16 million 161 kilometres per hour

Formula Rossa United Arab Emirates 52 metres £19.5 million 240 kilometres per hour

Steel Dragon Japan 97 metres US \$52 million 153 kilometres per hour

However, there are limits to the physical forces that a person can tolerate on a ride. People can cope more easily with the positive vertical – the feeling of being pressed into their seat – than the negative vertical, which pushes them out of it. Interestingly, Jay points out that the desire to make roller coaster rides higher and faster is slowly being replaced by a trend towards more complex rides, which offer a more lasting experience.

- Q.7. Which term refers to the force that pushes you into your seat while on a ride?
- a) Physical force
 - b) Positive vertical
 - c) Negative vertical
 - d) None of these
- Q.8. Which feature makes Jay Murray believe that roller coaster rides will change in the future?
- a) Thrilling
 - b) Weightless
 - c) More complex
 - d) Simple

Answers Case Based – I

- 1. c)
- 2. a)
- 3. b)
- 4. d)
- 5. c)
- 6. a)
- 7. b)
- 8. c)

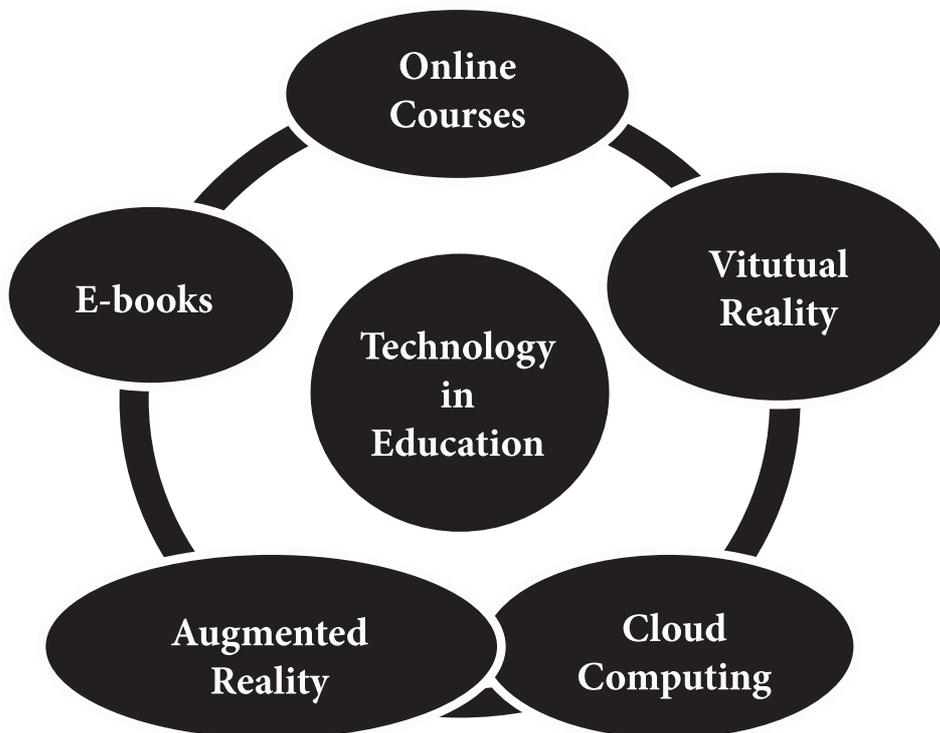
CASE BASED PASSAGE - II

Read the passage carefully and then answer the following questions.

1. In the contemporary world, where technology has become an integral part of our lives, previously complex tasks have become much easier and seamless. This is especially true in the case of education. Technology has transformed learning and has improved educational offerings in a major way. India, standing at a high adult illiteracy rate of 30% had been struggling to disseminate education, especially in remote areas with poor connectivity. However the availability of economical smart phones, computers, and the internet is making education cheaper and more easily accessible. As a result, people in tier 2 and tier 3 cities are experiencing high-quality learning.
2. With cloud computing and e-learning , we can now learn on the go. This has made home learning and distance learning much more effective and has given rise to the concept of online courses. Online courses range from basic to professional degree courses, which anyone - from students to working professionals can - enroll in.
3. With the rise of digital media, the concept of books is no more restricted to bundles of paper bound in covers. The advent of e-book has upturned the scenario and there is almost no limit to how many books one can own and access on the go. They are cheaper, interactive , eco-friendly and easy to store.
4. Technological applications have facilitated a shift in the mode of instruction from one way to two way and multi way learning. Tech-based learning modules are making room for active student participation. More teachers are engaging im webinars, live online classrooms, etc. This is also giving rise to peer-to -peer learning in the context of schools as well as in preparation for competitive exams.

5. Numerous Artificial Intelligence (AI) applications are facilitating the customization of education through simple tools. This is making it possible for teachers to personalize learning for each and every student. They are customizing lessons to fit every individual's pace and learning style.

6. Technology is widening the scope of creativity in learning and boosting student engagement. Newer applications of Augmented Reality (AR) and Virtual Reality (VR) are revolutionizing how knowledge is shared and absorbed. With gamification of difficult concepts, students are now experiencing the fun element in learning. As technology continues to unfold its offerings in the sector, it is enabling a movement in basic as well as technical literacy in the country.



On the basis of your understanding of the passage, answer the eight questions given below: **1x8=8 Marks**

- 1) Pick the option that lists statements that are NOT True according to the passage;
 - a) People in tier 2 and tier 3 cities are experiencing high quality learning.
 - b) Adult illiteracy could be reduced through technology based education.
 - c) E-books are costlier than bundles of paper bound in covers.
 - d) With rise in digital media, classrooms have become more collaborative.

 - 2) The word ‘seamless’, used in paragraph-1, means the same as
 - a) small
 - b) huge
 - c) infinite
 - d) few

 - 3) Cloud computing and e-learning have given rise to
 - a) eco friendly reading habits
 - b) online courses
 - c) personalized learning
 - d) all of the above

 - 4) Gamification means
 - a) application of game design elements and game principles in non game contexts.
 - b) using AR and VR in learning and boosting student’s engagement.
 - c) reducing adult illiteracy through games
 - d) shift in mode of instruction.

 - 5) The word pace, used in paragraph 5, is similar in it’s meaning to
 - a) speed
 - b) potential
 - c) curiosity
 - d) habit
-

- 6) Technology is:
- a) widening the scope of creativity in learning
 - b) shifting the mode of instruction
 - c) enabling basic as well as technical literacy
 - d) all of these
- 7) What is true about personalised learning?
- a) it aims to customize learning for each student's strength, skills, and interests
 - b) it aims to assess every student on a few rigid parameters
 - c) it is only possible through e-learning
 - d) technology has caused it's downfall
- 8) What was not possible when the technological advancements were not as they are in their current form?
- a) E-learning and online courses
 - b) Use of AR and VR in education
 - c) webinars
 - d) all of these

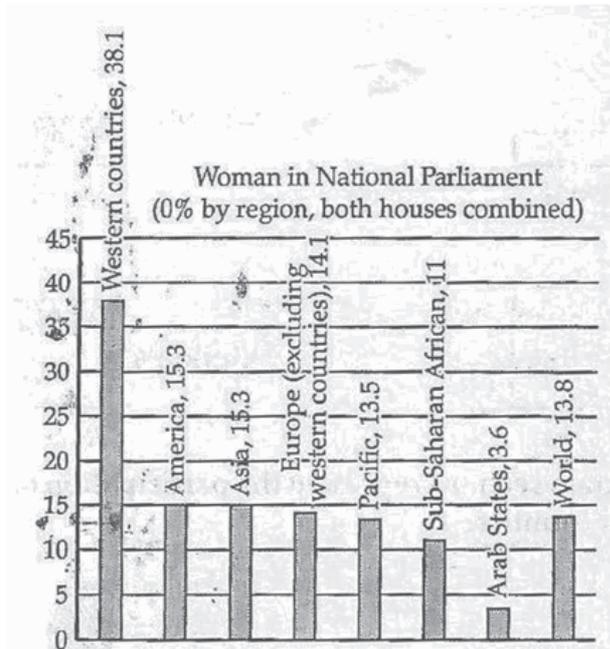
Answers Case Based – II

- 1. (c)
- 2. (a)
- 3. (d)
- 4. (a)
- 5. (a)
- 6. (d)
- 7. (a)
- 8. (d)

CASE BASED PASSAGE - III

Read the passage carefully and then answer the following questions.

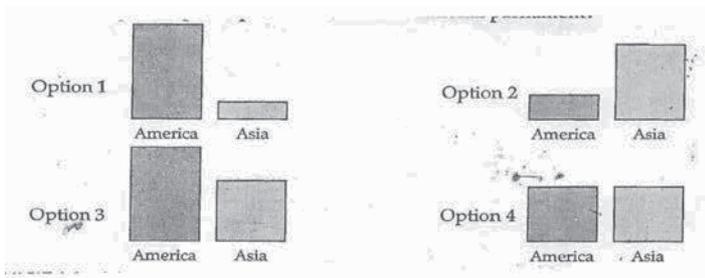
1. A new dimension of women in politics emerged in recent years all over the world. More and more women have now been entering into politics. Conventional politics reflected male concerns and hence women were notably absent in politics.
2. Welfare policies had been constructed and reinforced women's traditional position as wives and mothers. Women have struggled over issues affecting them, especially their rights to property and vote in the 19th century.
3. In India, reform movements before and after independence have helped the women to gain some power in politics also. After Independence they have achieved an unprecedented political break-through with the reservation of seats for them in panchayats and other public bodies.
4. It is heartening to note that Indian women were among the earliest to get their political rights (right to vote) without any political movement like in The United States and many Western Countries. They were among the foremost to take active part in politics even in pre-independence times.
5. Indian women have a distinction to become UNO Secretary (Vijay laxmi Pandit), Prime Minister (Indira Gandhi), Chief Minister (Sucheta Kriplani, Jayalallitha, Uma Bharati, Mayawati and Vasundhara Raje) and even President (Pratibha Patil)
6. A recent study was conducted to understand the status of women in politics across the world. The graph below proves that even in the 21st century, the status of women is not equal to that of men when it comes to occupying high positions in various occupations.



Based on your understanding of the above passage, answer any eight of the questions given below by choosing the most appropriate option: 1x8 = 8 Marks

- (1) What is the theme of the passage?
 - (i) Women empowerment
 - (ii) Involvement of women in politics
 - (iii) Involvement of women in employment opportunities
 - (iv) Gender inequality
- (2) _____ politics reflected male concerns.
 - (i) Conventional
 - (ii) Modern
 - (iii) Neo-modern
 - (iv) None of these
- (3) Which traditional positions of women have been reinforce?
 - (i) Mother
 - (ii) Wife
 - (iii) Both (i) and (ii)
 - (iv) Neither (i) nor (ii)

- (4) Pick out the right of women which was a question of struggle in the 19th century.
- Right to vote
 - Right to worship
 - Right to work
 - None of these
- (5) Where have been the seats reserved for the women after the independence?
- Panchayats
 - Schools
 - Colleges
 - All of these
- (6) Which category of countries have the lowest involvement of women in politics?
- Asian
 - European
 - American
 - Arab States
- (7) Which of these pictorial representation represents the true relationship between America and Asia regard to participation of women in national parliament?



- (8) Which of these pictorial representation of women in National Parliament in sub-Saharan African countries?

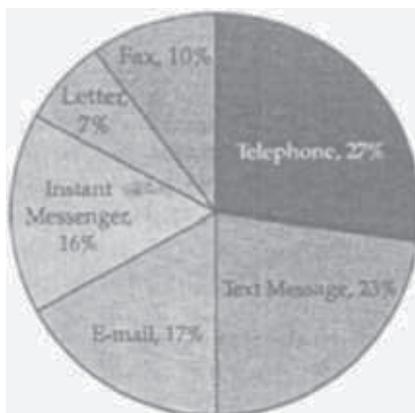


Answers Case Based – III

1. (ii)
2. (i)
3. (iii)
4. (i)
5. (iv)
6. (i)
7. (4)
8. (1)

CASE BASED PASSAGE -IV

- (1) A survey was conducted on student preferences with respect to the most popular means of communication among them. Surprisingly, the students didn't seem much interested in traditional means of communication. Only 7% were interested in writing letters to their friends or kins as compared to those who preferred e-mails.



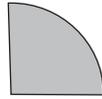
- (2) However, the chief competition is between users of Instant Messenger and those of telephone lines. The users of fax line as a medium of communication are only marginal. There are supporters of text messaging also. Overall, the survey had a mixed response from the students.
- (3) The students have indicated that they out of the choices given in the survey questionnaire, they have indicated the most preferred option. But, most of the students are of the view that video calling needs to be mentioned in the questionnaire as it is the most effective and most Popular means of communication. Further, voice messages are the second most preferred means of communication.

Based on your understanding of the above passage, answer the questions given below by choosing the most appropriate option: (1x8=8 Marks)

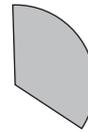
- Q.1. Which means of communication is liked by more than one-fourth of the students?
- (A) Telephone (B) Text message
(C) E-Mail (D) Fax
- Q.2 Which means of communication is liked by exactly one-tenth of the students?
- (A) Letter (B) Fax
(C) E-Mail (D) Letters

Q.3. How much of the students prefer either of telephones or text messages as medium of communication?

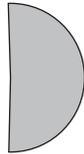
(A) Option1



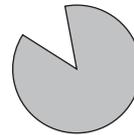
(B) Option2



(C) Option 3



(D) Option4



Q.4 What is the overall response of the students to the survey?

(A) Biased

(B) Unbiased

(C) Mixed

(D) None of these

Q.5 What is the correct order of the medium of communication in decreasing order of preference?

(A) Voice message, Text message, Instant Messenger, Fax

(B) Text Message, Instant Messenger, Voice message fax

(C) Instant Messenger, Fax Voice message, Text message

(D) Text message, Instant Messenger, Fax, Voice message

Q.6 Pick out the word or phrase from the passage which means the same as 'study' (used in para1).

(A) Survey

(B) Popular

(C) Communication

(D) Kins

Q.7 Pick out the word or phrase from the passage which means opposite of 'gradual' (used in Para2).

(A) Chief

(B) Instant

(C) Marginal

(D) Mixed

Q.8 Which means of Communication needs to be mentioned in questionnaire

(A) Telephone

(B) Video Calling

(C) Fax

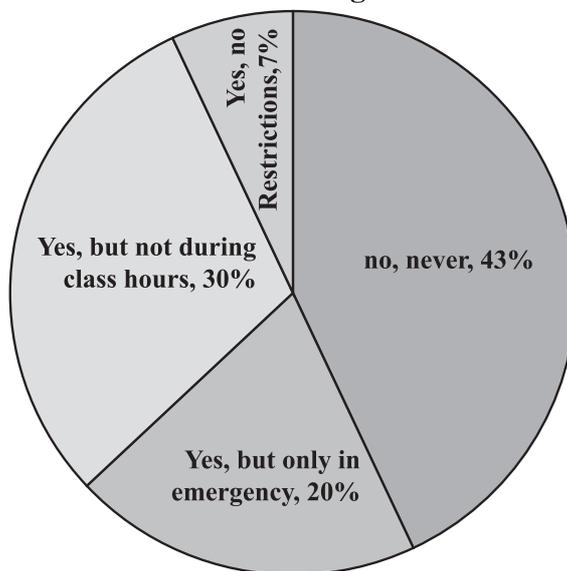
(D) E-Mail

CASE BASED PASSAGE -V

Read the passage given below:

- (1) Human life changes constantly over time. Mobile phones were previously seen only among few high-class and were considered as something lavish. Then slowly, even the average or the common men on the street, like or vegetable vendor, could be seen having a cell-phone. In the world today, even young kids and school going are found busily chatting away on their mobile phones. Now kids as young as seven and eight too have started a mobile phone. Welcome to the new age world!
- (2) Studies recommend that mobile phones should only be given to children above sixteen years of age. Children over the age of sixteen should not be given mobile phones since their brain is too sensitive to withstand the effects of radiation. Since the tissues in the brain and body are still developing, these radiations can cause cell damage. To the absorption of radiation, children can have severe health issues. Although adults also get affected by these radiations it will be more severe in children because of increased absorption of these radiation levels. Experts also think there is a link between childhood cancer and mobile phone usage among children.
- (3) A survey was conducted to get the views of the parents and teachers as to whether the children below sixteen years of age should be given mobiles or not was conducted. The responses received were formulated into a pie diagram under:

Whether students should be given mobiles or not



Based on your understanding of the above passage, answer any six of the questions given below by choosing the most appropriate option: 1x8=8 Marks

Q.1. What is the minimum age prescribed by the studies to give mobile phones to children?

- (A) Ten (B) Twelve
(C) Fourteen (D) Sixteen

Q. 2. Which of these diseases is linked to mobile phone usage?

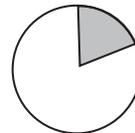
- (A) Childhood obesity (B) Childhood retardation
(C) Childhood cancer (D) All of these

Q.3 What percentage of parents and teachers are against giving mobile phones to students in any situation?

- (A) 7% (B) 20%
(C) 30% (D) 43%

Q.4 Which of these categories is represented by this pictorial representation?

- (A) Yes, no restrictions
(B) Yes, but not during class hours
(C) Yes, but only in emergency
(D) No, never



Q.5 Pick out the word or phrase from the passage which means the same as ‘extravagant’ (used in Para 1)

- (A) High-class (B) Lavish
(C) Vendor (D) Busily

Q.6 Pick out the word or phrase from the passage which means opposite to ‘contracting’ (Para 2).

- (A) Recommending (B) Developing
(C) Absorbing (D) Linking

Q.7 The word ‘Conducted’ used in Para 3 here means:

- (A) Steered (B) Sold
(C) Planned (D) Finalised

Q.8 What percentage of parents/teachers are agree to give phones to students but not during class

- (A) 20% (B) 43%
(C) 30% (D) 7%

NOTE MAKING

Characteristics of notes

1. Short phrases only, no full sentences, only points
2. only the important information to be included
3. logically presented in sequence
4. Organized appropriately under Heading and Sub Heading.

Mechanics of Note-Making

1. Use of Abbreviations :

- (a) Capitalized first letter of words: UNO, CBSE, NCERT etc.
- (b) Arithmetic symbols: (><, -----, kg, % etc.)
- (c) Commonly used : (in newspapers, magazines etc.) : govt. etc., e.g.,
- (d) Invented : First and last few letters of the word with a dot at the end (edun., poln., popn, Mfg.)

2. Proper indentation

Heading Title

(1) Main point.....

1.1 Sub Point

1.2 Sub Point

1.3 Sub Point

1.3.1 Sub Sub Point

1.3.2 Sub Sub Point

3. Make use of words and phrases only. Avoid full length sentences.

4. **Give Appropriate Title :** The title may be given at the beginning. The notes are of 3 marks and should not be more than 1/3 of the passage's length.

Making Scheme / pattern for note Making and Summarization based on a passage.

1. Note Making
 - (a) Title 1 mark
 - (b) Numbering and Indenting 1 mark
 - (c) Key/Glossary 1 mark
 - (d) Notes 2 marks

5 marks

2. Summary (up to 50 words)
 - (a) Content 2 marks
 - (b) Expression 1 mark

3 marks

Note : Provide Key for abbreviations used in your notes / maximum four

Key to abbreviations

Prblm – problem

Trpnt – transparent

Rqd – required

Dprsd – depressed

SOLVED PASSAGE FOR NOTE MAKING

Read the following passage carefully and answer the questions that follow:

(1 × 8 = 8 Marks)

1. How does television affect our lives? It can be very helpful to people who carefully choose the shows that they watch television can increase our knowledge of the outside world; there are high quality programmes that help us understand many fields of study, science, medicine, the arts and so on. Moreover, television benefits very old people who can't often leave the house, as well as patients in hospital. It also offers non-native speakers the advantage of daily informal language practice. They can increase their vocabulary and practice listening.
 2. On the other hand, there are several serious disadvantages to television. Of course, it provides us with a pleasant way to relax and spend our free time, but in some countries, people watch television for an average of six hours or more a day. Many children stare at a television screen for more hours each day than they do at anything else, including studying and sleeping. It's clear that the tube has a powerful influence on their lives and that its influence is often negative.
 3. Recent studies show that after only thirty seconds of watching television, a person's brain 'relaxes' the same way that it does just before the person falls asleep. Another effect of television on the human brain is that it seems to cause poor concentration. Children who view a lot of television can often concentrate on a subject for only fifteen to twenty minutes. They can pay attention only for the amount of time between commercials.
 4. Another disadvantage is that television often causes people to become dissatisfied with their own lives. Real life does not seem as exciting to these people as the lives of actors on the screen. To many people television becomes more real than reality and their own lives boring. Also many people get upset or depressed when they can't solve problems in real life as quickly as television actors seem to.
 5. Before a child is fourteen years old, he or she views eleven thousand murders on the screen. He or she begins to believe that there is nothing strange about fights, killings and other kinds of violence. Many studies show that people become more violent after certain watching programmes. They may even do the things that they saw in a violent show.
1. Make notes on the above passage using proper abbreviations (at least four) and suggest a suitable title. (3 + 1 + 1 = 05 Marks)
 2. Write a summary of the above passage in about 50 words (03 Marks)

Notes.

1. (a) Title :**The Impact of Television**

Notes:

1. Benefits of T.V.
 - 1.1 Inc. our know of o/s world
 - 1.2 High quality programmes
 - 1.2.1 Fields – science, medicine, arts
 - 1.3 Old people, patients – can't leave house
 - 1.4 Non-native speakers – daily informal lang. prac.
 - 1.5 Inc. vocabulary, listening
 - 1.6 Way to Relax
2. Disadvantages of T.V. on body
 - 2.1 Long duration of viewing – affects eyes
 - 2.2 Human brain
 - 2.2.1. gets drained
 - 2.2.2. poor concentration
 - 2.3 Effects of violent shows on adults/behaviour
3. Effects of T.V. on children
 - 3.1. Lack of concentration in studies
 - 3.2. gets used to violence
 - 3.3. Loses discretion / understanding
4. Other effects
 - 4.1 People become dissatisfied
 - 4.2 Unable to diff. b/w reel and real life
 - 4.3 Real life seems boring
 - 4.4 Imitate actors
 - 4.5 Get upset/depressed – unable to solve problems

Key to Abbreviations			
1.	Inc.	–	increases
2.	o/s	–	outside
3.	know	–	knowledge
4.	lang.	–	language
5.	prac.	–	practice
6.	T.V.	–	television
7.	diff.	–	differentiate
8.	b/w	–	between

SUMMARY

The Impact of Television

Television viewing is both a boon and a bane. It's an easily available source of entertainment for everyone, even old people and patients. It offers high quality educational programmes. But it has a bad side too. It drains our brain of energy and causes poor concentration in students. Violent shows often lead to violent behaviours in real life among children and adults. People often get too attached with T.V. shows and actors that they are unable to differentiate between reel and real life. Thus, T.V. can be helpful to only those people who carefully choose the shows.

SOLVED EXAMPLE-II

Read the passage given below and answer the questions that follow.

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

pedestrian to negotiate. At night, street lighting in the central median light up the carriageway for cars and leave the pedestrian areas in darkness.

Delhi's citizens leave and want to get to their destination as fast they can. No one wants to linger on the road, no leisure walks, no one looks a stranger in the eye. It is on the pedestrian path that citizens encounter head on the poor public management and the excuse called multiplicity of authorities. One agency makes the road, another digs it up to lay cables, third one comes after months to clear up the mess and the cycle of unaccountability goes on. Meanwhile crores are spent in repairing the carriageway for vehicles and in construction of the flyovers without a care for the pedestrian below. Solution offered is to make an expensive underpass or an ugly foot overbridge, ostensibly for facilitating the pedestrian, while in reality they only facilitate the car to move faster at the expense of the pedestrian. Take Kashmiri gate, ITO, Ashram Chowk, AIIMS. or Dhaua Kuan, at all these important, pedestrian crossover points, the story is the same. They have pulled the sidewalk from the pedestrian's feet.

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

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

1. On the basis of your reading of the above passage, make-notes using heading and sub-heading. Also use recognized abbreviations wherever necessary (minimum 4) Supply a suitable title. (1+1+3-05 Marks)
2. Write the summary of the passage in about 50 words. (03 Marks)

TITLE : PEDESTRIANS IN DELHI

Or

DELHI UNSAFE FOR PEDETRIANS

notes :

1. Delhi : a major city for pedestrian
 - 1.1 Poor maint. of sidewalks.
 - 1.2 dangerous elect installation.
 - 1.3 garbage dump.
 - 1.4 Waterlogged footpaths.
2. Life in Delhi for citizens.
 - 2.1 Fast life
 - 2.2 Poor public manag.
 - 2.3 Multiplicity of auth.
 - 2.4 Unaccountability
 - 2.5 Constly constructions but useless.
3. Pedestrian in the modern city.
 - 3.1 Pedestrian; a king
 - 3.2 Floor of the city to provide great help.
 - 3.3 Facilities to the challenged old and the infirm child.

Key to Abbreviations

Maint	–	Maintainance
Elect	–	Electrical
Manag	–	Management
Auth	–	Authorities
Child	–	Children

Summary**(50 words)**

Delhi, although is a major city for the pedesatrians, provides least attention in the matter of facilities. The sidewalks are dangerous, narrow, poorly maintained, and are full of potholes, garbage dumps, dangerous electrical fittings and stinky urinals. Public management is poor. Unaccountability can be seen on the part of authorities. Money is misused without providing care to the users. In the modern city, where pedestrian is the king, the floor of city should he maintained by keeping in mind the physically challenged, old and infirm children. For making Delhi world class, the authorities would once again look at the floor of Delhi.

PASSAGE 3**(SOLVED)****Read the following passage carefully.**

Corruption in one form or another, is a worldwide phenomenon. But everyone admits that corruption is something ugly, immoral and detestable. Unfortunately, in our country, corruption has become a part of life. It has entered the very roots of the Indian society. Corruption, nepotism and dishonesty have tarnished every fabric of our social life. The law of a land is too weak to deal with the corrupt elements with an iron hand. The vested interests rule the roost. Everybody feels helpless in such a state of affairs. Some people have even started talking of the nationalization of corruption in the country. They argue that we should frankly admit that we are a corruption and that we cannot do without it. It is a matter of shame and regret for all those who care to hear the call of their conscience.

Corruption is prevailing at all levels- economic, social, administrative, moral and spiritual. During the past few years, the images of the country has been defaced beyond redemption. A large number of scams, involving top politicians, administrators and VVIPs have come to light. These scams, most of them unearthed by the Central Bureau of Investigation, involve huge sums running into thousands of crores. They have shaken the entire conscience of the country to the bones. The law enforcing agencies are seeking the help of the judicial process to bring the culprits to book. The judicial system however, is full of flaws and the culprits do not find it very difficult to cleverly escape the legal net.

People are beginning to take corruption for granted. The root cause of corruption is red tape or delay. Persons found guilty should be punished severely. Exemplary punishments should be given to corrupt officials, national character should be improved. Smugglers, black marketers and hoarders should be severely dealt with.

Social and spiritual organizations can give a good healthy education to the public. Persons of strong character should be employed. The Government employees must be told to withstand any tem potation while discharging their duties. Such officials as lay down noble standards of honesty and efficiency, should be encouraged and honoured at public functions. Dishonest public servants should not only be dismissed, but should also be publicly flogged and put behind the bars. The education system of the country should be re-oriented to inculcate a spirit of honesty amongst the people.

All ministers and public servants should be made to declare their assets. The vigilance department should keep a constant eye on the corrupt officers and other public servants. Ministers and senior officials must set noble examples of an honest living free from corruption, bribery, nepotism and immorality. The law of the land should be provided with more teeth to deal with corrupt elements. Corruption at any level, is bad. The Government should launch a vigorous campaign against this social evil. Charity, however, must begin at home. (Words 484)

(a) On the basis of your reading of the above passage make notes on it, using headings and sub-headings. Use recognizable abbreviations (wherever necessary- minimum 4) and a format you consider suitable. Also supply an appropriate title to it. (5 marks)

(b) Write a summary of the passage in about 50 words. 3 marks

Ans. Title – Corruption

note- Making

1. Corruption & it's impact on social life
 - 1.1 nepo. & dishonesty
 - 1.2 matter of shame & humiliation
2. Prev. of corruption at different levels
 - 2.1 eco.
 - 2.2 Social
 - 2.3 Admn.
 - 2.4 Moral
 - 2.5 Spiritual
3. Role of social & spiritual org.
 - 3.1 healthy edu. To public
 - 3.2 empt. Of strong character persons
 - 3.3 honesty & efficiency be encouraged & honoured
4. Suggestions
 - 4.1 ministers & public servants declare assets
 - 4.2 vigilance department to be vigil on corrupt officers & public servants
 - 4.3 minist6ers & senior officials to set noble ex.
 - 4.4 Strict laws for corrupt elements
 - 4.5 Govt. to launch vigorous campaign against corruption

Key to abbreviations and symbols

nepo.- nepotism
prev – prevalence
eco – economic
adm. – Administrative
org. – organizations
empt. – Employment

(b) Summary (Abstraction)

Corruption is an ugly, immoral and detestable practice. It has entered the very roots of the Indian society and become a part of life. Corruption, nepotism and dishonesty have stained every fabric of our social life. The law of our nation is too weak to deal with the corrupt elements. Corruption is prevalent at every level. Social and spiritual organizations can play an important role to remove corruption from the Society by providing healthy education to the public and by employing strong character persons. Moreover honesty and efficiency should be encouraged and honoured. Strict laws to be imposed by the Government.

PASSAGE-4

Read the following passage carefully and answer the questions that follow:-

The conditions of the slum areas in metropolitan cities have deteriorated to such an extent due to the high density of population that the people there hardly enjoy even the basic amenities. The lanes are narrow and the houses are nothing but a single room tenement without the facilities of an open courtyard or an enclosure, thus depriving the people of natural gifts like sunshine and air.

In such areas, people use common latrines and water taps. Some of the slum areas do not even have single rooms, they are thick clusters of small, dilapidated mud huts, the roofs and ceilings of which are made of scraps of wood, gunny sacks, metal or some sort of waste material. Sometimes, 10 to 12 people live, eat and sleep in the same room. The streets are narrow and the sewage water stagnates in open surface drains, which emit bad smell. The children often play in places where the drains are used as open latrines.

Living conditions in main urban slums are worse than those in the poorest rural areas of the country. This can be attributed to the slum's exceptional unhealthy environment Many

of the most serious diseases in cities are ‘environmental’ because they are transmitted through air, water, soil and food or through insect or animal vectors.

The concentration of people in areas where the provision of water, sanitation, garbage collection and health care is inadequate creates the conditions where infectious and parasitic diseases thrive and spread. Around half the slum population is suffering from one or more of the diseases associated with inadequate provision of water and sanitation.

Despite the exterior appearance of chaos, slum life is highly structured, with many economic, religious, caste and political interests expressed in the daily activity. Living conditions are extremely difficult, and slum dwellers fear the constant threat of having their homes bulldozed in municipal slum clearance’ efforts. Nonetheless, slum life is animated by a strong sense of joie de vivre.

Growth of slums is a problem peculiar to the urban areas. Slums come up near industrial areas, railway lines, ports, platforms, river banks, large drains and around wholesale markets. They emerge in metropolitan cities and in the million plus cities. In metropolitan cities, more than 25 per cent of the population lives in slums. Dharavi near Mumbai is the largest slum in Asia.

The houses in slums are mostly kutchha houses made of bricks, mud, tin sheets, bamboo, tarpaulin sheets etc.

The living area is not more than ten square metres, which is used mainly for storage of household items, whereas cooking, bathing and sleeping is done mainly in the open. There are common water taps and public conveniences. An open space, shaded by trees, may be used as the community space. Slums are often prone to floods, waterlogging, fire etc. There is no proper drainage and sewerage and this leads to the spread of water-borne diseases like cholera, gastro-enteritis and jaundice

The slum dwellers are mostly rural migrants who live near their workplaces, since they cannot afford high transportation costs. Generally, workers from the same community or those coming from the same place and working at the same place, live together. The slum dwellers also include the self-employed, petty traders, household servants, vendors and hawkers.

The efforts by various governments for resettlement of slum dwellers have not been successful, because often the resettlement colonies are on the outskirts-far away from the workplace.

- a. Make Notes on the above passage using proper abbreviations (4) and a suitable title. 5 Marks
- b. Write the summary of the above passage in about 50 words. 3 Marks

PASSAGE 5

1. **Read the following passage and prepare notes on a standard format. give a suitable title.**
2. **Write a summary of the passage in 50 words.**

Gender sensitization is the art of being sensitive to the ways people think about gender so that they rely less on traditions and outdated views of roles of men and women.

I believe that education or schooling is a process through which society creates the kind of individuals we wish to see in the world. Hence, it's imperative that school curriculum lays strong emphasis on inculcating values of equality, inclusivity and diversity, all of which are essential for building a healthy society.

In a patriarchal country like India, where stark gender roles, overt gender discrimination and devaluation of women and girls is ingrained into our daily lives. I feel that it is extremely important to identify and address this problem from a very young age. Boys and girls start developing their gendered identities from birth. The upbringing at home also influences them. While egalitarian gender roles may not be present at home, the school can become a space of transformation where children, especially those hailing from disadvantaged backgrounds, learn to question gender roles, identify areas of gendered discrimination, and work towards changing them.

In many families, in both rural and urban areas, while boys are encouraged to study and have a career, girls are taught to concentrate on household chores. Only when both boys and girls learn to question this typical gender bias at school, will the situation at home also change for the better.

The different geographical and cultural contexts I have had the opportunity to work in has taught me that gender roles and inequalities are very contextual, and rooted in cultural and social practices. Thus, to have a national policy addressing gender equality is not affluent. At a more local level, we need clear directives to understand and address specific gender norms through the schooling process.

For the longest time, we have been working on bringing girls to school and ensuring that they complete their schooling. We assume that schooling and academic ability will empower a girl through financial and social independence. Why then, do we still have a society where women and girls fear for their safety and well-being, and are considered 'burdens' on their families? We may have been able to bring women to the forefront, but without addressing and challenging gender norms at a nascent stage of social development, we cannot hope to work towards a society where women and girls feel safe and valued.

Imperative to this process is the need to working with boys. From a young age,*i.e.* through schooling itself, if boys are knight to understand how an egalitarian society in beneficial for all by questioning gender norms, only then will boys learn to treat women as equals. Thus education can play a critical role in making the society safer for women, and that can happen by making gender sensitization a pad of the school curriculum.

The importance of gender sensitisation in schools has been recognized and given due importance in all policy outlining quality education. The Right to Education Act 2009, and its operating arm, the Sarva Shiksha Ahhiyan, has clearly mentioned that gender equality is one of the expected outcomes of elementary education in the country. Schools need to address unequal gender rules at a critical stage, when children are growing up. Shouldn't we insist that schools give due importance to gender sensitization and ensure that it is very much a part of our children's schooling process?

If you want to see a society devoid of discrimination, one where women and girls are not treated as inferior, and where equal opportunities and rights are given to all women, then I urge you to sign this petition, emphasize on the importance of gender sensitization and do your part to easure that over time, we move towards a more equal and inclusive society.

(Approx 600 words)

PASSAGE 6

Read the given passage carefully:

Fasting is said to bring a host of benefits provided if done under medical supervision. Doctors explain how to go about it. Food is to the body what fuel is to a motor vehicle. It provides energy, helps repair and rejuvenation and confers many other benefits. A lot of research has been done and is being done on fasting. When one fasts, the digestive organs get rest and all body mechanisms are cleansed. While fasting, the natural process of toxin excretion continues while influx of new toxins is reduced. The energy usually used for digestion is redirected to immune function and cell growth. Fasting helps you heal with greater speed, cleanses your liver, kidneys and colon, purifies your blood, helps you lose excess weight and water, flushes out toxins, clears the eyes and tongue and cleanses the breath.

Another research says fasting, even occasionally, helps in de-toxification. Through fasting we restrict digestive activity and so energy is utilised to cleanse different systems. Fasting improves metabolism, sharpens the senses, calms the mind, helps loose weight, improves general immunity, improves concentration and mental clarity. Fasting, if understood and done under supervision, has tremendous benefits and impacts one at various planes; mental, emotional, physical and spiritual. Specifically it serves as an aid to effective detoxification, helps in repair and rejuvenation, offers rest to the gastro-intestinal system and promotes mobilisation of excess fat.

The crucial point to note is the difference between fasting and starvation. Research suggests there are major health benefits to calorie restriction. Among other things it slows down the aging process. According to the US National Academy of Sciences, other benefits include stress resistance, increased insulin sensitivity and increased lifespan.

Glucose is the body's primary fuel source and is essential for the brain's functioning. When denied glucose for more than 4 - 8 hours, the body converts glycogen stored in the liver into a usable form of fuel and supplements it with small amounts of protein. This will last for upto 12 hours before the body turns to glycogen stored in muscles. If glucose is still denied at this point, the body continues to use fat for as long as it is available. If the fast is not broken, starvation occurs, as the body begins to use protein for fuel. Death can occur if fasting is pursued to the point of complete starvation.

Questions:

1. On the basis of your reading of the above passage make notes in points only using abbreviations wherever necessary. Supply a suitable title. 5 Marks
2. Write a summary of the passage in about 50 words using the notes made. 3 Marks

PASSAGE 7

In the Vedic calendar, summer is a time for happiness, abundance, and celebration. Trees are laden with fruits, nature's bountiful Sustenance. Vegetables and herbs are filling out the garden. Tall grasses grace meadows, and children play outdoors. Naturally, we experience fullness, fulfillment, and leisure. Cultures all over the world celebrate summer by venerating solar deities, celebrating bountiful crops, feasting outdoors and honouring their spiritual reunion with the earth.

To achieve a sense of balance, cooling activities are sought to lessen the heat of the season. Bathing festivals are a prominent part of the Vedic culture. For example, *Snanam yatra* is an auspicious bathing festival occurring in the summer. The season is active and mostly lived outdoors. It provides you with endless chances to cultivate a life of inner harmony—ahimsa—and to ward off heated emotions and anxieties inherent with living in overdrive.

When we take care to cross over this season's rhythms with mindfulness, we find plentiful energy to celebrate the abundance and richness of summer that surrounds us. On the other hand, when we are out of balance with seasonal rhythms, we may find ourselves listless, lethargic and exhausted from the heat of the summer. To prevent dehydration, drink plenty of water. If your *pitta*, fire humour, is not well cared for during the spring season, it will manifest through heat-related conditions causing general pitta symptoms like weak digestion, fevers, skin disorders, bile accumulation, sunstroke, irritability and listlessness.

This is a wonderful time for rejuvenating baths, swimming and wading and taking 'moon baths' by sitting in the moonlight to assuage mind and spirit with Goddess Lalita's cooling rays. Surround yourself with fragrant scents from flowers and pure essential oils, and wear light, natural fibres and light comfortable clothing. Observe two days of fasting or semi-fasting on Ekadashi.

To strengthen digestion, take light meals with fresh salads; eat chapatis with light grain such as cracked wheat, bulgur and basmati rice and have sprouted beans and dhals or bean dishes made with mung, kidney, lentil and soybeans. Eat plenty of fruits such as figs, grapes, mangoes, melons, peaches and pomegranates. Steam or lightly cook your vegetables. Beets, broccoli, cauliflower, celery, okra, radishes, snow peas, string beans, summer squash, sweet corn, sweet peppers, and Swiss chard are a few of the prolific variety of garden fresh foods available to you during the summer.

Take an occasional afternoon siesta. Follow the rhythms of summer and recover playfulness, joy and abundance.

Summer is a wonderful time for enjoying nature's abundant foods and harnessing their cooling energies to maintain balance during the solar activities of this season. Your summer menu should have plenty of colourful provisions for your nourishment.

Summer is your chance to learn the exquisite art of rolling out Indian flatbreads and dunking them into the blissfully golden nourishment of summer dhals. Living Ahimsa Diet, Nourishing Love & Life.

Questions

1. On the basis of your understanding of the above passage, make notes on it using headings and sub headings. Use recognizable abbreviations (wherever necessary—minimum day) and a format you consider suitable. Give suitable title. (5 Marks)
2. Write a summary of the passage in about 50 words. (3 Marks)

PASSAGE 8

Read the following passage given below and answer the questions the follow:

The Great wall of China was built to link existing fortifications into a united defense system and better keep invading Mongol tribes out of china. It is the largest man – made monument ever to have been built and it is said that it is the only one visible from space. Many thousands of people must have given their lives to build this huge construction.

The great wall of china is a series of towers made of stone, brick, earth, wood and other materials, generally built along an east-to- west line across the historical northern borders of china to protect the Chinese states and empires against the raids and invasions of the various nomadic groups of the Eurasian Steppe. Several walls were being built as early as the 7th century BCE, these later joined together and made bigger and stronger, are now collectively referred to as the Great wall Especially famous is the wall built (220-206 BCE) by Qin shi Huang, the first Emperor of China. Little of that wall remains. Since then, the great wall has on and off been rebuilt, maintained and enhanced, the majority of the existing wall is from the ming dynasty (1368-1644) other purposes of the Great wall have included border controls, allowing the imposition of duties on goods transported along the silk road, regulation or encouragement of trade and the control of immigration and emigration. Furthermore, the defensive characteristics of the Great Wall were enhanced by the construction of watch towers, troop barracks, gharrison stations, signaling capabilities through the means of smoke or fire and the fact that the path of the Great wall also served as a transportation corridor.

The Great wall stretches from Dandong in the east to Lop Lake in the west, along an arc that roughly delineates the southern edge of Inner Mongolia. A comprehensive archaeological survey, using advanced technologies, has concluded that the Ming walls measure 8,850 km. This is made up of 6,259 km sections of actual wall, 359 km of trenches and 2,232 km of natural defensiove barriers such as hills and rivers. Another archaeological survey found that the entire wall with all of its branches measures out to be 21,196km.

King Zheng of Qin conquered the last of his opponents and unified china as the First Emperor of the Qin Dynasty Qin shi Huang in 221 BCE. Intending to impose centralized rule and prevent the resurgence of feudal lords, he ordered the destruction of some sections of the walls, however, he ordered building of new walls to connect the remaining fortifications along the empire’s northern frontier. Transporting the large quantity of materials required for construction was difficult, so builders always tried to use local resources. Stones from the mountains were used over mountain ranges, while earth was used for construction in the plains.

The Great wall concept was revived under the Ming dynasty in the 14th century, to gain a clear upper Hand over the Mongolian tribes.

- 1.1 On the basis of your reading of the above passage make notes on it, using headings and subheadings. Use recognizable abbreviations (Wherever necessary, minimum four) and a format you consider suitable. Also supply an appropriate title to it. 5
- 1.2 Write a summary of the passage in about 50 words. 3

PASSAGE 9

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

Whether work should be placed among the causes of happiness or among the causes of unhappiness may perhaps be regarded as a doubtful question. There is certainly much work which is exceedingly irksome, and an excess of work is always very painful. However, work is not, to most people, more painful than idleness. There are, in work, all grades; from mere relief of tedium up to the profound delights, according to the nature of the work and the abilities of the worker. Most of the work most people, when they are left free to fill their own time according to their own choice, are at a loss to think of anything sufficiently pleasant to be worth doing. And whatever they decide on, they are troubled by the feeling that something else would have been more pleasant here. To be able to use leisure intelligently is the last product of civilization and at present very few people have reached this level. Moreover, the exercise of choice is tiresome in itself. Except, in the case of people with no initiative, it is positively agreeable to be told what to do at each hour of the day provided that the orders are not too unpleasant. Most of the idle rich suffer from unspeakable boredom. At times, they find relief by hunting big game in Africa or by flying around the world, but the number of sensations is limited, especially after youth is past. Accordingly, the more intelligent rich men nearly as hard as if they were poor. Work,

Work, therefore, is desirable, first and foremost as a preventive of boredom, although uninteresting work is as boring as having nothing to do. With this advantage of work, another associated advantage is that it makes holidays much more delicious when they come. Provided that a man does not waste his leisure as he possibly can.

The second advantage of most paid work and some of the unpaid work is that it gives chance for success and opportunities for ambition. In most work, success is measured by income and while capitalist society continues, this is inevitable. However, dull work too, becomes bearable, if it means of building up a reputation. Continuity of purpose is one of the most essential ingredients of happiness and that comes chiefly through work.

- 2.1 On the basis of your reading of the above passage make using headings and sub-headings. Use recognizable abbreviations, wherever necessary. 5
- 2.2 Write a summary of the passage in not more than 50 words using notes made and suggest a suitable title. 3

Section-B

GRAMMAR AND WRITING SKILLS

GRAMMAR

1. GAP FILLING (TENSES, CLAUSES)
2. QUESTIONS ON REORDERING/ TRANSFORMATION OF SENTENCES
3. INTEGRATED GRAMMAR EXERCISES

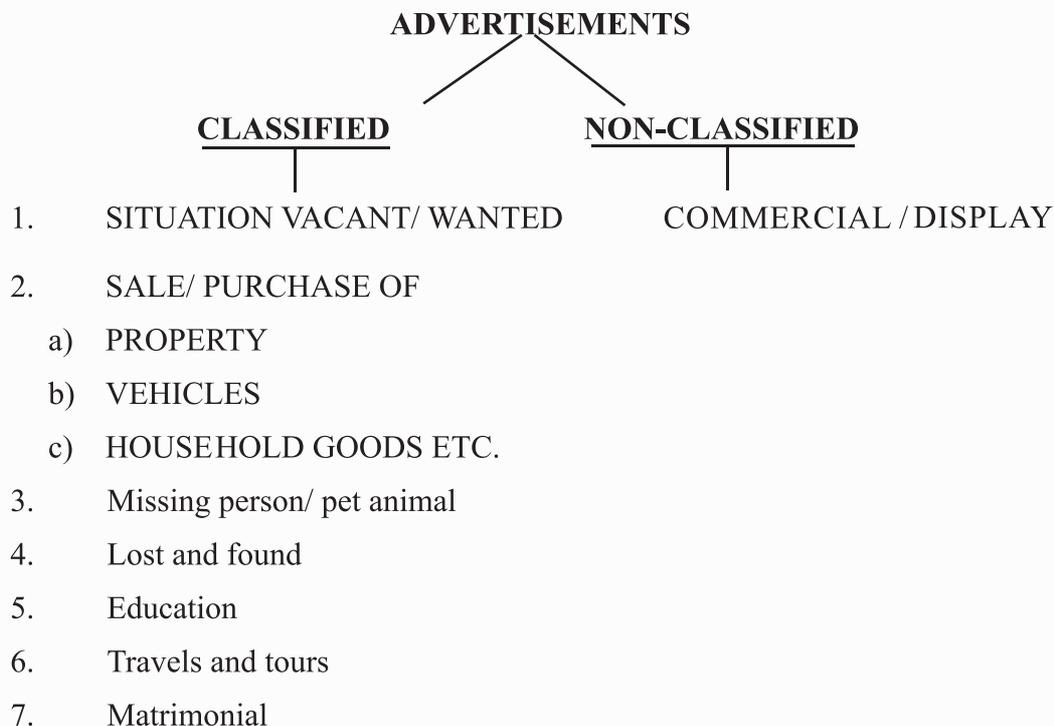
WRITING SKILLS

1. ADVERTISEMENTS
2. POSTERS
3. SPEECH
4. DEBATE

ADVERTISEMENTS

The word ADVERTISEMENT is defined as a public announcement for promoting products, services and jobs. It also raises public awareness through quick dissemination of information.

This short writing skill deals with only newspaper advertisements which fall into two broad categories:



Distribution of Marks :

3 Marks

Format – 01 Mark

Content – 01 Mark

Expression – 01 Mark

IMPORTANT SPECIFICATIONS FOR CLASSIFIED ADVERTISEMENT

- It should be enclosed in a box.
- Short sentences and catchy words.
- Language used should be simple formal, factual and concise.
- Only relevant information should be given.
- The contact name, address and phone number of the person should be mentioned.
- Should be written in 50 words.

Types of Classified Advertisements

Situation Vacant/Wanted

Points to remember :

- Use heading-Situation Vacant/Wanted
- Begin with Wanted or Required
- Mention name of the employee with address
- Mention the number of posts lying vacant
- Mention required age limit and minimum qualification (educational and professional)
- Pay scale and perks of the post concerned
- Mode of applying and whom to apply
- Deadline/last date for submission of application
- Contact address and phone number of contact person/authority.

SAMPLE ADVERTISEMENT

1. On behalf of the principal of your school, draft a classified advertisement inviting application for some posts of teachers lying vacant and to be filled soon.

SITUATION VACANT

DAV Public School, Shastri Park, Delhi-31, requires 2 PGTs in English against permanent post. Only experienced and highly qualified candidates with linguistic fluency need to apply. Salary commensurate to experience and professional achievements. Attend Walk-in interview with resume, attested testimonials and passport size photographs on Monday, 16th May20XX, at 9:00 AM in Principal's office. No TA/DA admissible.

2. You are in need of a job. Draft a classified advertisement offering your services.

SITUATION WANTED

An electronics and communication engineer, male, 25 years, looking for a suitable job in or around Delhi in an electronics or communications company offering good working environment and growth opportunity.

The candidate has good communication skills, is open to correction and continued professional development. He is available for interview with a notice of 72 hours.

Contact:- +91-999999XXXX or write to ritucaplot@gmail.com

3. Samta International school Gurugram requires cricket and hockey coaches. Draft a suitable advertisement in not more than 50 words for the situation Vacant column of 'The Times of India' stating requirements regarding age, qualification, experience etc. You are the principal of the school

SITUATION VACANT

Wanted cricket and hockey coaches for Samta International School, Gurugram. The coaches should have played at national level in their respective games. They should be between 30-45 years of age, having minimum experience of five years in similar capacity. Interested candidates may appear for interview on 20th of this month with their testimonials before the principal Salary no bar for deserving candidates

4. You are Ragini / Rajesh living at Dharma Apartments N-99, Sector-13, Rohini Delhi. You are well qualified in teaching Maths to XI and XII class. Draft an advertisement seeking job to be published in local daily in 50 words.

SITUATION WANTED

Available a well qualified and experienced professional having Post Graduate degree in Maths, willing to teach Maths to XI and XII Class in the evening between 4pm to 8 pm, moderate charges. Guaranteed result above 98% in the subject Contact Ragini / Rajesh, Dharma Apartments, N-99, Sector-13, Rohini, Delhi or Contact No. 9868xxxxxx

PRACTICE QUESTIONS:

1. You are Sagar/Sagarola, General Manager of P.K Industries, Hyderabad. You need an accountant for your company. Draft an advertisement to be published in the situation vacant column of 'The Hindu in not more than 50 words.
2. You are General Manager of ABC company, Mansarovar Park, Jaipur. You need a software engineer for your organization Draft an advertisement in not more than 50 words to be published in the classified columns of 'The Times of India'.
3. You are Arunita / Arun of civil lines, Agra. You are a computer engineer seeking a job. Write a suitable advertisement in not more than 50 words stating your qualifications and experience for 'situation wanted' column of a National Daily
4. You are Kamal/ Kamolika living at A-94, sector 18, Rohini, Delhi. You are well qualified classical Musician. Draft an advertisement seeking job to be published in a Local daily in about 50 words.

SALE AND PURCHASE OF VEHICLE:

Points to Remember :

- Begin with For sale/ Purchase or Available/wanted
 - Model no.
 - Brand
 - Colour, Accessories (A/C, Mats, Music system, sun roof etc.)
 - Condition, mileage, Tyres, CNG/Petrol/Diesel, non accidental,
 - Pollution certificate, Insurance
 - Expected price
 - Contact address, Phone no.
1. You are Vaishnav/Vaishali, a car dealer at Durga. Automobiles kirti Nagar. You want to sell a second hand XUV 500 that has come to your showroom. Draft an advertisement in 50 words to be published in a national daily newspaper.

FOR SALE

Available a second hand silver colour Mahindra XUV 500 model 2019 for sale having leather seat Covers, new Tyres, AC Fitted. Single hand driven, non accidental, mileage is 9 kms/ It documents intact, Insurance and PUC done. Prices Negotiable. Contact Vaishnav, Durga Automobiles, Kirti Nagar. Ph no 9868xxxxxx

2. You are Amit / Amita living at 57 , DDA flats, Roop Nagar. You want to purchase a second hand car as you have recently shifted to Delhi. Draft an Advertisement in 50 words to be published in a local daily.

FOR PURCHASE

Wanted a second hand black colour diesel wagon R , should not be more than 3 years old, should have leather seat covers A/C and stereo fitted. Mileage should not be less than 8kms/lt, should be insured, documents essential. Single hand driven and non accidental would be preferred, prices negotiable. Contact Amita, phone No 9917xxxxxx between 5-8pm on weekends.

Practice exercises :

1. You want to sell your Honda city as you are going abroad. Draft an advertisement in 50 words for the classified columns of a local daily giving necessary details.
2. You are looking for a second hand motorcycle. Draft an advertisement in 50 words to be published in a national daily specifying your requirements.
3. A multinational company wants to sell its 5 cars. Draft an advertisement in 'For SALE' Column of a newspaper stating the condition of the cars. You are Ritika, manager of the company.

SALE/PURCHASE OF HOUSEHOLD/OFFICE GOODS

Points to remember :

- Begin with available/ wanted
 - Brand / Article and year of manufacturing
 - General condition of the item
 - Material in case of furniture
 - Prices offered / expected
 - Contact address and phone no.
1. You are going abroad. You want to sell your household items. Draft an advertisement in not more than 50 words to be published in a local daily. You are Aman/Amna living at 432, East of Kailash, New Delhi.

FOR SALE

Available a LG LED TV 70 inches, Samsung refrigerator 360 lt, HITACHI 5 star AC 1.5 ton, dishwasher, IFB Microwave, Durian 5 seater leather Sofaset for immediate Sale. All items are in good and working condition, prices negotiable. Owner going abroad. Interested parties may Contact Aman / Amna, East of kailash,432, New Delhi, Ph.No. 9871xxxxxx

PRACTICE EXERCISE :

1. You want to sell off some office furniture such as tables, revolving chairs, Godrej cupboards, wooden almirahs as you are opening a new office in Gurgaon. Draft an advertisement for a local daily.
2. You are Maneet Bhatia. You want to sell your laptop. Draft a classified advertisement for a local daily giving necessary details in 50 words.
3. You have come on deputation for six months to Delhi You plan to purchase a second hand AC and refrigerator. Draft an advertisement to be published in ‘sale and purchase of Household goods’ column of a local daily

TO LET / ON RENT

Points to remember :

1. Begin with Wanted or Available.
 2. Type and Size of accomodation, no of rooms.
 3. Location
 4. Surrounding
 5. Facilities
 6. Expected rent
 7. Contact address, telephone number
-
1. You want to let out a portion of your newly constructed independent house. Write an advertisement to be published in the TO LET Column of ‘The Hindustan Times’

TO LET

Available for rent, second floor of a newly constructed house in Vikas Puri, Delhi, Two bedrooms with attached bath, a spacious drawing room, Modular kitchen, Wood work done, sun facing, walking distance from metro station and market, rent negotiable, contact Amit 9871xxxxxx

Practice exercise :

1. You want to let out your 2 BHK flat in Rohini. Draft an advertisement to be published in newspaper.
2. You are Neel of 75, Rajpura, Delhi. You want to let your newly constructed shop on rent. Draft an advertisement is 50 Words.
3. You want to open a dental clinic. You are looking for a spacious flat / shop in Rajouri Garden on reasonable rent. Draft a suitable advertisement to be published in ‘The Times of India.’

SALE AND PURCHASE OF PROPERTY:

Points to remember:

- Begin with For Sale/ purchase or Available/Wanted
 - Type of house (Flat, Independent floor/ house/ office etc.)
 - Size of floor, No. of rooms etc
 - Surrounding centrally located, park facing, near by market, school, hospital, bank etc.
 - Use adjectives like airy, well ventilated, fully furnished , brand new, newly constructed, well furnished
 - Company or Bank lease preferred
 - Expected price- Rs. XXXXXXXXXXfixed/ negotiable
 - Contact address and phone no.
1. Your aunt, emigrating to Canada wants to put up a classified advertisement to dispose off her flat before she leaves. Draft a suitable advertisement putting her flat on sale.

FOR SALE

Available a luxury flat with 3 bedroom, drawing / dining and servant room, sun facing fully ventilated, laminated wooden flooring, wardrobes in all rooms, modular kitchen available for sale at affordable price in Greater Noida. Ground floor, adjoining to reputed schools and hotels, personal car parking. Ideal for both investment and living. Owner migrating abroad.

Contact: Sanjna- 99999XXXXX

2. You want to purchase a floor. Draft an advertisement for a newspaper detailing your requirement, affordability and other preferences.

FOR PURCHASE

Wanted a floor in North Delhi, with three bedrooms, drawing room and a study room. Ground / first floor preferred. Price around 30-35 lakhs. Free hold and clear from all legal angles. Owner may contact: Rohit/ Rohini - (99999XXXXX) at 12, Shankar Road, New Delhi.

PRACTICE QUESTION:

1. You own an independent house in North Delhi and you want to sell it. Draft an advertisement for a local daily giving all necessary details in 50 words.
2. You have shifted to Delhi. You want to buy a 2 BHK Flat near your office in Shalimar Bagh. Draft an advertisement in 50 words.

LOST AND FOUND

Points to remember:

- Begin with Lost / Found
- Brief physical description - Name of the object/ article, brand, colour, size, condition etc.
- When/Where lost/found
- Reward / incentive, if any
- For lost all details whereas for found, keep strategic details undisclosed for authenticity verification of the claimant
- Contact address and Phone no.

1. You lost some important documents the other day. You want to apply for duplicate documents for which you need to publish a public notice in a newspaper. Draft an advertisement giving details about the lost document

LOST AND FOUND

Lost my property documents of flat no 12, Sun Tower, Rohini on 21st April 20XX somewhere between Tees Hazari Court and Azadpur Mandi around 11 am. The documents include allotment letter, payment schedule and sale agreement. If found, please contact 2356140000(M). Token reward for the informer/finder.

2. While travelling in a bus you found some certificates, a wallet and some jewellery in a bag. You found no contact details of the owner in the bag. Draft an advertisement to be published in a local newspaper.

LOST AND FOUND

Found a bag with some certificates, a wallet and some jewellery items on 21st Jan. in Central Park, Rohini. Whosoever has lost it may claim the same by providing authentic proof of ownership. In case of no claim within a week, the bag will be submitted to Mayapuri police station. Contact: Sanchay at 9999XXXXXX.

PRACTICE QUESTIONS:

1. You lost your handbag in Metro between Shastri Nagar and Tees Hazari Station while going for an interview It Contains your Passport and all educational certificaties Draft an advertisement to be published in local Daily under ‘Lost and Found’ column.
2. You have found a bag in central Park, Ashok Vihar while walking in evening. Draft an advertisement to be published in lost and found column.

MISSING PERSON/ PET ANIMAL

Points to remember: Begin with Missing

- Physical Description
- For Person- Name, age, sex, height, complexion, built, clothes and other striking identification feature(s)
- For Animal- Name, breed, colour of fur, of skin, other distinct feature/mark
- Since when and from where missing
- Reward/ message if any
- Contact address and phone no.

Q.1 Your brother has been missing from his home for the last two days. Draft an advertisement for a newspaper providing necessary details and offer of a reward to informer.

PERSON MISSING

Deepak Kumar, 14 years, 5'3" fair complexion, average built, wearing black striped shirt and blue jeans, injury scar over left eye brow, missing since 1st April 20XX from Nand Nagri Delhi. Informer will be duly rewarded. Contact: SHO Nand Nagri Police station or call at 9999XXXXXX.

CHANGE OF NAME

Points to remember:

- Begin with I, XYZ son/daughter of
- Present name
- Father's / Husband's name, address.
- Name now acquired / adopted
- Reason for the change if any
- Calling attention of the public, relatives and friends for future use

You are Renu Sharma but after marriage you wish to add your middle name. Draft a suitable advertisement, declaring/ notifying the change of your name.

CHANGE OF NAME

I, Renu Sharma daughter of Ram Sharma, resident of 31, Judge Colony, Delhi-01 hereby declare that I have changed my name to Renu Shankar Sharma after my marriage to Sachin Shankar son of Mr. Om Shankar of Delhi. All concerned are requested to note for all future purposes and address me by my new name.

MATRIMONIAL Points to Remember

- Beauty and looks of the girl/ boy
 - Complexion/Age/height
 - Upbringing and manners
 - Education
 - Working/Non working/Income
 - Caste/ Religion/ Community
 - Family background
 - Desired details of the prospective match
 - Contact address and Phone no.
- Q.1. Your sister Suji is of marriageable age. You belong to Roman Catholic Religion. On behalf of your parents draft a suitable advertisement inviting a suitable match for her.

BRIDEGROOM WANTED

The family of Suji, 23/5'8", Roman Catholic, slim, cultured, smart, radiologist working in a super specialty hospital in New Delhi seeks compatible match, preferably 26/6', fair complexioned, doctor, IAS, IFS officer with strong Christian values. Write with full particulars to Post Box XXXX, Times of India, New Delhi-01.

PRACTICE QUESTIONS :

1. Your daughter is of marriageable age. She is a software engineer working in an MNC. Draft an advertisement for the matrimonial column of a newspaper.
2. A retired army officer is looking for a suitable match for his convent educated engineer son. Draft an advertisement for the matrimonial column of newspaper.

TOURS AND TRAVEL

Points to remember:

- Begin with Tours & Travel
 - Name of the travel company/ agency
 - Tours/cruises/sight-seeing offered
 - Duration and dates of tours
 - Package for individuals/ couples/ group including discounts
 - Accommodation, Food and mode of transport
 - Visa Requirements and assistance in Visa,if required
 - Booking period
 - Contact address including email, phone no. and website.
- Q.3 Your uncle has just established a tour and travel company and needs a classified advertisement to popularize it. Draft an advertisement giving all necessary details.

TOURS AND TRAVEL

Holidays Tours & Travel, India's most trusted name in domestic and overseas travel. Contact for air tickets, tour packages, hotel, resort and cab booking. Book online and avail 20% discount on hotel room tariffs anywhere in India. Try once trust forever. Special pilgrimage packages available. Visit our website www.holidays.com or call toll free number 1800-444-XXXX.

Education Institutions/ Language Courses/ Hobby Classes

Points to remember:

- Begin with coaching/ courses/classes/tutors/tutorial available
- Name of the institution
- Classes, subject, courses, exams/competitions
- Qualification and experience of tutor
- Environment and facilities
- Success/result graph/track
- charges/ fees/ package
- Eligibility criteria

- Timings, registration, scholarship/discount
- Address/Contact details

Q.4 You want to launch a tuition center for class X to XII. Draft a classified advertisement with all relevant details.

TUITION

Available online/Skype/ home based tutor for all the subjects for classes X to XII CBSE/ ICSE. One to one personalized coaching with special emphasis on concept formation, higher order thinking, application and problem solving. Regular tests and feedback. Hourly classes -three days a week. Affordable fee. For bright future, register now. Visit careerwise.com or call toll free number- 1800-256-XXXX 24X7 from anywhere in India.

PRACTICE QUESTIONS

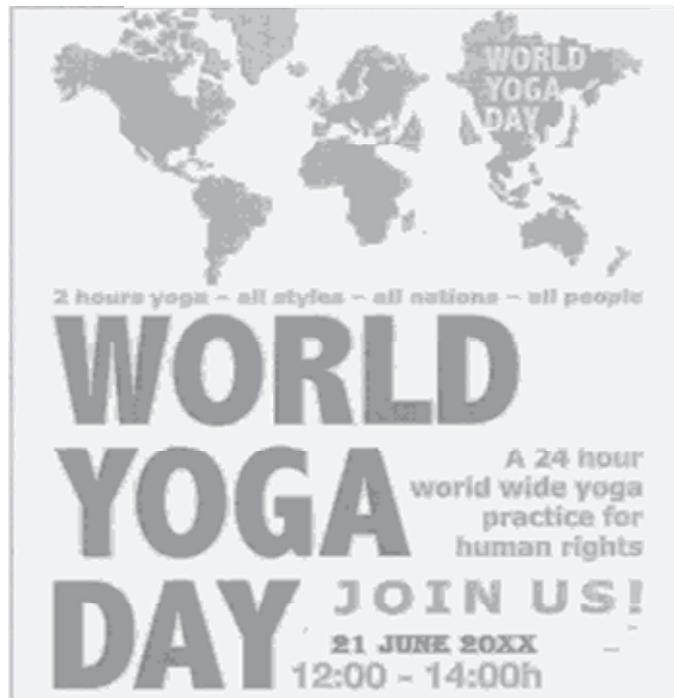
1. You are the Manager of Super Software Solution Ltd. Draft an advertisement for your company for the post of Chief Programmer (Solutions) giving details as per your requirement.
2. You want to sell off some office furniture such as computer table, filing cabinet, chairs, cupboard etc as you are moving into a new office. Draft an advertisement to be published in a local daily.
3. You want to purchase a pre owned motorbike. Draft an advertisement for a newspaper detailing your requirement, affordability and preferences.
4. Your cat named Katty is missing since 12 June 20XX. Draft an advertisement to be published in the “Missing” column of a local daily. Give all details in not more than 50 words.
5. A poor accident victim needs financial help for urgent surgery. As the secretary of a charity organization draft a classified advertisement to raise funds for this noble cause.

POSTER

A poster is a very useful means of making an announcement, propagation or appeal, and issuing a notice advertising a product/ service or bringing about awareness about issues of public interest. A poster is always visually very attractive and easily readable from a certain distance. Visuals are part of a poster and help in enhancing the overall impact. Students have the freedom to use any style, size and font to make it eye catching and appealing. A poster incorporates the following

- Theme/topic/event
- Purpose and/or occasion
- Date, time and place (in case of an event)
- A message of appeal, awareness, caution, warning, invitation)
- Catchy slogan, punch line and captions
- Sketch or simple drawings
- Letters of different sizes and shape
- Proportionate spacing
- Name of the individual/organization issuing it
- Word limit 50 words

1.



Sample Poster

2. Design a poster in not more than 50 words for your school library on the value of books and good reading habits. You may use slogans.

Books—Our Best Friends

BOOKS

- inform
- instruct
- delight
- enrich



**Your School Library
has ten thousand
books**

When you are gloomy or lonely
Your best friend is a book!
**Don't judge a book by its cover
- Read it !**

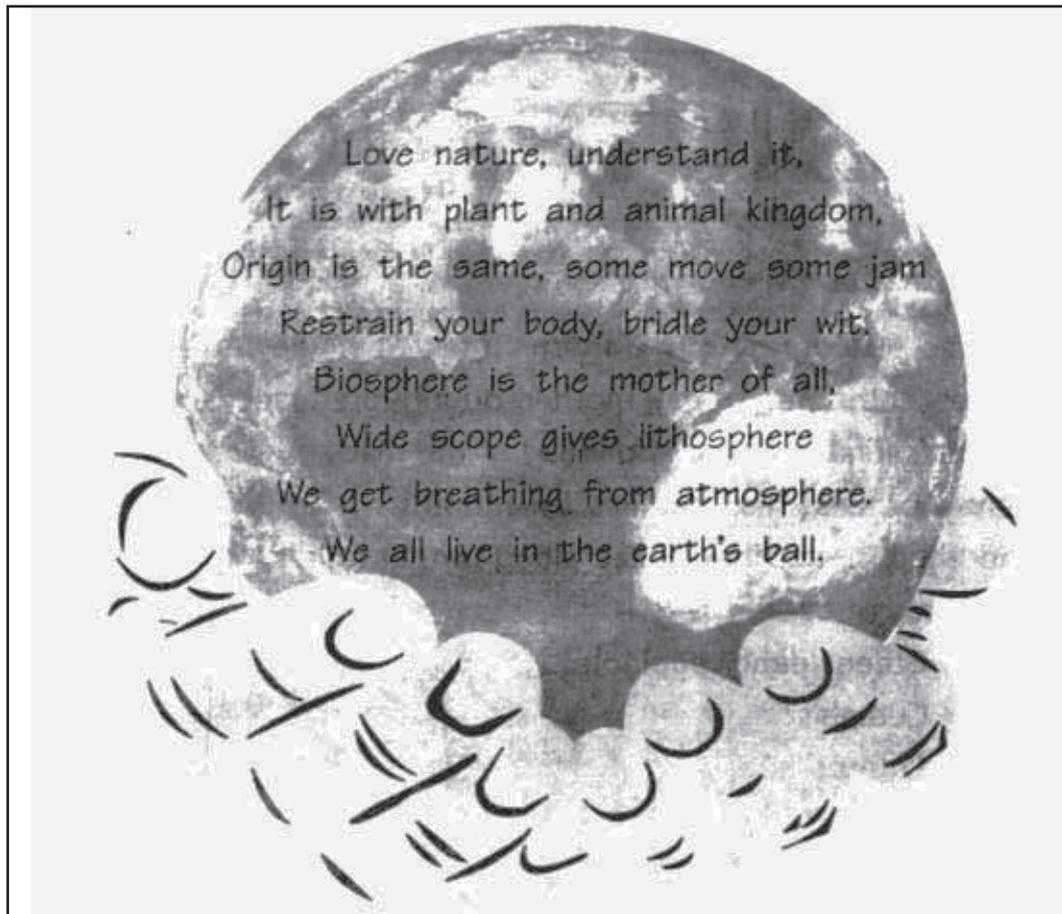
Reading makes a ready man

*Take a book
a day !
Don't Delay*

*Make reading
a regular
habit*

Read best
Speak best
Think best

3. A Poster on sustainable development.



Let's Pledge to Make Human Life Sustainable

important :

1. Do not cut trees unnecessarily.
2. Plant more and more trees.
3. Switch off electricity-run appliances, when not in use
4. Make use of solar energy.

Issuing Authority

ENLIGHTENED CITIZENS' FORUM

WORLD HEALTH DAY

7th APRIL 20XX



Benefits of Physical Activity:-

1. Reduces the risk of dying prematurely.
2. Helps to prevent/reduce hypertension.
3. Promotes psychological well being, reduces stress, anxiety, feeling of depression and loneliness.
4. Helps control weight and lower the risk of becoming obese.
5. Can help in the management of painful conditions like back pain and joint pains.

KEEP HEALTHY

DO AT LEAST 30 MINUTES OF PHYSICAL ACTIVITY DAILY

Issued by: DIRECTORATE GENERAL OF HEALTH SERVICES

Ministry of Health & Family welfare,

Government of India

ROAD SAFETY WEEK (6th - 12th JANUARY, 20XX)



Don't use mobile phone While driving

Life is precious – Take Care: Drive Carefully

- Follow traffic rules.
- Never jump red light
- Don't mix drinking and driving.
- Never use a mobile phone while driving.
- Maintain your vehicle regularly.
- Always overtake from the right-hand side of the vehicle.
- Always carry vehicle papers and driving license.
- Always drive in your lane and use proper indicators.
before you change the lane.

Issued by: - Ministry of Road Transport
And Highways
Government of India

VOLUNTARY BLOOD DONATION DAY

DONATE BLOOD

THE BOND OF LOVE-THE GIFT OF LIFE



WE ARE BLOOD BROTHERS,
ONE AND ALL

Any healthy person between 18 and 60 years of age can donate blood

- ◆ Donating blood is a noble act of service not only to the ailing, but to humanity at large.
- ◆ The gift of blood is the noblest and the most precious of all gifts.
- ◆ Donating blood saves life at no cost or risk to the donor.
- ◆ Come forward and donate blood voluntarily and regularly.

Issued By : National AIDS Control Organisation
Ministry of Health & Family Welfare
Government of India

7. Draft a poster on world Environment Day.

Tips to avoid

GLOBAL



World Environment Day
5th June, 20XX

Warming and save the Environment

- Save Oil–Save Energy
- Harvest Rainwater
- Conserve Water
- Recycle Paper/Water
- Plant and Nurture Trees
- Segregate Your Household Garbage into Biodegradable and Non-biodegradable Waste
- Don't Litter Indiscriminately
- Use Jute or Cloth Bags Instead of Plastic Bags
- Always Dispose E-Waste Properly
- Use Compact Fluorescent Light (CFL)
- Install Solar Heating/Lighting
- Adopt Green Building Technologies

Always Remember

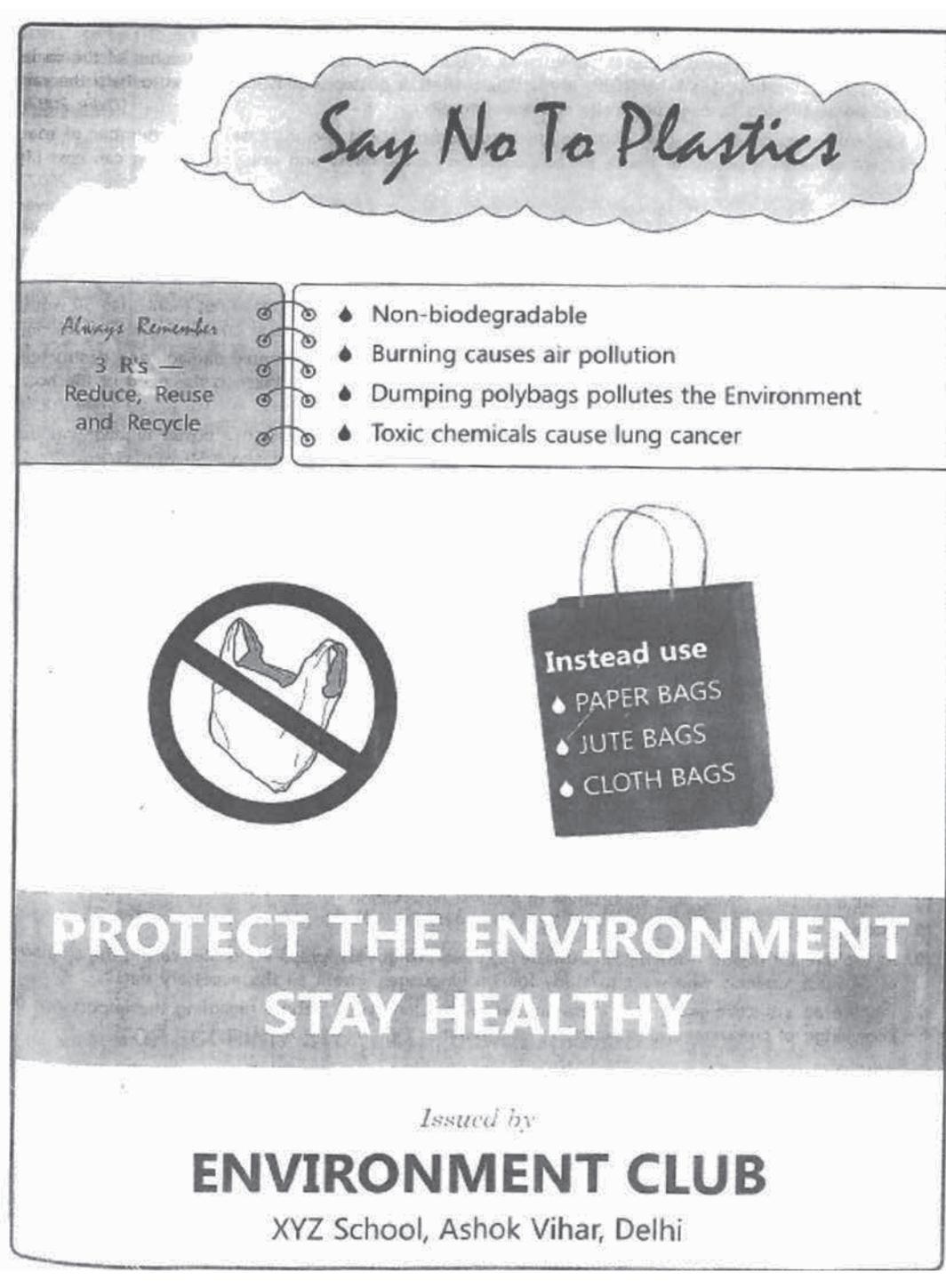
3 R's — Reduce, Reuse and Recycle

Save the Environment.

Let's adopt one tree each to nurture and protect.

YOUTH ENVIRONMENT AWARENESS

8. Poster On ill-effects of plastics on the environment



9. Poster on the theme of keeping metro neat and clean

You take good care of your belongings

Take good care of
our Metro
as well

- ✓ Keep the metro clean.
- ✓ Don't litter at metro stations.
- ✓ Don't spit on the walls.
- ✓ Be an alert commuter.



No Spitting



No Littering



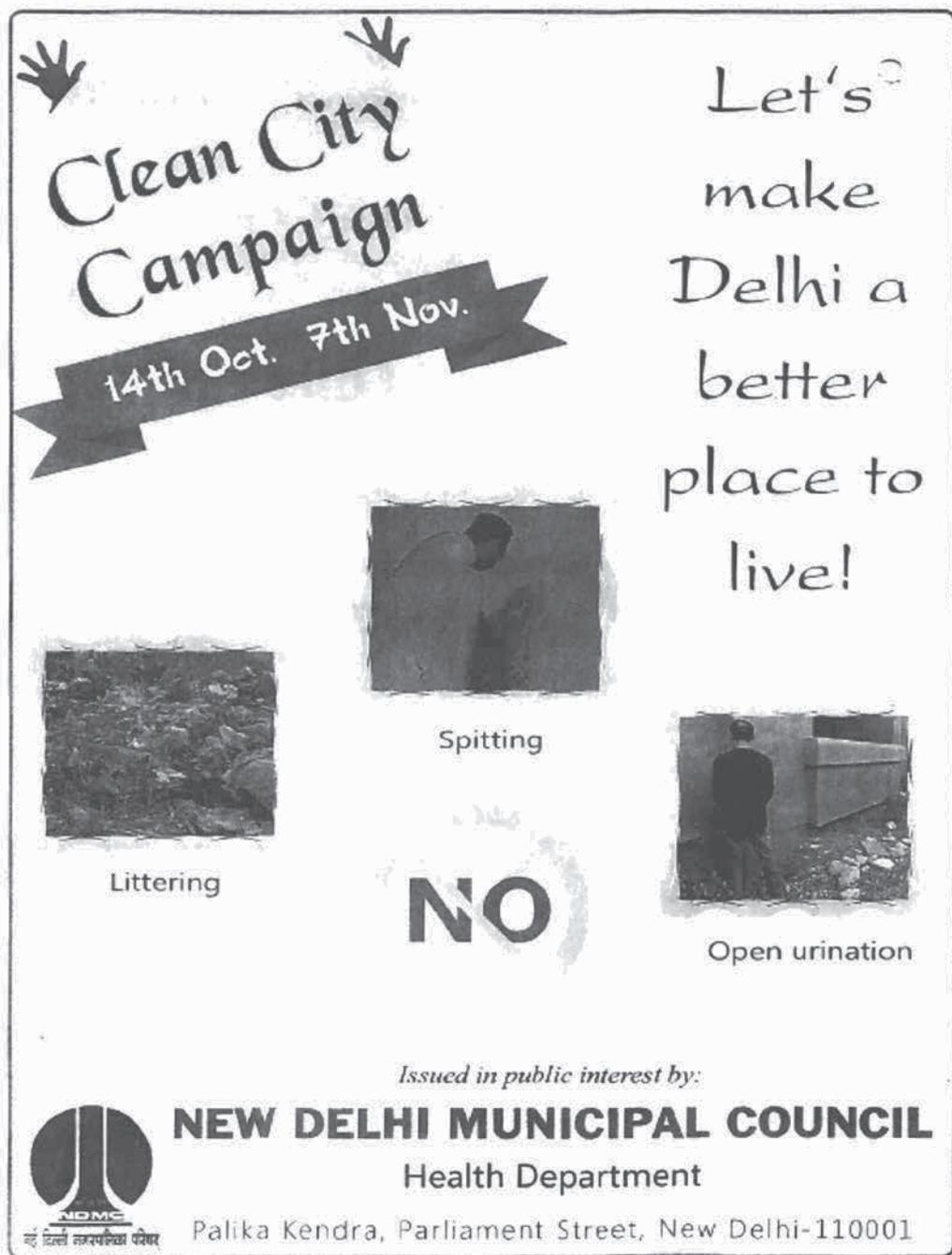
No Smoking

Issued in the public interest



OUR DELHI, OUR METRO

10. Poster on Clean City Campaign.



Clean City Campaign

14th Oct. 7th Nov.

Let's make Delhi a better place to live!



Littering



Spitting



Open urination

NO

Issued in public interest by:

NEW DELHI MUNICIPAL COUNCIL
Health Department


नई दिल्ली नगरपालिका परिषद

Palika Kendra, Parliament Street, New Delhi-110001

POSTER MAKING MCQs

1. A poster should be
 - (a) Attractive and clear
 - (b) Simple
 - (c) Ambiguous
 - (d) None of the above
2. While making posters, we can incorporate
 - (a) Small letters only
 - (b) Bold letters only
 - (c) Letters of different size and shape
 - (d) None of the above
3. What is essential while making a poster
 - (a) Name of the individual / Organisation issuing it
 - (b) Catchy slogan
 - (c) Proportionate spacing
 - (d) All of the above
4. A poster is made to
 - (a) Declare the results
 - (b) Make aware about issues of public interest
 - (c) Purchase some thing
 - (d) None of the above
5. A poster should be read
 - (a) From a distance
 - (b) On a table
 - (c) In an open area
 - (d) All of the above

ANSWERS

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

POSTERS FOR PRACTICE

1. Draft a poster in not more than 50 words on the importance of Earth Day.
2. Water is precious and each one of us must stop its wastage. Prepare a poster in not more than 50 words creating the awareness to save water.
3. Prepare a poster in not more than 50 words bringing about awareness against the hazards of reckless use of plastic.
4. Draft a poster in not more than 50 words depicting the ill effects of mobile games on young children.

SPEECH WRITING

DISTRIBUTION OF MARKS:

FORMAT : 01 MARK

CONTENT : 02 MARKS

EXPRESSION : 02 MARKS

Total : **5 Marks**

WORD LIMIT : 120-150 WORDS

SPEECH is the faculty of expressing or describing thoughts, feelings or perceptions by vocal communication or conversation. It is always addressed to a vast multitude of people. Writing a speech is very much similar to writing an essay, a report or an article, but the difference is that your words are being HEARD not READ, the audience is a listener not a reader, So you only have one chance to get your message across.

Points to remember

1. Give the title at the top.
2. Begin with “Good morning to all of you, today I am here to express my views on the topic”/ It’s a matter of great privilege for me to deliver a speech on the topic...
3. Present Tense is usually used when you write out a speech.
4. Define the topic; give its causes, effects, the present state and remedial measures.
5. Clarity, organization and systematic presentation of ideas are very important.
6. Should be a coherent piece clearly stating a particular point of view. Divide the speech into 3 to 4 paragraphs.
7. Conclude by giving suggestions for improvement- hope for a better future.
8. Always make a rough draft.

Layout of a Speech

- Formal address to the audience
- Catchy Introduction- Pre Speech note to draw attention of audience
- Announcement of the topic and establishment of context
- Development of the topic
- Impact on People/ Environment/ Country etc.
- Conclusion
- Formal Thanks to the audience - Thanks for being so generous to listen to my views so attentively. Or thank you.

SAMPLE SPEECH

Question 1. The sports In charge of your school has asked you to deliver a speech on ‘The Value of Games and Sports in life’ in the morning assembly. Draft a speech in about 120-150 words.

Respected Principal, worthy teachers, and my dear friends. Today I am going to express my views on The Values of Games and Sports in our life.

Sports is a natural instinct in man. It is the most ancient and most natural means of recreation and fitness for him. Besides being the best means of health and fitness, it is the surest way to kill boredom and stress in modern day life.

Games and sports help people build their physical stamina and mental agility and raise their level of endurance. Sports persons usually live healthier and longer lives as compared to someone who practises no sports or takes little exercise. Since games and sports promote healthy competition, they instill in one the spirit of excellence, goal setting and target achievement. In turn it boosts one’s confidence and teaches one to accept victory and defeat as they come.

A lot of pride and patriotism is associated with games and sports in the international sports competitions which bring people of different nationalities and races closer and thus foster greater international tolerance, understanding, interaction and appreciation.

Many sports persons have iconic status and earn millions of dollars in sporting fee and endorsement contracts. They are role models for millions of youth world wide who treat their favourite sports persons as their heroes or even demi-gods. People admire sports persons more than political leaders, scientists or even actors.

Now friends, which sports are you going to do from today onwards? Wishing you excellence in your desired sports.

Thankyou!

Question 2. You are a student volunteer of National Literacy Mission (NLM) wing of your school involved in Adult Literacy campaign, ‘Each one Teach one’. Write a speech to be delivered in the morning assembly expressing your views on the topic. You are Suresh/ Sharma of XI class.

Good Morning respected principal worthy teachers and my dear friends. Today, I Suresh/ Sharma, of XI class, would like to express my views on ‘Adult Literacy Campaign’.

We all have assembled here for a noble cause a mission to eradicate illiteracy. It is the dream of national literacy mission that all Indians should be literate. We would work together for an India where 'EACH PERSON IS LITERATE'. Most of the learners are adults who have a rich experience of life. Therefore the learning strategies that will be adopted in our programme will be exploratory and interactive. We have to teach as well as learn we must keep in mind certain important factors such as their experience, wisdom and maturity while discussing any topic. We should encourage the adults to talk and express their views in a frank and fair manner. We should always keep in mind the objectives set for the adult illiterates. We have to inculcate in them a love for reading, writing and arithmetic. It is only after a strong bridge of confidence is built that we would be able to create in them awareness about civil rights, duties, privileges and obligations. When they become confident of their powers, we must create in them social awareness about pollution, population control etc. In short let's all resolve to make sincere efforts to achieve these goals. Thank you and have a nice day.

Question 3 You are Malik/ Mallika of XI A You are much concerned about the poor quality of unhygienic food supplied at some of the fast food centres in your locality, which is highly detrimental to health. Write a speech to be delivered in the morning assembly, highlighting the health hazard that may be caused in 120-150 words.

FAST FOOD OR JUNK FOOD

Respected principal, teachers and my dear friends. A very good morning to all of you. Today, I, Malika of XI A, am here to speak on the topic 'fast food or junk food'

Fungus in Heinz ketchup. Pesticides in colas; worms in Cadbury chocolates and finally the Bird flu. Even big giants like the above are entrapped in controversies. What about the local fast food centres, then? How do they ensure quality and hygiene?

At most of the local dhabas and fast food joints poor hygienic conditions prevail. The contamination occurs due to poor quality packaging material or unhygienic storage condition. Since such joints provide quick service, the ingredients used are of cheap quality. The vegetables and other food items used are not washed properly In terms of food value, such food stuff is low in nutrition and rich in oil content, especially saturated fats which leads to many diseases like obesity, high blood pressure and heart problems etc. These food items are generally prepared beforehand to provide quick service to the customers and not stored at the right temperature in ideal conditions.

The food inspectors must monitor the quality of stuff being sold and dieticians should be appointed to check the calorie content and food value of such items in the market and school canteens.

We should follow the motto, Eat Healthy, Live Healthy Thank you and have a great day.

PRACTICE QUESTIONS

- Q1.** Narcotics Control Bureau is organizing a declamation contest in your school as part of its observance of International Day against Drug Abuse and Illicit Trafficking. Write a speech in 120-150 words on the topic "Youth and Drug Abuse".
- Q2.** Women's magazine Femina is organizing a declamation contest in your school on the occasion of International Women's Day. Your teacher has selected you to participate in the competition and asked you to prepare a speech on the topic "Empowerment of Women". Draft a speech in about 120-150 words.
- Q3.** A recent survey by the Ministry of Health shows that the growing tendency of obesity among children of well off families is caused by addiction to junk food and lack of physical exercise and it adversely affects their learning power. Write a speech to be delivered in the morning assembly of the school highlighting the importance of good health and motivating the children to eat healthy, balanced diet.
- Q4.** You are the Head girl of Sonia public School, Karol Bagh, Delhi. You feel now a days students are overburdened by tuition classes after long school hours. There is a lot of pressure on them by their parents to attend tuition classes. More over they are pressurised to achieve better results. So, much disturbed by this current problem of the students, you decide to deliver a speech in the morning assembly of your school. Write a speech and also give some suggestions to lighten the burden.
- Q5.** Computer Games and Video games have become popular with children today. As a result outdoor games seem to have no place in their life any more. You are Saurabh/ Surabhi. You had an opportunity of playing Hide-n-seek, with your cousins, on your visit to their small town in summer vacation. You decide to write a speech on your experiences about the joys of playing outdoor games to be delivered in morning assembly in your school. Write the speech in about 120-150 words.

DEBATE WRITING

A debate is a formal discussion or an argument on a particular matter delivered in favour of or against a subject in a disciplined, strong, convincing and refuting manner, Nature of the debate is argumentative.

Debate writing tips :

1. Choose whether you want to write for or against the motion.
2. Always try to select the side you want to support and have more information on that.
3. Support your argument with strong statements.

4. Give facts in support of your view.
5. Clear agreement or disagreement must be expressed.
6. Value points should be developed into paragraph.
7. You can use polite sarcasm.
8. Begin with “Honourable Chairperson, Judges, teacher, and my dear friends, I stand before you to express my views for / against the motion “TOPIC”.
9. Use powerful expressions like:
 - I’d like to argue
 - In my opinion
 - I fail to understand
 - May I ask?
 - I disagree with my opponent
 - Refer to your opponent’s view/views
10. Adopt argumentative style.
11. Conclusion - Suggestions and steps for improvement

Marking Scheme : Format- 1 Mark

Content-2 Marks

Expression-2 Marks

SAMPLE DEBATE

Q. You are Sheeya/Shyam of Modern Public School, Jaipur. In the modern world, it is often said that “ONLINE SMART CLASSES ARE THE FUTURE OF EDUCATION STYLE” write a debate either for or against the motion in 120-150 words.

Ans. ONLINE SMART CLASSES ARE THE FUTURE OF EDUCATION STYLE FOR THE MOTION.

Honourable Judges, Respected teachers and dear friends. I stand before you to express my views on the topic ‘online.....’ and today, I Sheeya of XI class will speak for the motion. If you are so old minded and think that computer will distract children from studies, I am really sorry because let me remind you that young generation has gone a long way with computers. When most parents think of learning from computers,

socializing websites like facebook appear before their eyes. It is the biggest cyber tragedy. There are definitely a large number of sites beyond facebook.

Unacademy, Khan academy, Byju's teaching app, the list of online teaching platforms is endless and ever growing. There are millions of students and teachers who use these websites and apps for their exam preparation. They are mostly free and it is what makes one turn away from traditional paper guides Google has already replaced the word Guru to become the greatest knowledge provider. E learning is also essential because we cut trees to make papers and books. So this is a better solution.

Rather than living the life of a consumer let's be contributors, Let's buy E-books. Instead of collecting books, let's convert our phones and computers into virtual libraries and learn. Thank you.

Against the motion

Honourable Judges, respected teachers and my dear friends. My topic for the day is "online classes are the future of education system" and I choose to speak against the motion.

Online learning or E-learning refers to learning conducted via electronic media, typically on the internet. There is no face-to-face interaction between the teacher and the student. It decreases the scope of adjusting and modifying the language according to the demand of the audience. There is lack of proper guidance and self assessment mechanism. It would also reduce employment among teachers since it involves only brain work and not physical work, they tend to get lethargic. It also leads to lack of discipline. There is no proper schedule. Excellent interactions are involved in physical learning. People tend to make friends who support them and mentors who guide them. Thus, no matter how fast technology is, physical way of learning should not be displaced. I hope all of you will agree with my views. Thank you and have a nice day.

Q.2. You are Sneh/ Snehil of Indian Public School, Arga. Write a debate on the topic ‘Old Age Homes are a necessity’ in today’s world. You can give your argument in favour or against the motion is 120-150 words.

OLD AGE HOMES ARE A NECESSITY

FAVOUR

Honorable jury members, teachers and my dear friends, A very cheerful morning to all of you. Today, I Snehil will present my views in favor of the topic ‘old age homes are a necessity’ in today’s world. Old age homes are necessary’ Parents educate their children, then the children get job and travel to different places and countries to realize their dreams Parents can’t travel to all these places because of old age and medical problems. Sometimes the climate of a place doesn’t suit them, so the children keep their parents in old age homes and are ready to pay any amount for the welfare of their parents. The parents get shelter, food, medical facility and play with the people of their own age. In the modern world, people are busy in their work and make money. Some people consider their parents as burden, others don’t have time for their parents. In both types of cases old age homes have appeared as boon for the elders. They live here and attain mental peace, they interact with those people who are going through the same situation. Children have the facilities to visit their parents, grandparents, relatives or neighbours in old age homes. So, I strongly believe that OLD AGE HOMES ARE A MUST’ for the welfare of elderly.

Thank you.

AGAINST

Honorable jury members, teachers and my dear friends a very good morning to all of you. Today I, Snehil, am here to present my views against the motion, ‘Old Age Homes are a necessity in today’s world.’ We must care for our parents at any cost. They have brought us up and sacrificed their needs in educating us and fulfilling our demands, so it should be our foremost responsibility to see that they should have no problem now. If they hadn’t spent money on us, we couldn’t have this life now.

They are the ones who never left us. So I strongly oppose the idea of leaving one’s parents in old age homes. Now, they have become old and need care. So we should come forward and see to it. Most of the persons leave their parents in old age homes to move forward in

life but I request every one not to send their parents in old age homes. My opponent has first argued that they get proper attention and medical treatment but will they get the some mental peace and emotional satisfaction which they get in their house? I bet that they will find it harder to adapt to a new lifestyle and new home. So, I request with folded hands that please don't leave your parents. Keep them with you because they need you, and you need their blessings.

Thank you,

PRACTICE QUESTIONS :

1. Some people feel that the newspapers will become a thing of the past soon due to the increasing interest for electronic media. Write a debate in 120-150 words either in favour or against the topic Electronic media. You are parth / pari
2. You are Ashish / Ashna of DAV Public School, Rohtak. You have observed that tuition centres are mushrooming at a high rate these days. Write a debate in favour or against the topic 'Tuition or coaching centers are a necessity for students' in 120-150 words
3. 'Technology makes us alone'. Write a debate in 120-150 words either for or against the motion, You are Anoobhav/ Anoobhuti of XI class.
4. Peer Pressure is harmful for teenagers.' Write a debate in 120-150 words either for or against the motion. You are Shavan/Sheeba of XI Class.
5. Fast food should be banned in school canteen. Write a debate in 120-150 words either in favour of or against the topic. You are Anjali/ Ayushman of XI Class.

GRAMMAR

SYLLABUS FOR THE SESSION

1. GAP FILLING (TENSES, CLAUSES)
2. QUESTIONS ON REORDERING/ TRANSFORMATION OF SENTENCES

TENSES

Tense denotes the time of a verb's action or its state of being, such as present (something that is happening now), past (something that happened earlier), or future (something that is going to happen)

VERB FORMS

To understand tenses, it is important to learn verb forms. Verbs change to describe the time of action by adding some suffix in their root verb forms or changing their forms. Verbs which follow the pattern of adding -ed or -d as suffixes are regular and others are irregular. There are five forms of verbs in English grammar- present(root), past, past participle, present participle and third person singular.

Here are 50 examples for you:

	V1 Present (Root)	V2 Past	V3 Past Participle	V4 Present Participle	V5 third Person Singular
1.	Act	Acted	Acted	Acting	Acts
2.	Agree	Agreed	Agreed	Agreeing	Agrees
3.	Arrive	Arrived	Arrived	Arriving	Arrives
4.	Ask	Asked	Asked	Asking	Asks
5.	Behave	Behaved	Behaved	Behaving	Behaves
6.	Become	Became	Become	Becoming	Becomes
7.	Belong	Belonged	Belonged	Belonging	Belongs
8.	Believe	Believed	Believed	Believing	Believes
9.	Call	Called	Called	Calling	Calls
10.	Cool	Cooled	Cooled	Cooling	Cools
11.	Do	Did	Done	Doing	Does
12.	Die	Died	Died	Dying	Dies
13.	Enjoy	Enjoyed	Enjoyed	Enjoying	Enjoys
14.	Explain	Explained	Explained	Explaining	Explains
15.	Fight	Fought	Fought	Fighting	Fights

16.	Flee	Fled	Fled	Fleeing	Flees
17.	Go	Went	Gone	Going	Goes
18.	Give	Gave	Given	Giving	Gives
19.	Hit	Hit	Hit	Hitting	Hits
20.	Hunt	Hunted	Hunted	Hunting	Hunts
21.	Hurt	Hurt	Hurt	Hurting	Hurts
22.	Ignore	Ignored	Ignored	Ignoring	Ignores
23.	Iron	Ironed	Ironed	Ironing	irons
24.	Justify	Justified	Justified	Justifying	Justifies
25.	Know	Knew	Known	Knowing	Knows
26.	Keep	Kept	Kept	Keeping	Keeps
27.	Kill	Killed	Killed	Killing	Kills
28.	Live	Lived	Lived	Living	Lives
29.	Look	Looked	Looked	Looking	Looks
30.	Leave	Left	Left	Leaving	Leaves
31.	Mark	Marked	Marked	Marking	Marks
32.	Marry	Married	Married	Marrying	Marries
33.	Note	Noted	Noted	Noting	Notes
34.	Obey	Obeded	Obeded	Obeying	Obeys
35.	Play	Played	Played	Playing	Plays
36.	Put	Put	Put	Putting	Puts
37.	Quit	Quit	Quit	Quitting	Quits
38.	Read	Read	Read	Reading	Reads
39.	Ring	Rang	Rung	Ringing	Rings
40.	Sit	Sat	Sat	Sitting	Sits
41.	Shoot	Shot	Shot	Shooting	Shoots
42.	Swim	Swam	Swum	Swimming	Swims
43.	Teach	Taught	Taught	Teaching	Teaches
44.	Throw	Threw	Thrown	Throwing	Throws
45.	Think	Thought	Thought	Thinking	Thinks
46.	Upset	Upset	Upset	Upsetting	Upsets
47.	View	Viewed	Viewed	Viewing	Views
48.	Wed	Wed	Wed	Wedding	Weds
49.	Yell	Yelled	Yelled	Yelling	Yells
50.	Zip	Zipped	Zipped	Ziping	Zips

TENSE CHART

TENSE	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
PAST			
INDEFINITE	I played games	I did not play games	Did I play games?
CONTINUOUS	I was playing games	I was not playing games	Was I playing games?
PERFECT	I had played games	I had not played games	Had I played games?
PERFECT CONTINUOUS	I had been playing games	I had not been playing games	Had I been playing games?
PRESENT			
INDEFINITE	I play games	I do not play games	Do I play games?
CONTINUOUS	I am playing games	I am not playing games	Am I playing games?
PERFECT	I have played games	I have not played games	Have I played games?
PERFECT CONTINUOUS	I have been playing games	I have not been playing games	Have I been playing games?
FUTURE			
INDEFINITE	I will play games	I will not play games	Will I play games?
CONTINUOUS	I will be playing games	I will not be playing games	Will I be playing games?
PERFECT	I will have played games	I will not have played games	Will I have played games?
PERFECT CONTINUOUS	I will have been playing games	I will not have been playing games	Will I have been playing games?

EXERCISE FOR PRACTICE:

Fill in the blanks with the correct form of the verb given in the brackets:

1. He is looking forward to.....the match (watch)
2. The faster you..... the sooner you get tired. (run)
3. In spite of our best efforts, we.....the contract. (not win)
4. It is time you got(marry)
5. The teacher will be angry with you if youyour homework (not do).
6. Having..... the cats, she went to work.(feed)
7. She speaks as though she..... everything.(know)
8. As I..... his address, I couldn't write to him.(not know)
9. We..... Agra in October.(visit)
10. He....so hard that he fell ill. (work)

TENSES

Fill in the blanks with the correct form of the verb given in the bracket-

1. As much as I know, all he's good at _____ making up excuses all the time. (be)
2. I'm simply _____ at your lack of authority over him. (surprise)
3. The work had _____ under extremely difficult conditions. (do)
4. They have the poor servant _____ the whole mansion twice a day. (clean)
5. _____ two months at sea, he came back healthier than ever. (spend)
6. His wife _____ him not to drink too much as he would be driving them home after the party. (beg)
7. What time does the bus..... Chandigarh? (leave)
8. Our daughter _____ a football champion. (be)
9. This is the song we _____ listening to. (be)
10. When _____ you play a game of cricket? (do)
11. I _____ for a game of cricket, yesterday. (come)
12. He _____ the piano when Mr. Saxena arrived. (play)
13. Is that the man you _____ yesterday? (meet)

14. We expected about 20 girls but there _____ more people there. (be)
15. When did you _____ Mr. Jones? (meet)
16. This poem _____ by me when I was seven years old. (write)
17. English is _____ in many countries. (speak)
18. Did you _____ the poem yesterday? (recite)
19. By the time we _____ (arrive) at the station, the train _____ (leave) yesterday.
20. If it _____ (rain) tomorrow, we _____ the picnic. (cancel)

CLAUSES

A clause is a group of words that includes a subject and a verb, and forms a sentence or part of a sentence. It does not have an independent existence. In other words, a clause is a single sentence within a larger sentence, made of two or more than two clauses which are joined by suitable conjunctions.

TYPES OF CLAUSES

1. Principal or main clause: It is also known as independent clause. It does not depend on any other part of the sentence for its meaning.

Examples :

I love my country where I was born.

It is certain that I will support you.

2. Coordinate clause : It is found in a sentence with two or more clauses. It is equally independent like the Principal clause and is joined by co-ordinate conjunctions like and, however, but, so, or, therefore, for, yet, still, now, otherwise, either... or, neither... nor, not only... but also, etc...

Examples :

I know him and I like him.

Work hard else you will fail.

3. Subordinate clause: A Subordinate clause is dependent on the Principal clause.

This is the book which she gave me.

I shall wait here till you return home.

Sentences may be classified into three types according to the number of clauses:

1. A Simple sentence: It has only one clause i.e. one subject and one predicate. The boys are playing cricket.
2. A Compound sentence: It has two or more main clauses joined together by coordinating conjunctions.
She ran fast and won the race.
3. A Complex sentence: A Complex sentence has one main clause and one or more subordinate clauses.

Example :

I know the lady who wrote this book.

TYPES OF SUBORDINATE CLAUSE

Noun Clause: It works as a noun at the place of subject or object. It begins with conjunctions like that, how, what, whatever, when, where, whether, which, whichever, who, whoever, whom, whomever and why.

An adjective clause:It works as an adjective in a sentence and modifies/gives details about nouns or pronouns. It starts with conjunctions like that, which, whichever, who, whoever, whom, whomever, whose.

Adverb Clause: It works as an adverb in a sentence and modifies a verb or an adjective clause. It uses conjunctions like-

Time - whenever, when, until, since, as, while, after, before, as soon as, by the time.

Cause and effect-so, so that, as, because, since, as long as, now, that.

Contrast - though, although, while, even, whereas.

Condition - whether or not, if, unless, only if, providing or provided that, in case, even if.

EXERCISE FOR PRACTICE:

Fill in the blanks:

- i. The driver called me _____ I left my bag in the cab.
- ii. I met a boy _____ helped me.
- iii. The teacher asked a question _____ was easy to answer.
- iv. He takes medicine _____ he suffers from fever.
- v. _____ the rain stopped, we started our journey.
- vi. _____ she wore to the party turned some heads.
- vii. _____ you learn will help you in the future.
- viii. Please ask mom _____ we're having for dinner.
- ix. Choose a gift for _____ you want.
- x. I wonder _____ long we should wait here.

EXERCISE FOR PRACTICE:

Fill in the blanks using the most appropriate option:

- i. He wore a shirt..... looks nice. (who/what/which/where)
- ii. Rohan visited the office..... his mother works. (who/what/which/where)
- iii. The university..... my brother reads is in Canada. (who/what/which/where)
- iv. It was 10 p.m..... the thief entered the house. (where/when/whose/which)
- v. An educated man is one.....expression is educated. (where/when/whose/which)
- vi. air conditioner do you find the most effective? (where/when/whose/which)
- vii. The girl..... is wearing the red dress is my sister. (who/what/which/where)
- viii. He bought a new motorcycle.....is black in colour. (who/what/which/where)
- ix. I was very happy..... I won a prize. (where/when/whose/which)
- x. I didn't know..... train to board so I went to the clerk. (where/when/whose/which)

SOLUTIONS

- | | |
|------------|-------------|
| i. which | ii. where |
| iii. where | iv. when |
| v. whose | vi. which |
| vii. who | viii. which |
| ix. when | x. which |

EXERCISE FOR PRACTICE:

Fill in the blanks:

- i. If he.....me what was wrong, I could help him. (tell)
- ii. I..... the book which you gave me yesterday. (lose)
- iii. If you hadn't watered the flowers they.....(die)
- iv. He is so weak that he..... on his feet. (not stand)
- v. You must run fast or you..... the train. (miss)
- vi. She is the girl who..... the painting. (make)
- vii. The newspaper will tell us tomorrow what.....in the world today. (happen)
- viii. I shall not go to his house unless he..... me. (invite)
- ix. The police..... the thief who broke in last night. (catch)
- x. He thanked me for what I.....(do)

TRANSFORMATION OF SENTENCES

Transformation is a process of changing the form of a sentence without changing its basic meaning. It enables a person to express the same thing in a different way without affecting the meaning.

(i) From Simple to Complex :

By removing *too* and *to*

The man is *too* poor *to* pay his bills. (Simple sentence)

The man is *so* poor *that* he *can not* pay his bills. (complex sentence)

Shyam is *too* honest *to* cheat. (Simple sentence)

Shyam is *so* honest that he *can not* cheat. (complex sentence)

Points to remember:

- *too* is replaced by *so/such*
- Infinitive is changed into 'that + Negative adverb clause of result.

Shyam is **too** honest **to** cheat

So + that he cannot

Shyam is so honest that he cannot cheat.

By removing **enough** and **to**

Look at the example given below:

He is tall **enough to** touch the fan.

So that he can

He is so tall that he can touch the fan.

(ii) From Simple to Complex :

(ii) Transformation from comparative to superlative degree:

1. Babu is faster than any other boy in the class.
Babu is the fastest boy in the the class.
2. Gold is more expensive than any other metal.
Gold is most expensive metal.

Points to remember:

- Any other/no other is left out.

- The comparative form is changed into superlative form.
- ‘Than’ is removed, ‘the’ is added before superlative degree.

(iii) Transformation from Positive to Superlative.

1. No other poet is as great as Kalidas.

Kalidas is the greatest poet.

2. No other metal is as costly as gold.

Gold is the costliest metal.

- No other/any other is left out
- As as/ So as is changed into superlative degree of adjectives.

(iv) Interrogative to Assertive—

- (a) Interrogative to Assertive—

1. Does man live by water alone?

Man does not live by water alone.

2. Who can deny the fact?

No one can deny the fact.

- An affirmative question becomes a negative statement.
- A negative question becomes a positive statement.

(v) Affirmative to Negative (–)

1. As soon as the students saw the teacher, they rushed to their class.

No sooner did the students see the teacher, than they rushed to their class.

2. He is a fast runner.

He is not a slow runner.

- Affirmative word is removed.
- Opposite of the key word is used.
- Change in key words—

Affirmative

A few

As soon as

Always

All

Everybody

Everyone

Negative

Not many

No sooner – than

Never

None

Nobody

None

(vi) Transformation of Statement to Exclamatory sentence :**Examples:**

1. It is a very pleasant weather. (statement)

What a pleasant weather it is ! (exclamatory)

2. It is nice of you to help me. (statement)

How nice of you to help me ! (exclamatory)

- ‘Very’ is left out in exclamatory sentences.
- ‘Full stop’ is replaced by mark of exclamation.
- ‘What/how’ is placed in the beginning of sentence. (What is used with a Noun, where as ‘How’ is used with an Adjective.)
- The words of exclamation like ‘oh’, ‘Ah’, ‘Alas’, ‘Hurray’, etc. are used to express the emotions.

(vii) Transformation from simple to complex:

By expanding a word or a phrase into a noun clause—

Examples:

1. I heard the news of his arrival.

I heard the news that he had arrived.

2. The news of his death made everyone sad.

The news that he had died made everyone sad.

By expanding a word or phrase into an Adjective clause.

1. An honest man needs no evidence.

A man who is honest needs no evidence.

2. The lady in the red dress was very smart.

The lady who was in the red dress was very smart.

TRANSFORMATION OF SENTENCES

FROM ACTIVE TO PASSIVE VOICE

Read these sentences carefully:

1. (a) The young people **watch** the IPL series in the stadium.
(b) The IPL series **is watched by** the young people in the stadium.
2. (a) The policeman **has arrested** the thief.
(b) The thief **has been arrested by** the policeman.
3. (a) My mother **purchased** a new car.
(b) A new car **was purchased by** my mother.
4. (a) The engineers **will complete** the project soon.
(b) The project **will be completed by** the engineers soon.

In the examples given above 1a, 2a, 3a, 4a, are examples of ACTIVE VOICE and 1b, 2b, 3b, 4b are examples of passive voice.

How to Change ACTIVE VOICE into PASSIVE VOICE

We can change a sentence from Active into Passive only if the sentence has a TRANSITIVE verb that is a verb that takes an OBJECT after it.

Step 1 – The object of the verb becomes subject.

Step 2 – The subject becomes object (Agent)

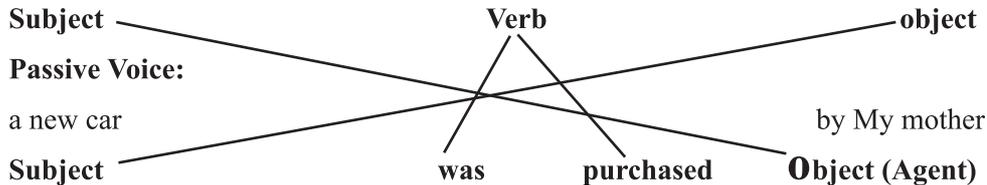
Step 3 – The main verb is changed into PAST PARTICIPLE (The third form of the verb and an appropriate form of the helping verb according to Tense in the Active Voice).

Step 4 – By is added before the object (Agent)

Step 5 – The Modals also change into Modals +Be + third form of the Verb.

Active Voice:

My mother purchased a new car.



Step 6 – The Pronoun in the SUBJECT changes its form in OBJECT form. For example:

SUBJECT Position	SUBJECT Position
I	Me
He	Him
She	Her
They	Them
We	Us

TRANSFORMATION OF SENTENCES (SOLVED)

Direction: Transform the following sentences into Passive Voice.

Q1. We should not encourage indiscipline.

Answer: Indiscipline should not be encouraged by us.

Q2. We will not admit children under ten.

Answer: Children under ten will not be admitted by us.

Q3. We must listen to our teachers.

Answer: Our teachers must be listened to by us.

Q4. The Mother looked after the boy

Answer: The boy was looked after by the mother.

Q5. He taught me how to read Persian.

Answer: I was taught how to read Persian by him.

Direction: Transform the following sentences into Active voice.

Q6. She was sent an invitation by them.

Answer : They sent her an invitation.

Q7. You will be served lunch on the plane by the cabin crew.

Answer: The cabin crew will serve lunch to you on the plane.

Q8. He was fined Rs. 1000 by the police, for reckless driving.

Answer: The police fined him Rs. 1000 for reckless driving.

Q9. You will be told your results next week by the school.

Answer: The school will tell you your result next week.

Q10. Rashi was scolded by the teacher for not completing her assignment

Answer: The teacher scolded Rashi for not completing her assignment.

Direction: Transform the following sentences into Interrogative sentences.

Q11. He has been living in Meerut since 2006

Answer: Has he been living in Meerut since 2006?

Q12. Everyone knows Tendulkar.

Answer: Who does not know Tendulkar?

Direction: Convert the following sentences into Complex sentences.

Q13. With your permission, I will go away.

Answer: If you permit me, I will go away.

Q14. The guilt of your brother is now clear.

Answer: That your brother is guilty is now clear.

Exercise for Practice (Solved)

Direction: Transform the following sentences into Complex sentences.

Q1. Work hard and you will succeed.

Answer : You will succeed if you work hard.

Q2. Everyone knows that the earth is round.

Answer: It is known to everyone that the Earth is round.

Q3. Correctly change into positive sentence?

Rajdhani Express is the fastest train.

Answer: There is no other train as fast as Rajdhani Express.

Or

No other train is as fast as Rajdhani Express.

Q4. Transform the given sentence into complex:

This tea is too hot for me to drink.

Answer: This tea is so hot that I cannot drink it.

Q5. Transform the given sentence into compound:

Coming to me, Anita delivered the letter.

Answer : Anita came to me and delivered the letter.

Q6. Transform the given sentence into complex.

Buy one shirt and get one free.

Answer : If you buy one shirt, you get one free

ACTIVE PASSIVE VOICE

EXERCISE FOR PRACTICE

Transform into Passive Voice:

1. The committee will review the new policy next week.
2. The researchers are developing a new vaccine for the virus.
3. The chef prepares the meal with great care and attention to detail.
4. The artist will exhibit her latest paintings in the gallery.
5. They delivered the package to the wrong address.

Transform into Active Voice:

1. The results have been announced by the officials.
2. The ancient ruins were discovered by the archaeologists during the expedition.
3. The project had been delayed by unexpected technical issues.
4. The proposal has been submitted by the marketing team.
5. The new software update was released by the company last month.

Answers:

Transform into Passive Voice:

1. The new policy will be reviewed by the committee next week.
2. A new vaccine for the virus is being developed by the researchers.
3. The meal is prepared with great care and attention to detail by the chef.
4. Her latest paintings will be exhibited in the gallery by the artist.
5. The package was delivered to the wrong address.

Transform into Active Voice:

1. The officials have announced the results.
2. The archaeologists discovered the ancient ruins during the expedition.
3. Unexpected technical issues had delayed the project.
4. The marketing team has submitted the proposal.
5. The company released the new software update last month.

REORDERING OF SENTENCES

Unjumbling of words into sentences or rearranging/reordering of sentences is the process of changing the order and position of words or parts of a sentence to form a complete sentence which is meaningful. It is important to learn the sentence structure of English grammar.

TIPS & TECHNIQUES

1. **First Step:** Find the verb and see if it is singular or plural.
2. **Second Step:** Find the subject and see if it is singular or plural.
3. **Third Step:** If the subject is singular, then take the singular verb; if the subject is plural, then take the plural verb.
 - * Remember, the subject of a sentence must be a noun/pronoun/noun phrase (groups of words with a noun).
 - * If there is no subject, it might be an imperative sentence that starts with a main verb.
 - * If the verb is in the third form and there is a “by” among the words, the sentence can be in passive voice.
 - * If there is an auxiliary verb as well as main verb, then the auxiliary verb should be followed by a main verb.

ILLUSTRATION:

- i. passed/the/Ram/test.
Ram passed the test.
 - ii. they/old/locked/house/the.
They locked the old house.
 - iii. was/the/them/house/broken/restored/by.
The broken house was restored by them. (Noun phrase -The broken house)
 - iv. the/call/manager/soon.
Call the manager soon. (Imperative sentence)
4. **Fourth Step:** Find the object of the sentence.
 - * Remember, the object of a sentence must be a noun/pronoun/noun phrase (groups of words with a noun).

ILLUSTRATION:

- i. errors/have/the/they/solved.

They have solved the errors.

5. **Fifth Step:** Search for articles and adjectives. If there is an article then it will come before a noun. If there is an adjective, it will also appear before a noun.

If there is an article as well as an adjective, then the structure will be - article+adjective +noun.

ILLUSTRATION:

- i. water/have/a/need/l/glass/of.

I need a glass of water. (Article ‘a’ before the noun ‘glass’)

- ii. an/are/we/for/apartment/looking.

We are looking for an apartment. (Article ‘an’ before the noun ‘apartment’)

- iii. market/Tesla/excellent/ an/has/global

Tesla has an excellent global market. (Article+adjective+noun)

6. **Sixth Step:** Find the adverb. If there is an adverb, it can come at the beginning/middle/end of a sentence. Adverbs ending in -ly are easily recognised.

ILLUSTRATION:

Her outfit showcased her personality delightfully.

She answered all the questions truthfully.

- i. actually/l/busy/actually/am/very.

Actually, I am very busy (Beginning)

- ii. fairly/has/me/always/he/treated.

He has always treated me fairly. (Ending)

- iii. disciplined/the/firmly/teacher/the/students

The teacher firmly disciplined the students. (Middle)

7. **Seventh Step:** Find the preposition. It comes before a noun or a pronoun and may show place, direction, time, manner, cause, amount or number.

ILLUSTRATION:

- i. The/is/book/table/on/the.
The book is on the table. ('on' is a preposition that shows place)
- ii. went/to/the/field/they.
They went to the field. ('to' is a preposition that shows direction)
- iii. on/Rikta/Saturday/came.
Rikta came on Saturday. ('on' is a preposition that shows time)
- iv. He/by/to/goes/school/bus.
He goes to school by bus. ('by' is a preposition that shows manner)

SENTENCE STRUCTURE

No 1. Affirmative Sentence: s + v + o.

- i. Coffee/i/like
I like coffee.

No 2. Negative Sentence: s + v + not + o.

- i. coffee/I/not/do/like
I do not like coffee.

No 3. Interrogative Sentence: Auxillary verb + s + v (base) + o? or begin with wh-

- i. a/are/writing/you/letter/?
Are you writing a letter?

No 4. Exclamatory Sentence: How/what +adj+ s +v+! OR Alas!/Hurrah!+s+v+o.

- i. bird/beautiful/how/is/the/
How beautiful the bird is!
- ii. have/game/the/we/Hurrah/won/
Hurrah! we have won the game.

SOLVED EXERCISE (REORDERING OF SENTENCES)

Reorder the words or phrases given below to make meaningful sentences:

- A1.** is/fragrance/sandalwood/and/for/medicinal/properties/valued/its
- (a) for its fragrance and medicinal properties sandalwood is valued.
 - (b) Sandalwood is valued for its fragrance and medicinal properties.
 - (c) Sandalwood is valued for its medicinal and fragrance properties.
 - (d) Its medicinal properties and fragrance for sandalwood is valued.
- 2.** Sandalwood/world/most/cited/one/woods/the/as/often/is/of/expensive/in/the
- (a) Sandalwood is often cited as one of the most expensive woods in the world.
 - (b) As in the world often one of the most cited expensive woods is sandalwood.
 - (c) As one of the most cited expensive woods in the world often is sandalwood.
 - (d) Sandalwood in the world is often cited as most one of the expensive wood.
- B1.** Hunting/one/boy/for/a/winter/went/morning
- (a) One boy went for hunting a winter morning
 - (b) One winter morning a boy went for hunting.
 - (c) For hunting, one boy went a winter morning.
 - (d) A winter morning one boy for hunting went.
- 2.** Snow/way/he/home/back/the/made/his/through
- (a) He made his way back home through the snow.
 - (b) His way back home through the snow he made.
 - (c) Through the snow his way back home he made.
 - (d) Back home he made his way through the snow.
- c1.** Enthusiasm/celebrated/great/with/the/school/sports day/our
- (a) Our school celebrated with the great enthusiasm sports day.
 - (b) Our school celebrated the sports day with great enthusiasm.
 - (c) The sports day with great enthusiasm our school celebrated.
 - (d) The school celebrated with great enthusiasm our sport day.

2. Function/arrangement/the/for/advance/made/in/many/were/days
- (a) Arrangements for the function many days in advance were made.
 - (b) For the function arrangements were made many days in advance.
 - (c) Arrangement for the function were made many days in advance.
 - (d) Many days in advance arrangements for the function were made.
- D1.** Value/television/a/educative/in/to/addition/has/great/entertainment
- (a) In addition to entertainment television has a great educative value.
 - (b) A great educative value television has in addition to entertainment.
 - (c) Entertainment television has a great educative value in addition to.
 - (d) Television has a great entertainment value in addition to educative.
2. Effective/lessons/the/taught/prove/through/television/very
- (a) Very effective lessons prove very effective through the television.
 - (b) The lessons taught through television prove very effective.
 - (c) The lessons prove very effective taught through television.
 - (d) Through television the lessons taught prove very effective.
- E1.** The/on/forests/the/industry/oil/depends
- (a) The forests industry depends on the oil.
 - (b) The oil depends on the forests industry.
 - (c) The forests depends on the oil industry
 - (d) The oil industry depends on the forests.
2. Do/get/the/forests/from/what/we/products
- (a) Do we get products what from the forest?
 - (b) What products do we get from the forests?
 - (c) Do the forests products what we get from?
 - (d) What do we products get from the forest?
- F1.** Waste/incorrectly/consists/of/have been/litter/that/discarded/products.
- (a) Litter consists of waste products that have been discarded incorrectly.
-

- (b) Litter waste products that have been consists of discarded incorrectly.
- (c) Waste products that have been consists of litter discarded incorrectly.
- (d) Litter have been discarded incorrectly that consists of waste products.
- 2.** Place/around/don't littering/filthy/by/make/the
- (a) By littering around don't make the filthy place.
- (b) The place make filthy by don't littering around.
- (c) The place don't' make filthy by littering around.
- (d) Don't make the place filthy by littering around.
- G1.** the/sparrow/from/city/it/disappeared/house/has/seems/common/the/that
- (a) It seems that the sparrow has disappeared from the common city house.
- (b) That the sparrow has disappeared from the city house it seems common.
- (c) It seems that the common house sparrow has disappeared from the city
- (d) It seems common that the city sparrow has disappeared from the house.
- 2.** Factors/and/pollution/herbs/native/important/the/responsible/are/loss/shows/of/and
- (a) The important factors responsible are pollution and loss of native herbs and shrubs.
- (b) The important factors responsible are loss of pollution and native herbs and shrubs.
- (c) Loss of pollution and native herbs and shrubs are the important factors responsible.
- (d) The factors responsible are important pollution and loss of native herbs and shrubs.
- H1.** Has a/range/Hyde park/wide/of/facilities
- (a) Wide facilities has a range of Hyde part.
- (b) Hyde park has a range of wide facilities.
- (c) Hyde park has a wide range of facilities.
- (d) Wide Hyde park has a range of facilities.

2. Lake/is/for/the/popular/boating/and swimming
- (a) The lake is popular for boating and swimming.
 - (b) Swimming and boating is popular for the lake.
 - (c) Boating is popular and swimming for the lake.
 - (d) Boating and swimming is popular for the lake.

ANSWER

- A.** 1.(b) Sandalwood is valued for its fragrance and medicinal properties.
2. (a) Sandalwood is often cited as one of the most expensive woods in the world.
- B.** 1. (b) One winter morning, a boy went for hunting.
2. (a) He made his way back home through the snow.
- C.** 1. (b) Our school celebrated the sports day with great enthusiasm.
2. (c) Arrangements for the function were made many days in advance.
- D.** 1. (a) In addition to entertainment, television has a great educative value.
2. (b) The lessons taught through television prove very effective.
- E.** 1. (d) The oil industry depends on the forest.
2. (b) What products do we get from the forests?
- F.** 1. (a) Litter consists of waste products that have been discarded incorrectly.
2. (b) Don't make the place filthy by littering around.
- G.** 1. (c) It seems that the common house sparrow has disappeared from the city
2. (a) The important factors responsible are pollution and loss of native herbs and shrubs.
- H.** 1. (c) Hyde park has a wide range of facilities.
2. (a) The lake is popular for boating and swimming.

INTEGRATED GRAMMAR EXERCISE FOR PRACTICE

(UNSOLVED)

Q. Transform the following sentences as directed.

(Change the voice for 1 to 4)

1. They are counting the votes.
2. Open the door.
3. Why did your brother write such a letter?
4. They are organizing an excursion.
5. That India stands for peace is a well-known fact. (Begin with 'it')
6. Something is wrong with him. (Begin with 'there')
7. There was nothing in the box. (use 'hardly')
8. He began to read the lesson. (use gerund instead of the infinitive)
9. I will not help you in future. (use 'going to')
10. The mother asked her daughter to tidy her room and *she tidied her room* (Rewrite the sentence *avoiding the repetition of the underlined clause*)
11. Trees were planted along road sides. This made the surroundings look greener. (combine the sentence)
12. Economics are really a very tough subject. (correct the sentence)
13. Iron is the most useful of all metals. (change into comparative and positive degree)
14. I am so tired that I cannot walk. (combine using 'too')
15. I prayed that he might recover. (change into simple sentence)
16. This book is very easy. They can read it (use 'enough')
17. Are there a lot of boys? Can they form a good cricket team? (Use 'enough')
18. "Do you find any difficulty in solving this problem, students?" asked the teacher. (Reported speech)

INTEGRATED GRAMMAR EXERCISE:

Q1 A Fill in the blanks by choosing the most appropriate form of the verb:

1. The cake _____ by her yesterday.
a. baked b. bakes c. was baked d. baking
2. This is the park _____ we used to play as children.
a. who b. where c. which d. whom
3. Where _____ your brother go last night?
a. had b. did c. was d. were

Q1 B Do as directed: (Attempt any four):

1. Rearrange the following words/phrases to make a meaningful sentence:
• books/she/many/has/library/in/personal/her
2. Rearrange the following words/phrases to make a meaningful sentence:
• every/goes/the/to/she/library/day
3. Rearrange the following words/phrases to make a meaningful sentence:
• quickly/finished/homework/his/he
4. Transform the sentence using active voice:
• The project was completed by the students.
5. Transform the sentence using too...to:
• The box is so big that it cannot fit in the car.

Internal Assessment

ALS

Assessment of Listening and Speaking Skills

Total Marks : 20

Guidelines for internal Assessment Classes XI-XII

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.

Classes XI-XII Total Marks : 20

Assessment of listening and speaking skills : 5+5=10 Marks

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 accuracy and vocabulary).

A suggestive rubric is given below :-

	1	2	3	4	5
Interaction	<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 developed • Takes turn but needs little prompting 	<ul style="list-style-type: none"> • Initiates and logically develops simple conversation on familiar topics • Takes turns appropriately

Fluency & Coherence	<ul style="list-style-type: none"> Noticeably/ long pauses; rate of Speech is slow Frequent repetition and/or self- correction this is all right in informal conversation Links only basic sentences; breakdown of coherence evident 	<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 	<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 developed, but usually not logically concluded 	<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 developed to merit 	<ul style="list-style-type: none"> Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently
Pronunciation	<ul style="list-style-type: none"> Frequent inaccurate pronunciation 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. 	<ul style="list-style-type: none"> Mostly correct pronunciation & clear articulation Is clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> Pronounces correctly & articulate clearly Is always comprehensible; uses appropriate intonation
Vocabulary & Grammar	<ul style="list-style-type: none"> Demonstrates almost no flexibility, and mostly struggles for appropriate words Many Grammatical errors impacting communication 	<ul style="list-style-type: none"> Is able to communicate on some of the topics, with limited vocabulary. Frequent errors, but self corrects 	<ul style="list-style-type: none"> Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors. 	<ul style="list-style-type: none"> Is able to communicate on most of the topics, with appropriate vocabulary. Minor errors that do not hamper communication 	<ul style="list-style-type: none"> Is able to communicate on most of the topics, using a wide range of appropriate vocabulary. Using new words and expressions no grammatical errors

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

Project Work + Viva-Voce : 10 Marks

Out of ten marks 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 time line given in these guidelines for the planning, preparation and viva-voce of ALS based projects.
- The final assessment of the skills is to 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 in 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 students then conduct interview 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 students will then write an essay/ write up / report etc. up to 1000 words on their research and submit it. They will then take a viva on the research project. The project can be done individually or in pairs/ groups.
- b.** Students 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 chatting 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. Students 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 criteria you make 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 **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:

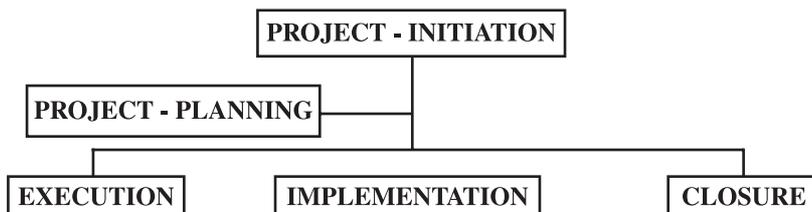
- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of Completion under the guidance of the teacher.
- Student Action plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires 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 resources/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 Step 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 are shared with all stakeholders. • Students choose a project, select team members and develop project-plan. • Group meets 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.
	<ul style="list-style-type: none"> • 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 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.

SAMPLE RUBRIC FOR ALS PROJECT WORK

(FOR THEATRE (one word)/ROLE PLAY/ ORAL PRESENTATION/INTERVIEW/PODCAST)

CATEGORY	1	2	3	4	5
TIME LIMIT	Presentation is less than or more than 5 minutes long	Presentation exceeded or less than specified time limit by 4 to 5 minutes	Presentation exceeded or less than specified time limit by 3 to 4 minutes	Presentation exceeded or less than specified time limit by 2 to 3 minutes	Student/ group adhered to the given time limit
CONTENT/SCRIPT/ QUESTIONNAIRE	Script is not related to topic or issue	Well written script/ content shows little understanding of parts of topic	Well written script/ content shows good understanding of parts of topic	Well written script/ content shows a good understanding of subject topic	Well written script/ content shows full understanding of subject topic
CREATIVITY	No props/ costumes/ stage presentation lacklustre	Some work done, average stage set- up and costumes	Well organized presentation, could have improved	Logical use of props .reasonable work done, creative	Suitable props / honest effort seen/ considerable work done creative and relevant costumes
PREPAREDNESS	Student /group seems to be unprepared	Some preparedness visible, but rehearsal is lacking	Somewhat prepared, rehearsal is lacking	Good preparedness ,but need better rehearsal	Complete preparedness! rehearsed presentation
CLARITY OF SPEECH	Lack of clarity in presentation many words mispronounced	Speaks clearly, some words are mispronounced	Speaks clearly 90% of the time/ a few mispronounced words	Speaks clearly and distinctly 95% of time/ few mispronounced words	Speaks clearly distinctly 95% of time/ fluency in pronunciation
USE OF PROPS (Theatre/Role Play)	Only 1/no relevant props used	1 to 2 relevant props used	2 to 3 relevant props used	3 to 4 relevant props used	4 to 5 relevant props used
EXPRESSION/ BODY LANGUAGE	Very little use of facial expressions/ body language, does not generate much interest	Little Use of facial expressions and body language	Facial expressions and body language are used to try to generate some enthusiasm	Facial expression and body language sometimes generate strong enthusiasm with the topic	Facial expression and body language generate strong enthusiasm with the topic
PROTFOLIO- PRESENTATION	Inadequate & unimpressive	Somewhat suitable convincing	Adequate & relevant	Interesting, enjoyable relevant	Brilliant, creative & exceptional

CBSE objectives enlisted in the curriculum document for Secondary and Senior Secondary classes

Teaching and Testing Objectives

Listening:

By the end of the course, students should be able to:

1. adopt different strategies according to the purpose of listening (eg. For pleasure, for general interest, for specific information).
2. use linguistic and non-linguistic features of the context as clues for understanding and interpreting what is heard (eg. cohesion devices, key words, intonation, gesture, background noises).
3. listen to a talk or conversation and understand the topic and main points.
4. listen for information required for a specific purpose, eg. in radio broadcasts, commentaries, airport announcements.
5. distinguish main points from supporting details, and relevant from irrelevant information.
6. understand and interpret messages conveyed in person or by telephone.
7. understand and respond appropriately to directive language, eg. Instructions, advice, requests and warnings.
8. understand and interpret spontaneous spoken discourse in familiar social situations.

Speaking:

By the end of the course, students should be able to:

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns.
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions).
3. narrate incidents and events, real or imaginary, in a logical sequence.
4. present oral reports or summaries and make announcements clearly and confidently.
5. express and argue a point of view clearly and effectively.
6. take an active part in group discussions, showing an ability to express agreement or disagreement, to summarize ideas, to elicit the views of others, and to present own ideas.
7. express and respond to personal feelings, opinions and attitudes.
8. convey messages effectively in person or by telephone.
9. frame question so as to elicit the views of others, and respond appropriately to questions.
10. participate in spontaneous spoken discourse in familiar social situations.

ESTIMATED AVERAGE ENGLISH LANGUAGE PROFICIENCY LEVELS

CEFR levels CEFR global descriptors (source : www.teemeurope.eu/documents/CEFR.DOC)

N/A	Not applicable because no English used.
Lower than A1	His/her language level does not meet the descriptor for A1 below.
A1	‘Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.’
A2	‘Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.’
B1	‘Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences, events, dreams, hopes and ambitions and briefly give reasons/ explanations for opinions and plans.’
B2	‘Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.’
C1	‘Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.’

PROJECT PORTFOLIO

SHEET 1- Cover page with title, school details, details of students

SHEET 2- Statement of purpose/Objective/Goal

SHEET 4- Certificate of Completion under the guidance of the teacher.

Sheet 4- ACTION PLAN

3-4 lines about the project.

Research tools and methodology.

Supporting Material-AV Aids/ PPT

Sheet 5- INTRODUCTION OF THE PROJECT.

Sheet 6- BODY OF THE PROJECT

Supporting Material

Questionnaire

Case study

Assignments

Survey Report

Transcripts

Articles

Interview

Sheet7-REPORT

800-1000 words essay/script/report

Sheet 8-STUDENT/GROUP REFLECTION

100-150 words paragraph about the experience and learning outcomes

Sheet 9- PHOTOGRAPHS

SHEET 10. LIST OF RESOURCES/ BIBLIOGRAPHY

Assessment of Speaking and Listening Skills

Class-XI

Listening Test (Audio Script I)

Time: 1 hour

Max Marks: 20

TASK 1

You will hear five short extracts in which people talk about the movies they enjoy. Read the statements below, then listen to the extracts and match each statement A to G to each speaker 1 to 5. There are two statements you do not need. You will hear the recording twice.

Speaker 1

I have always loved watching movies but this new job hasn't left me with much time for leisure. I am a great fan of Hollywood romantic comedies. Most of them are family films and my teenage kids enjoy them as well. I love the light-hearted humour and fairy tale endings with the 'happily ever-after' theme. I also love movies screened at the international film festivals. I feel that they are a great insight into various cultures.

Speaker 2

I think science fiction movies really rock! My friends and I eagerly wait for the next part of the movie and spend our pocket money on T-shirts and other products connected to these movies. We even have discussions about the plot and actors. The only other kinds of movies we thoroughly enjoy are the action-fantasy films with magical creatures, fairies, wizards and witches! There is something exciting about watching them set out on adventurous journeys. Some of these movies are also based on our favourite books.

Speaker 3

I'm an Amitabh Bachchan fan and I enjoy all the movies that he's starred in. I used to enjoy his movies as a school girl and now that I'm in college I can't help admiring his acting skills even more. His movies promise something different and have a great balance of drama, comedy and action. I also find movies on social issues, patriotism and lives of great people quite inspiring and there's always an encouraging message in there somewhere.

Speaker 4

I'm 70 and my favourite recreation is watching the musicals from the 60s. Such movies take me back to my days of youth and I can't help smiling. My grandchildren are too young to understand the movies but they dance around me to the foot-tapping beats and sometimes even try and match the dance steps of the actors. When I'm on my own I prefer to watch

political and biographical documentaries. They keep me engaged and I can share new information with my laughter club friends.

Speaker 5

I enjoy Tamil movies in which the hero is one of my favourite actors and can fight 20 villains at a time. For me, a movie has to have songs and dances with bright costumes. I love it when such movies are shot in foreign locations because I feel transported to these foreign lands. After a hard day's work at the factory, such movies help me relax and forget my troubles. I also like watching Hollywood mystery movies on T.V. when they are dubbed in my mother-tongue.

TASK 2

You will hear an interview with Dr. Deepak Chopra, a famous career counsellor, on the things to keep in mind while choosing a career. Read the sentences below, then listen to the conversation and choose A, B or C for each sentence. You will hear the recording twice.

Interviewer: Good morning doctor! So what according to you is a good age to think about a career?

Dr. Deepak: Good Morning. Well I think there is no better time to begin thinking about careers than the early teen years. As teens enter high school, they will be faced with choices in which classes they take. The classes they take in high school affect the choices they have when applying for college, which affects which careers they can embark upon.

Interviewer: Okay that's news and how do we encourage them?

Dr. Deepak: I would suggest you ask these questions. First, asking "Who am I?" helps a teen explore their likes and dislikes. Secondly, "How do I want to live my life?" helps them determine lifestyle issues. For example, helping others may be more of a priority than financial success. Being free to travel may be more important than being rooted in an office. Thirdly, asking "What do I have to give?" helps a teen examine their unique set of skills and interests.

Interviewer: They sound like good questions. But what about exploring interests and aptitudes? How can they do that?

Dr. Deepak: Comparing subjects a teen enjoys with those he/she doesn't can be a good guide to exploring career paths. In fact students should delve deeper and study the various ingredients of subjects. For example, a teen may be bored by the dates or political aspects of history,

but completely fascinated by the personalities behind those events, leading to careers from psychology to journalism.

Interviewer: What's the importance of skills?

Dr. Deepak: It is very important while choosing a career to figure out what your skills are. There are a number of online tests you can take to take stock of your skills. If you do not like children, for instance, teaching and child care are not good careers for you. If you are extremely good at mathematics, a career in the sciences or in finance could be an excellent choice.

Interviewer: Even after taking the skill tests, some people are not realistic in their choices.

Dr. Deepak: Coming to terms with what you want to do with what you're prepared to do is a major factor in weeding out inappropriate career choices. Parents should be realistic too by considering their children's interests and aptitudes before trying to push one career path over another. Some careers may seem attractive while in high school. But actually making a living as a painter or a writer is easier said than done. For such difficult careers, having a back-up plan is a good idea.

Interviewer: After finding out their interest and identifying their skill set, what should the teens do then?

Dr. Deepak: Once a teen begins to favour a career path, volunteering can give her a taste for that career while giving her valuable hands-on experience. Researching careers online and talking to people who work in that field can also help a young teen in making the transition towards adulthood. School guidance teachers are also a valuable resource for exploring careers, as are career aptitude tests offered by high schools and colleges.

TASK 3

You will hear a short speech by the first Iranian woman private space explorer on how the journey to space changed her worldview. Read the questions below, then listen to the extract and choose FOUR of the options A to G which are correct. You will hear the recording twice.

Hello all! My name is Anousheh Ansari and I feel great satisfaction and pride in being the first Iranian woman private space explorer and the first astronaut to visit space. I'm happy to be in India and I would like to share my thoughts with you all.

You see, I fell in love with the stars when I was a young girl growing up in the Iranian city of Mashhad, where I would sleep out in the open during summer, gaze at the stars and imagine the mysterious worlds up there. I always felt the answers to some of our problems would be somewhere up there in space.

My husband, I and my brother-in-law sold our technology firm in a multi-million dollar deal. This gave us \$10 million to create the set up for my private space travel. I trained in

Moscow for about a year before the launch in 2006 when I blasted off into space from the Russian spacecraft Soyuz.

I don't have words to explain my sentiments. Perhaps I can compare it to the pilgrimages that people undertake to their respective places of worship. Up there from space, all I could see was a beautiful blue planet, home for each one of us. I did not see any borders or markers that differentiate people on the basis of race or colour. It was the trip of my life. Seeing a big blue ball in the vast dark ocean of space changed me. It made me realise that we are all but a tiny part of something grand. I felt humbled by that experience.

I hope my experience inspires everyone - especially young girls - to pursue their dreams and not give up. I believe that every woman can realise her dream if she nurtures it and grabs any opportunity that comes her way. All the best. Thank You.

TASK 4

You will listen to two students, a boy and a girl, discuss the topic 'Importance of discipline in life'. Read the sentences below, then listen to the conversation and complete the sentences with one or two words only.

You will hear the recording twice. Deepak: Hey where are you off to? You seem to be in a hurry.

Nisha: Yes it's my study time. So I am going to study.

Deepak: Do you do everything by the clock?

Nisha: I try to do everything according to my timetable. I have set time for every activity I do daily.

Deepak: I make timetables but I am never able to stick to them. I get distracted.

Nisha: You surely need discipline in life. It is extremely important.

Deepak: And why is that? You mean somebody needs to be at my head with a stick to make me follow rules. Is that the discipline which we need?

Nisha: No I was talking about self-discipline. Discipline helps one stay focused towards his work. Discipline helps get things done faster and in time. Though some things happen late due to other factors, still one with discipline gets them done faster. So this leads to peace of mind and keeps one happier.

Deepak: Don't worry! I am happy as I am.

Nisha: You may be happy but discipline will help you earn respect. In studies, being disciplined helps you complete your exam preparation, homework in time and helps you gain the highest score. This wins you respect from your classmates.

Deepak: You may be right. So what can one do to be disciplined?

Nisha: Disciplined life includes regular habits like taking food, bathing, exercise, waking and sleeping at right time. Exercise and other regular habits will tune the body and mind so well that you will always remain healthy. Discipline is a way of positive outlook to life. There is an enthusiasm and self-confidence from within. So it keeps one active and not lazy instead.

Deepak: All that is fine but can it help me do better in studies.

Nisha: Of course! Discipline in education is very important. Education is incomplete without learning discipline. Classroom discipline helps students to listen to teachers. Also, coming to school in time helps them wake early, bathe and have their breakfast in time. Discipline in school helps students to stay healthy which is good for growth, of body and mind. In fact, school teaches us the discipline which helps us in our entire life.

Deepak: Is that the reason why you seem to have more time.

Nisha: That's true! A disciplined person has more time in a day than an undisciplined person, because you save time by doing everything on time. You don't waste a single minute. So, more time means there is more chance to do extra work. We can overcome procrastination and laziness by being disciplined. Disciplined life always helps us in achieving our aims.

Deepak: Ok. You get going now. Thank you so much for your advice. It has really made me realize the importance of a disciplined life. I will try to be more disciplined. I will also try my best to stick to the timetable I make for myself.

Assessment of Listening and Speaking Skills

Class - XI

Listening Test (Key)

KEY

Task 1	Task 2	Task 3	Task 4
A-5	1.A	A	A. stick
B-2	2.B	C	B. faster
C-NA	3.A	F	C. respect
D-3	4.A	G	D. enthusiasm
E-NA	5.A		E. procrastination
F-4	6.A		
G-1			

Assessment of Listening and Speaking Skills

Class-XI

Listening Test (Worksheet-I)

TASK 1

You will hear five short extracts in which people talk about the movies they enjoy. Read the statements below, then listen to the extracts and match each statement A to G to each speaker 1 to 5. There are two statements you do not need. You will hear the recording twice.

- A. Prefers entertainment in movies rather than serious themes.
- B. Looks forward to more parts of films that develop the same story
- C. Loves watching award winning foreign films abroad.
- D. Appreciates movies that can motivate and influence positively.
- E. Chooses to watch only those films that are based on books.
- F. Likes viewing true stories about lives of people to know more about them.
- G. Enjoys foreign films especially if they have joyful ending.

Speaker	Statement
1	
2	
3	
4	
5	

TASK 2

You will hear an interview with Dr. Deepak Chopra, a famous career counsellor, on the things to keep in mind while choosing a career. Read the sentences below, then listen to the conversation and choose A, B or C for each sentence. You will hear the recording twice.

1. **According to the speaker early teens is a good time to think about careers because**
- A. It affects their choice of subjects in school
 - B. It affects their attitude towards work
 - C. It affects the important years of their life

2. **Asking the right questions is important for teenagers because it.**
 - A. Helps them find a good job
 - B. Helps them identify their skills
 - C. Helps them being free to travel
3. **It is important to identify your core skills because it would help you**
 - A. Match career with skill set
 - B. Make more money.
 - C. Be happier than others.
4. **One can find out about one's interests**
 - A. By exploring aspects of a subject.
 - B. By comparing personalities you admire
 - C. By comparing careers you care for
5. **What does the speaker mean by being realistic?**
 - A. Eliminate inappropriate career choices
 - B. Consider your abilities and interest
 - C. Have a backup plan ready.
6. **According to the speaker the best way to explore a career is to**
 - A. Volunteer for an organization
 - B. Pesearch all the allied careers
 - C. Observe people in the field

TASK 3

You will hear a short speech by the first Iranian woman private space explorer on how the journey to space changed her worldview. Read the questions below, then listen to the extract and choose FOUR of the options A-G which are correct. You will hear the recording twice.

Which FOUR of the following statements does the speaker believe to be true?

- A. This trip to space made me feel like a devotee whose prayers have come true.
- B. I felt majestic while viewing the huge expanse of space.
- C. I paid for the space travel and training by using personal family funds.
- D. My love for outer space was a sudden development after marriage.
- E. I could clearly view Earth with all its regions and countries visible.

- F. I want people to use my experience as an example to pursue their goals tirelessly.
- G. Outer space holds the key to some of the troubles that Earth faces.

TASK 4

You will listen to two students, a boy and girl, discuss on the topic 'Importance of discipline in life'. Read the sentences below, then listen to the conversation and complete the sentences with one or two words only.

You will hear the recording twice.

- A. The boy thinks that discipline is about using a _____ to make one follow rules.
- B. Discipline makes you complete work _____ and thus leads to happiness.
- C. The girl thinks that you can earn _____ by being disciplined.
- D. Discipline fills one's life with _____ and confidence.
- E. Discipline helps us overcome _____ and laziness.

Warm ups and ice-breakers

- Newspaper headlines
- Talking each other down
- Colour clash
- Gentle persuasion
- Word associations
- Commentaries

Resources for Speaking Activities

- School events
- Neighbourhood events
- School trips
- Neighbourhood tabloids
- Periodicals
- Interviews for selection as Prefects or Members of various committees
- Topics of current interest

- Letters to the editor
- Television programmes
- News

Narratives

- Using stories to generate talk
- Encouraging learners to tell stories
- Skeleton stories
- Story waiting to be completed
- Using sound sequences
- Dictation
- Narrating anecdotes
- Picture composition
- Creating situations and opportunities for dialogue practice



**Main
Textbook**

HORNBILL

HORNBILL MAIN TEXTBOOK INDEX

- The Portrait of a Lady (Prose)
- A Photograph (Poem)
- “We’re not Afraid to Die....” (Prose)
- Discovering Tut: the Saga Continues (Prose)
- The Laburnum Top (Poem)
- The Voice of the Rain (Poem)
- Childhood (Poem)
- The Adventure (Prose)
- Silk Road (Prose)
- Father to Son (Poem)

ASSESSMENT & VARIETY OF QUESTION FROM HORNBILL

1. One poetry extract out to two (choice) to assess comprehension, interpretation, analysis and appreciation (3x1= 3 Marks)
2. One prose extract out of two (choice) to assess comprehension, Interpretation, analysis and appreciation (3x1= 3 Marks)
3. Two short answer type questions from prose/poetry out of four (choice 2/4) to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking.
(2x3=6 Marks)
4. One long answer type question from Poetry / Prose to be answered in 120-150 words. Question will elicit analytical and evaluative response from student. Any one out of two (choice) to be done.

HORNBILL MAIN TEXTBOOK

LITERARY DEVICES OF FIGURES OF SPEECH

A poetic device is a word or expression used not with its original meaning but in an imaginative way to create a special effect in the text. A few of them have been given in the figure below. Some of the commonly found devices in the text books have also been enlisted.

SIMILE

METAPHOR

PERSONIFICATION

ALLITERATION

TRANSFERRED EPITHET

ALLUSION

- **SIMILE:** A comparison between two unlike things using the words: like, as or 'than'. Ex.-Her hair are as black as the night.
- **METAPHOR:** It is used to describe a person or object by referring to something that is considered to possess similar characteristics. Ex.-Laughter is the best medicine.
- **PERSONIFICATION:** Giving human qualities to animals, inanimate objects or abstract notions.
Ex.-The snowflakes danced.
- **ALLITERATION:** Repetition of same letter or sound at the beginning of closely connected words. Ex.-Willy wanted warm weather.
- **TRANSFERRED EPITHET:** Where we transfer an adjective which is usually associated with a human being to another object or idea. Ex.-Sara has an unhappy marriage. Here, it is intended that Sara is unhappy (Marriage is inanimate, it's just an idea).
- **ALLUSION:** An implied or indirect reference to a person, event or thing.

A PHOTOGRAPH

By- SHIRLEYTOULSON

Theme:-

The theme of the poem revolves around the loss, mortality and separation. In the poem, poet's mother misses her youth which is now lost. After the mother's death the poet remembers the past and feels sad. According to her, humans are short-lived and transient. Humans change quickly unlike the sea which is immortal and does not change.

The transient and mortal nature of humans lead to separation and loss. Her sorrow cannot be expressed in words so she remains silent in the end.



POEM 1
A PHOTOGRAPH
BY: SHIRLEY TOULSON

Main points:

- The poet recalls how her mother laughed at the old photograph of her sea holiday. She also felt disappointed at the same time at the loss of her childhood joys.
- The sea holiday was her mother's past; while the mother's smile is the poet's past.
- At different points of time both of them try to reconcile with their respective losses with great difficulty.
- For the poet, the death of her mother brings great sadness and an acute sense of loss.
- The painful "silence" of the situation leaves her with no words to express her grief. Thus, the silence silences her.

POETIC DEVICES:

1. ALLUSION: The cardboard's lack of durability hints at the lack of permanence of human life.
2. TRANSFERRED EPITHET: "Terribly transient feet" - human life itself is temporary, not the feet.
3. ALLITERATION: "terribly transient feet" (repetition of sound 't') and "its silence silences" (repetition of sound 'S').
4. OXYMORON: "Laboured ease of loss" the coming together of two opposite ideas to describe the same concept.
5. PERSONIFICATION: "silence surrounds us" - the situation has been given a human quality.

EXTRACTS:

- (i) *The cardboard shows me how it was
When the two girl cousins went paddling
Each one of them holding my mother's hands
And she the big girl-some twelve years or so
All three stood still to smile through their hair
At the uncle with the camera.*

1. The cardboard in the poem 'A Photograph' suggests
- (a) a photograph (b) a hardboard
(c) a brown paper (d) a painting

Ans. (a)

2. 'and she the big girl..' who is 'she' in these lines?
- (a) Betty (b) Dolly
(c) mother (d) both (a) and (b)

Ans. (c)

3. The two cousins were holding on to the poet's mother hands because
- (a) she was the oldest amongst them.
(b) she seems affectionate
(c) It shows a sense of security amongst the younger girls
(d) all of the above

Ans. (d)

- (ii) *A sweet face:
My mother's that was before I was born.
And the sea, which appears to have changed less,
Washed their terribly transient feet.*

1. Whose face was sweet?
- (a) Betty's (b) Dolly's
(c) Mother's (d) Author's

Ans. (c)

2. The phrase, 'terribly transient feet' suggests..

- (a) the transient nature of human beings.
- (b) the changing of the sea with time.
- (c) the beautiful feet of poet's mother.
- (d) terribly dirty feet.

Ans. (a)

3. Name the poetic devices which have been used in the line, 'washed their terribly transient feet'.

- (a) Simile
- (b) Alliteration
- (c) Transferred epithet
- (d) both (b) and (c)

Ans. (b)

(iii) *Some twenty-thirty years later She'd laugh at the snapshot. "See Betty And Dolly", she'd say, "And look how they Dressed us for the beach". The sea holiday Was her past, mine is her laughter. Both wry With the labored ease of loss.*

1. Who are Betty and Dolly?

- (a) Poet's cousins
- (b) Poet's mother's cousins
- (c) acquaintance of the mother
- (d) none of the above

Ans. (b)

2. 'A thing of past' refers to

- (a) beach holiday
- (b) mother's laughter
- (c) both (a) and (b)
- (d) neither (a) or (b)

Ans. (c)

3. Find out word from the extract which means "disappointed".

- (a) Wry
- (b) laboured
- (c) ease
- (d) loss

Ans. (a)

(iv) *Now she has been dead nearly as many years as that girl lived. And of this circumstance, there is nothing to say at all. Its silence silences.*

1. Who is "she" in the above lines? 'She' refers to the

- (a) poet
- (b) poet's mother.
- (c) poet's cousin
- (d) none of the above

Ans. (b)

2. Identify the poetic device used in the last line.
- (a) Transferred epithet (b) Alliteration
(c) Oxymoron (d) Metaphor

Ans. (b)

3. What is the figure of speech used in “Laboured ease”?
- (a) Onomatopoeia (b) Oxymoron
(c) Pun (d) Alliteration

Ans. (b)

SHORT ANSWER TYPE QUESTION (UNSOLVED)

Answer the following questions in not more than 30-40 words.

1. What does the poet tell us about the sea?
2. Both the poet and her mother experience losses in their lives. What are those losses?
3. ‘Its silence silences’, says the poet. What has silenced the poet?
4. The three stanzas depict three different phases. What are they?
5. What are the feelings of the poetess when she sees her mother’s photograph?
6. What philosophy of life does the poem reflect?

SHORT ANSWER TYPE QUESTION (SOLVED)

Question 1. What does the word ‘cardboard’ denote in the poem? Why has this word been used?

Answer: The word cardboard denotes the photograph pasted on a hard thick paper. This word has been used to refer to a practice in the past when photographs were pasted on cardboard and framed with glass frame to preserve them.

Question 2: What has the camera captured?

Answer: The camera has captured the three girls-the poet’s mother and her two cousins, Betty and Dolly, in their swimming dresses with the poet’s mother in the middle and the two cousins on either side holding her hands.

Question 3: In what context has the phrase “terribly transient feet” been used in the poem?

Answer: Human life is very short lived, transitory and temporary as compared to the sea which is a symbol of permanence, immortality and eternity. The poet uses the phrase ‘terribly transient feet’ to highlight the temporal nature of human life. The life of a human being is nothing as compared to the life of a sea.

Question 4: What has not changed over the years? Does this suggest something to you?

Answer: The sea has not changed over the years. Its waves are as fresh, shining and tireless as they were years ago. The permanence of sea reminds us of the changes in human face with advancing age.

Question 5: The poet’s mother laughed at the snapshot? What did this laugh indicate?

Answer: The dress and behavior of her cousins Betty and Dolly made the poet’s mother laugh. It is evident that they had put on some quaint dress, which amused her. This laugh indicated her joy at remembering an incident connected with her past life, when she was quite young and free from the tensions and worries of life.

Question 6: What is the meaning of the line “Both wry with the laboured ease of loss”.

Answer: The sea holiday and the laughter of the poet’s mother are incidents of the past. There is a sense of loss associated with them. Both are amusing yet disappointing as the state of feeling comfortable or relaxed is unnatural or forced one. This sense of loss is quite painful to bear.

Question 7: The three stanzas depict three different phases. Name them.

Answer: The girlhood of the poet’s mother-the period before the birth of the poet.

Her middle age-the period during the childhood of the poet.

Period after the death of the poet’s mother.

Question 8: The poet's mother laughs at her past. How does the poet react to her past?

Answer: The sea holiday was a past experience for the poet's mother. A glimpse of the photograph perhaps revived some feelings of shared joy and she laughed. For the poet, her laughter is an incident of the past. It is amusing in ironic manner. The sense of loss overcomes the pleasure.

Long Answer Type Question (solved)

The poem, 'A photograph' is all about lost memories. Explain how the theme of nostalgia runs throughout the poem?

Answer: the poet sees an old photograph of her mother in which she was standing on the beach with her two cousins- Dolly and Betty. The sea holiday was a past experience for the poet's mother. A glimpse of the photograph perhaps revived some feelings of shared joy and she laughed. For the poet, her laughter is an incident of the past. The photograph captured her mother's sweet and smiling face. At that time, she was around twelve years old. The poet remembers how her mother used to laugh whenever she looked at that old photograph. But time has passed and now the poet has been left only with the memories of her mother as her mother is no more. Thus, a feeling of nostalgia for both the poet and her mother runs throughout the poem.

THE LABURNUM TOP

BY- TED HUGHES

Theme:-

The poem, “The Laburnum Top” by Ted Hughes describes a mutual relationship between a laburnum tree which is large, beautiful but quite alone and a goldfinch bird which is quite amusing, beautiful but without a shelter. The tree gives shelter to the bird and its young chicks, and the bird, in turn, takes away its dead silence.

The poet wants to tell the reader the importance of living with each other. Every organism has different capabilities and assets. We should live with each other and always try to lend a helping hand and the others will also do the same.



POEM 2
THE LABURNUM TOP
BY: TED HUGHES

MAIN POINTS :

- The poet has drawn a beautiful picture of an autumn afternoon. The laburnum tree is silent and still. Its leaves have turned yellow and some seeds have fallen. The whole tree comes to life with the arrival of the goldfinch.
- Poet has compared the alert, abrupt and sleek movement of the goldfinch with a lizard. After feeding her young ones, the goldfinch flies away towards the infinite sky.
- The laburnum tree becomes quiet and silent once again. The poet has compared the little chicks/family of goldfinch with a machine which starts up at the arrival of its engine (goldfinch).

POETIC DEVICES:

1. SIMILE: Sleek as a lizard (goldfinch has been compared with a lizard)
2. ALLITERATION: a) September sunlight
(b) And Alert and abrupt
(c) Tree trembles (repetition of sound)
(d) Whistle-chirrup whisperings
3. Metaphor:
(a) A machine starts up (family of goldfinch has been referred to as machine).
(b) It is the engine of her family (the goldfinch is the engine here).
(c) Her barred face identity mask (the shadow on the bird's face is compared to an identity mask).
4. PERSONIFICATION: The whole tree trembles and thrills

EXTRACTS:

- (i) *The laburnum top is silent, quite still*
In the afternoon yellow September sunlight,
A few leaves yellowing, all its seeds fallen.

1. Which season has been described here?
- (a) Winter (b) summer
(c) autumn (d) spring

Ans. (c)

2. Identify the poetic device in the second line “September sunlight”.
- (a) Alliteration (b) Metaphor
(c) Simile (d) Pun

Ans. (a)

3. Describe the effect of autumn season on laburnum tree.
- (a) The leaves have turned green (b) All the leaves have fallen
(c) Purple flowers are blooming (d) the leaves have turned yellow

Ans. (d)

(ii) *Till the goldfinch comes, with a twitching chirrup. A suddenness, a startlement, at a branch end. Then sleek as a lizard, and alert and abrupt, She enters the thickness, and a machine starts up Chitterings, and a tremor of wings, and trillings.*

1. Who does “she” refer to?
- (a) The stem of the tree (b) The goldfinch
(c) Engine of the tree (d) None of the above

Ans. (b)

2. Which poetic device has in “Sleek as a lizard” ?
- (a) Alliteration (b) Simile
(c) Oxymoron (d) Metaphor

Ans. (b)

3. The goldfinch has been compared to a lizard because
- (a) It is yellow in colour. (b) It is hideous to look at.
(c) Its movement is quick and alert. (d) it looks like it (the goldfinch)

Ans. (c)

(iii) *The whole tree trembles and thrills. It is the engine of her family. She stokes it full then flirts out to a branch-end, Showing her barred face identity mask Then with the eerie delicate whistle-chirrup whisperings, She launches away, towards the infinite And the laburnum subsides to empty.*

1. Identify the figure of speech in the first line.

- (a) Personification (b) Simile
(c) Pun (d) Irony

Ans. (a)

2. Who is the engine of the family?

- (a) goldfinch (b) tree
(c) September season (d) leaves of the tree

Ans. (a)

3. The goldfinch has perhaps brought food to feed its young ones which has filled her family with excitement and energy. Which phrase of the stanza supports this view?

- (a) “tree trembles and thrills” (b) “engine of her family”
(c) “she launches away” (d) “she stokes it full”?

Ans. (b)

SHORT ANSWER TYPE QUESTION (SOLVED)

Question 1. Why is the poem named ‘The Laburnum Top’?

Answer. The poem has been named ‘The Laburnum Top’ because the top of the Laburnum tree has been described in detail in the poem. It is on the top of the Laburnum tree that the nest of the goldfinch is located and where all the activity takes place when the goldfinch visits the nest.

Question 2. What is the significance of ‘yellow’ in the poem?

Answer: The flowers of the Laburnum tree and its leaves (in autumn) both are yellow in colour. Apart from this, the goldfinch’s feathers are also yellow in colour. The poem highlights the high security that the mother bird ensures for her babies and the colour yellow helps in camouflaging the babies. Hence, they escape from being noticed by any predator.

Question 3. How is the tree transformed during the bird's visit?

Answer. After the goldfinch arrives on the tree, the silent and still Laburnum tree suddenly starts trembling and moving. The whole tree comes to life as the chicks of the goldfinch make a lot of noise as they chitter and trill on seeing their mother.

Question 4. To what is the movement of the goldfinch compared? What is the basis for the comparison?

Answer. The movement of the goldfinch is compared to that of a lizard. The basis of the comparison is the sleek and alert movements of a lizard. The goldfinch makes similar kind of movements when it arrives on the Laburnum tree to avoid being noticed by any predator.

Question 5. "Then sleek as a lizard and alert and abrupt, she enters the thickness". Explain the given line.

Answer. The lizard is a quick moving animal. It is also very alert and its movements are sudden. In the given line, the arrival of the goldfinch on the Laburnum tree is described. The poet describes its movements as alert and sudden just like that of a lizard. This is done to avoid getting the attention of the predators.

Question 6. What is the engine of the machine? What is its fuel?

Answer. The goldfinch has been called the engine of her family. Just as the engine starts up the machine, the goldfinch's arrival in the nest has suddenly started the machine I.e., the young ones in the nest have started, making noise. The fuel of the engine is the food that the goldfinch brings for her chicks.

Question 7. How does the Laburnum ensure security for the nestlings?

Answer. According to popular belief, the bark and the seeds of the Laburnum tree are poisonous. So, predators normally do not come near the tree. Apart from this, its yellow flowers and yellowing leaves in the autumn season complemented by the yellow-coloured feathers of the goldfinch help in camouflaging the nestlings from the predators.

LONG ANSWER TYPE QUESTION

Question: What values do you learn from the goldfinch in the poem ‘the ‘Laburnum Top’ ?

Answer:

The goldfinch has its nest on the top of the Laburnum tree in the poem, ‘The Laburnum Top’. Her chicks stay in the nest while she (the mother goldfinch) keeps going out at regular intervals to get food to feed her chicks. This shows her caring nature and highlights the values of motherly care and affection of a mother towards her offspring.

The other aspect of the goldfinch that is captured in the poem is its movement. She arrives at the Laburnum top in a sudden manner and is very much alert to her surroundings. The poet has compared her movement with the sleek movement of a lizard. However, there is a reason for her moving like this (in an alert and sudden manner). She is moving in this manner so as to avoid getting noticed by any predator. She does not want any predator to know that her chicks are resting in her nest on the laburnum top as then the predators may kill them or harm them. The values of safety and security for her offspring is highlighted in this act of the goldfinch.

POEM 3
THE VOICE OF THE RAIN
BY- WALT WHITMAN

Theme:

Through this poem, the poet wants to portray the life-cycle of rain and how it can be compared to a song. The poet writes about a conversation he once had with rain. He asks the rain drops “who are you” to which the rain replies by calling itself the poem of the earth’. The rain defines how it rises as vapours out of the land and sea and gets converted to clouds. Afterwards it falls back to earth to refresh the drought filled land, this allows the seeds to grow into beautiful greenery. The poet equals his role in making this song (poet refers to the poem as a song). This poem also symbolizes the cycle of life in every form of living things. The rain completes the cycle of life. So does the life of all human beings.



POEM 3
THE VOICE OF THE RAIN

BY- WALT WHITMAN

MAIN POINTS:

- The poet asks the rain “and who art thou?” and strangely the rain replies, calling itself the “poem of earth”.
- The rain says that it is born from the earth but it cannot be seen since it is in the form of vapours.
- It rises into the sky to form clouds and then falls back to the earth in the form of drops.
- It removes droughts and washes away even the tiniest particles. It falls on dry seeds which appear lifeless and helps them sprout into saplings.
- It gives life to its own origin i.e. earth; it purifies and beautifies the earth.
- Like song coming out from the heart, it spreads joy all around and seeps back into the earth.

POETIC DEVICES:

1. PERSONIFICATION: “said the voice of the rain.” Rain speaks throughout the poem.
2. ANTITHESIS: “All together changed, and yet the same”- two opposite ideas have been pulled together to describe the continuous cycle of rain.
3. METAPHOR: “I am the poem of the earth”.

EXTRACTS : I

(i) *And who art thou? Said I to the soft*

Falling shower

Which, strange to tell, gave me an

Answer as here translated:

I am the poem of the earth, said the voice of the rain.

1. Name the poem and the poet?

- (a) ‘A Photograph’ by Shirley Toulson (b) The Laburnum Top’ by Ted Hughes
(c) The Voice of the Rain’ by Walt Whitman (d) ‘Childhood’ by Markus Natten

Ans. (c)

2. Who is the speaker in these lines?

- (a) The poet (b) The rain
(c) The Earth (d) Both (a) and (b)

Ans. (d)

3. What are the meanings of the words 'art' and 'thou' ?

- (a) 'is' and 'you' (b) 'are' and 'you'
(c) both (a) and (b) (d) neither (a) or (b)

Ans. (b)

(ii) *"I am the poem of the earth, said the voice of the rain,
Eternal I rise impalpable out of the land and the bottomless sea".*

1. Who is the speaker in the above lines? Who is "I" speaking to?

- (a) The poet is speaking to the rain
(b) The rain is speaking to the poet.
(c) The rain is speaking to the world.
(d) The poet is speaking to his audience

Ans. (b)

2. Find out word from the extract which means the same as; 'Which cannot be seen'.

- (a) Eternal (b) bottomless
(c) Impalpable (d) sea

Ans. (c)

3. Where does the rain rise up from?

- (a) the land (b) bottomless sea
(c) none of (a) or (b) (d) both (a) and (b)

Ans. (d)

(iii) *Upward to heaven, whence, vaguely form'd, Altogether changed, and yet the same. I descend to lave the droughts, atomies, Dust layers of the globe, And all that in them without me were Seeds only, latent, unborn:*

1. Explain "altogether changed, and yet the same".

- (a) Rain changes several forms still it remains the same.

- (b) It rises from the earth in the form of vapours.
- (c) It rises up to form clouds.
- (d) It cools down and falls on the earth in the form of water droplets.

Ans. (a)

2. Explain the phrase used for the clouds, 'vaguely form'd'.

- (a) circular in shape
- (b) fixed shape and size
- (c) no definite shape
- (d) beautifully formed

Ans. (c)

3. Explain the phrase "I descend to lave the droughts"

- (a) Rain rises up to the sky and forms clouds
- (b) Rain falls on the earth and satisfies everyone's thirst.
- (c) It washes away famines.
- (d) both (b) and (c)

Ans. (d)

(iv) *And forever by day and night, I give back life to my Own origin, and make pure and beautify it; (For song, issuing from its birthplace, after Fulfilment, wandering. Reck'd or unreck'd duly with love returns).*

1. Who is "I" in the first line?

- (a) The poet
- (b) The rain
- (c) The Earth
- (d) The clouds

Ans. (b)

2. What does "I" do to its own origin?

- (a) It makes pure and beautifies it.
- (b) It laves the draught
- (c) Washes the dust layers of Earth
- (d) All of the above

Ans. (d)

3. What has the rain been compared to?

- (a) Poem
- (b) Clouds
- (c) Earth
- (d) Song

Ans. (d)

SHORT ANSWER TYPE QUESTION (UNSOLVED)

1. Why does the poet get surprised when he gets an answer from the rain.
2. What answer does the rain give back to the poet.
3. How does the rain justify its claim 'I am the poem of Earth'?
4. Describe the never-ending cycle of rain.
5. Why does the rain call itself 'impalpable'?
6. What happens when it rains after a long hot spell?
7. Latent seeds get life by rain. Explain.
8. How does the rain become the voice of Earth?

SHORT ANSWER TYPE QUESTIONS

Question 1: There are two voices in the poem. Who do they belong to?

Answer: One of them belongs to the poet and the other to the rain.

Question 2: What does the phrase 'strange to tell' mean?

Answer: The phrase refers to a strange phenomenon-the rain gives an answer to the poet's query. It is surprising to see an inanimate thing speak.

Question 3: There is a parallel drawn between rain and music. Which words indicate this? Explain the similarity between the two.

Answer: The following words/phrases indicate the parallel between rain and music: 'Poem of Earth', 'eternal I rise impalpable out of land and the bottomless sea'. 'For song duly with love returns.' Both originate from a source, rise up, reach fulfilment, wander about whether cared about or not and finally return to source of origin with love.

Question 4: How is the cyclic movement of rain brought out in the poem?

Answer: Rain water rises untouched out of the land and deep sea, and gathers in the sky, where it changes its form, and then comes down to earth to bathe the dry tiny particles of dust layers and all that lies buried under it. Then it returns to the place of its origin. Science textbooks indicate that water vapours from the rivers and ocean rise up to the sky due to the intense heat. They assume the form of clouds and after condensation drop down as rain. The water flows back through rivers to the seas and oceans.

Question 5: Why are the last two lines of the poem, put within brackets?

Answer. The last two lines contain a comment about music and its cycle. These differ from the first nine lines. The first two lines are the voice of the poet whereas lines three to nine are spoken by rain. The cycle of song is put within brackets to mark the difference in speakers but similarity in content.

Question 6: List the pairs of opposites found in the poem.

Answer: rise-descend; day-night; reck'd-unreck'd.

Question 7: The poem begins in a conversational tone. Who are the two participants? What is the advantage of this method?

Answer. The two participants are the poet and the rain. The poet makes the rain relate its own story. This direct presentation makes the narration more authentic, interesting and captivating.

Question 8: Behind the apparent simplicity, the poem hides a deep meaning. What exactly does the poem convey to the reader?

Answer. The poem is not merely a description of life-cycle of rain. It has deeper meaning. Rain is a poem or thing of beauty of Earth and also it is a song or music. The comparison between rain and music and their function: making the Earth pure and beautiful conveys the eternal role of natural phenomenon and art in real life.

Question 9: How does the rain justify its claim: “I am the Poem of Earth”?

Answer: The rain narrates the journey of its life—from birth to return to origin in mythical terms. The facts are scientific but the phrases that convey them are metaphoric and literary.

LONG ANSWER TYPE QUESTION

Question: Rain is an eternal process benefiting mankind. Contrast it with human life which is short lived on this Earth. Should we disturb these eternal elements of nature?

Answer: The poem ‘The voice of the Rain’ beautifully shows the continued process of rain which sounds like music to human ears, as it fulfils our needs.

It is an ever going process which sustains human life and provides us with food, pure air and green cover. On the other hand, human lives are mortal. We come on this Earth for a short period and then depart without leaving any mark on this planet. Moreover human beings, for their greed and selfish motives, indulge in destructive activities which may disturb these eternal processes of nature.

We must learn a lesson from nature. If we want peaceful co-existence, we need not disturb the balance of nature, otherwise the whole of humanity will be in danger. We must learn a lesson from such eternal processes and do something good for humanity at large.

POEM 4
CHILDHOOD

BY- MARKUS NATTEN

Themes:

The poet recalls his childhood and wonders where and when it was lost. In the process, he realizes the hypocrisy in people. He became conscious that he no longer sees the world as he did earlier and he can sense the double face of people. He came to know that adults are not what they pretend to be. The loss of childhood is involved in the process of growing up. This loss is compensated by some gains which come with adolescence, such as increase in understanding, power of rationalizing and discrimination, as well as a sense of individuality. The poet laments over his lost childhood and feels that it has gone to the faces of other children.



POEM 4
CHILDHOOD

BY- MARKUS NATTEN

MAIN POINTS:

- The poet feels sad at the fact that he has lost the innocence of childhood. So he wonders when he stopped being a child.
- He realized that the concept of hell and heaven had no place in geography. He has come to look at the world with a rational point of view. He wonders that perhaps he lost his childhood when he gained rationality.
- The poet further tries to recall the time when he realized that the adults are hypocrites. They teach their children to be loving and caring while they are argumentative and violent themselves. He thinks that maybe this is when he lost his childhood.
- The poet realized that he is an individual with a unique personality. He could form his own opinions and take his own decisions. This is what makes him lose his childhood.
- He tries to recall the time when he learned to shape his own thoughts without getting influenced by others. Perhaps this was the time when he lost his childhood.
- In the last stanza, the question changes from “when...” to “where did my childhood go?”
- He realizes that childhood is actually hidden in the face of an infant, a time where it is impossible for him to go back now.

POETIC DEVICES

1. REFRAIN: “when did my childhood go?...was that the day!”-The refrain of any poem is/are the line(s) that are repeated after regular intervals to highlight the central idea.
2. REPETITION: “They talked of **love** and preached of **love**”- when a word is repeated with the same intended meaning.
3. ALLITERATION: ‘Hell and Heaven’ with ‘H’ sound being repeated.
4. ANTITHESIS: Two opposite ideas—‘Hell and Heaven’.

EXTRACTS:

(i) *When did my childhood go?*

*Was it the day I ceased to be eleven,
Was it the time I realized that Hell and Heaven
Could not be found in Geography
And therefore could not be,
Was that the day!*

1. Name the poem and the poet of these lines.

- (a) 'A photograph' by Shirley Toulson
- (b) 'The Laburnum Top' by Ted Hughes
- (c) 'The Voice of the Rain' by Walt Whitman
- (d) 'Childhood' by Markus Natten

Ans. (d)

2. What has the poet come to realize in this stanza.

- (a) that Hell and Heaven are merely concepts and do not exist in real world.
- (b) adults are not as they seem to be
- (c) His mind produces thoughts that are his own and not someone else's
- (d) All of the above

Ans. (a)

3. What has the poet lost?

- (a) heaven and hell
- (b) his mind
- (c) his trust
- (d) his childhood

Ans. (d)

(ii) *When did my childhood go* :

*Was it the time I realized that adults were not
All they seemed to be,
They talked of love and preached of love,
But did not act so lovingly, was that the day!*

1. What has the poet realized about the adults?

- (a) they are hypocrites.
- (b) they act lovingly
- (c) they are honest in their approach
- (d) they believe in love

Ans. (a)

2. Who preached of love?

- (a) The poet
- (b) Adults
- (c) Priests
- (d) Children

Ans. (b)

3. The poet feels that he has lost his childhood when

- (a) he grew old
- (b) he realizes that adults have double standards
- (c) adults preach of love
- (d) adults act lovingly

Ans. (b)

(iii) *When did my childhood go?*

Was it when I found my mind was really mine,

To use whichever way I choose,

Producing thoughts that were not those of other people

But my own and mine alone

Was that the day!

1. The poet wants to know

- (a) when his mind will be his own.
- (b) when will be become an adult
- (c) when did he lose his childhood
- (d) when life will become loving

Ans. (c)

2. The phrase “to use whichever way I choose”, mean:—
- (a) The poet has become aware of his rights to take decisions.
 - (b) The poet wants to use his right unconditionally.
 - (c) The poet feels thrilled to use his own mind.
 - (d) The poet chose to use his mind from his childhood.

Ans. (a)

3. What has the poet decided? The poet has decided—

- (a) to follow the advice given to him
- (b) to stop being influenced by other people
- (c) to leave his childhood behind
- (d) All of the above

Ans. (b)

(iv) *Where did my childhood go?*

It went to some forgotten place,

That's hidden in an infant's face,

That's all I know.

1. In these lines, “my” refers to the;

- (a) poet Markus Natten
- (b) readers of this poem
- (c) all children
- (d) none of the above

Ans. (a)

2. “It” in the second line refers to;

- (a) Poet
- (b) poet's childhood
- (c) poet's mother
- (d) poet's father

Ans. (b)

3. Where has “it” gone to?

- (a) home
- (b) garden
- (c) infant's face
- (d) some forgotten place

Ans. (d)

SHORT ANSWER TYPE QUESTIONS (UNSOLVED)

Answer the following questions in not more than 30-40 words.

1. How does the poet realise he has grown up?
2. What do the phrase 'my mind was really mine' mean?
3. The first three stanzas of the poem end in exclamation marks. Why do you think the poet does so?
4. What is the poet's attitude towards childhood in the poem of the same name?
5. What different questions does the poet ask in the poem?
6. Why does the poet take 11 years as the age of demarcation?
7. What is the poet's conclusion about Hell and Heaven?
8. What does the poet observe about the behaviour of adults. How is the observation significant?
9. What does the poet discover about his mind? How is the discovery important?
10. What are the changes involved in the process of growing up?
11. Where can the poet find his lost childhood?

SHORT ANSWER TYPE QUESTIONS (SOLVED)

Question 1: What according to the poem, is involved in the process growing up?

Answer. According to the poem, the loss of childhood is involved in the process of growing up. This loss is compensated by some gains which come with adolescence. These are: increase in understanding, power of rational thinking and discrimination as well as a sense of individuality and self-confidence.

Question 2: What are the poet's feelings towards childhood?

Answer. The poet regards childhood as an important stage in the process of growing up. Childhood is a period of make-belief. Children readily accept whatever the elders say. The poet does not feel any regret or sense of loss on losing his childhood.

Question 3: What did the speaker learn about the existence of Heaven and Hell?

Answer. As the speaker grew older, he acquired reasoning power. He realized that Hell and Heaven could not be found in Geography books or Atlas. Since they could not be located anywhere in the world map, he concluded that they did not exist. He would believe only what he could see and find.

Question 4: How did the speaker realise the hypocrisy of the adults?

Answer. The speaker noticed a wide gulf between what adults appeared to be and what they actually were in real life. There was apparent contradiction between their words and deeds. They talked of love and advised others to love, but they never acted lovingly.

Question 5: How did the realization of being the master of his own mind helped him?

Answer. The realization that he was the master of his own mind, and could use it in any way he liked, filled him with self-confidence. He could now think independently and need not repeat thoughts of others, like a parrot.

Long Answer Question (Solved)

Question: Is independent thinking a step towards adulthood? If yes, then how? Explain with reference to the poem ‘Childhood’.

Question:

Or

Markus Natten, though showing disapproval regarding the behavior of adults, also raises a very important point, that of independent thinking and individuality. Do you agree that independent thinking and individuality make us what we are? Elaborate in the context of the poem ‘Childhood’

Answer: Of course, independent thinking is a step towards adulthood. As a child, one is not able to make one’s own decisions and one’s thinking is always influenced and directed by adults. A child is so innocent that it is not able to distinguish between truth and imagination.

As a child’s thinking is influenced by others, it has no individuality. Moreover, it is prone to manipulations which lead to fickle-mindedness. Independent thinking makes us what we are. It shapes our personality and we are known among people through what our mind thinks and what decisions we take.

If we want to stay away from evil people who try to influence our thoughts for their selfish purposes, then only independent thinking can help us. We cannot claim to be an individual if we cannot take decisions ourselves.

FATHER TO SON

BY-ELIZABETH JENNINGS

THEME :

The poem 'Father to Son' deals with the anguish of a father who lacks a good relationship with his son. His son is now an adult and busy in life. The father is bitter regarding the generation gap between him and son. However he is troubled by a feeling of separation with his son and expresses his feelings by saying that he does not know much about his son. There is no understanding between them. The father recalls the time when his son was a kid and they shared a better bonding. The father tries to mend their relationship, but in vain. As a result they are drifting apart. In spite of living in same house the father doesn't understand the son. This has happened as his son has changed over the growing years.



POEM 5

FATHER TO SON BY-ELIZABETH JENNINGS

MAIN POINTS :

- The father is unhappy because there is lack of understanding between them owing to communication gap.
- He is surprised at the fact that he knows nothing about his son though he has lived with him since birth.
- He tries to assess the cause of their differences and refers to the past times to know at what point this gap cropped up. He longs to rebuild their relationship from that point.
- The father thinks that his son is like a seed which he had sown on the land which was not his own.
- Now that the plant (son) has grown up, there is no sign of understanding between them.
- The son has grown up just as the father had planned. Yet the father cannot share what the child loves.
- Father is unhappy that his son is trying to carve his own life, creating a world of his own.
- Father thinks that he would forgive his son for his mistakes if he would come back just like the prodigal son in the Bible.
- The father and son have no option but to live in the same world at the same time.
- Both want that the other should take initiative to solve the differences so that they can forgive each other's mistakes.

POETIC DEVICES:

1. ALLITERATION: "Silence surrounds us"
2. ALLUSION: reference to 'Prodigal son' story of the Bible.
3. METAPHOR: "The seed I spent..."-seed refers to the son.
4. PERSONIFICATION: "Anger grows from grief"

EXTRACTS

(i) *I do not know this child.*

Though we have lived together now

the land is his and none of mine?

We speak like strangers, there's no sign

Of understanding in the air.

This child is built to my design

Yet what he loves I cannot share.

1. "we" in these lines refers to

- (a) the parents and their children
- (b) the father and the son.
- (c) the mother and the son
- (d) the father and mother

Answer: (b)

2. Which poetic device has been used in the line "the seed I spent"?

- (a) Metaphor
- (b) Simile
- (c) Alliteration
- (d) Hyperbole

Answer: (a)

3. "What is the meaning of 'This child is built to my design yet what he loves I cannot share'?"

- (a) His son looks like him and they share everything with each other
- (b) His son looks like him yet they don't have anything to share
- (c) His son doesn't look like him
- (d) Neither does his son look like him nor he understand him

Answer (b)

(iii) *silence surrounds us. I would have
him prodigal, returning to
his father's house, the home he knew,
rather than see him make and move
his world. I would forgive him too,
shaping from sorrow a new love*

1. Which poetic device has been used in the first line?
- (a) Metaphor
 - (b) Personification
 - (c) Simile
 - (d) Alliteration

Ans : (d) Alliteration

2. The poet is referring to a story from which holy book when he says "I would have him prodigal"?
- (a) The Ramayan
 - (b) The Quran
 - (c) The Bible
 - (d) The Guru Granthsahib

Ans:- (C)

3. Does the father want his son to move around and explore the world on his own?
- (a) Yes, he wants his son to explore the world
 - (b) No, he wants him to come back
 - (c) Maybe
 - (d) not mentioned in the stanza

Ans: (b)

(iv) *father and son, we both must live
on the same globe and the same land,
he speaks: I cannot understand
myself, why anger grows from grief.
We each put out an empty hand,
Longing for something to forgive.*

1. What happens when they both put out an empty hand for the other to seek?
- (a) Efforts are always in vain
 - (b) Son doesn't seem interested
 - (c) They get successful
 - (d) They never get a chance to speak

Answer: (a)

2. From where does the son's anger arise?
- (a) Out of his sadness.
 - (b) Out of his nature.
 - (c) Out of his father's attitude.
 - (d) Out of his childhood memories.

Answer: (a)

3. Why was the father ready to forgive his son?
- (a) To help his son settle down.
 - (b) To prove to be the bigger person.
 - (c) To teach his son a lesson of life.
 - (d) To let go off all the sorrows he had inside.

Answer: (d)

SHORT ANSWER TYPE QUESTIONS (UNSOLVED)

Answer the following questions in not more than 30-40 words.

1. What kind of relationship exists between father and his son?
2. What does father mean when he says 'we speak like strangers'?
3. Why does the father say 'silence surrounds us'?
4. Explain 'this child is built to my design, yet what he loves I cannot share'.
5. How is the father's helplessness brought out in the poem?
6. Give reasons for the failure of the father-son relationship.
7. The father wishes to rebuild a cordial relationship with the son. Why doesn't he succeed in doing so? (Hint- Does not walk his talk)
8. Who do you think is responsible for the deterioration in the relationship - the father or the son? Give reasons for your answer.
9. The poem is a commentary on generation gap. Do you agree with the statement? Support your answer, with incidents from surroundings.

SHORT ANSWER TYPE QUESTIONS (SOLVED)

Question 1: Do you think that the problem highlighted in the poem is exclusive to the poet or is it universal?

Answer: The poem is written in an autobiographical style. It describes the relationship between a father and his son. Beginning on an exclusively personal experience, the poem rises to a fairly universal phenomenon-the growing gap and lack of communication amongst the older and younger generations.

Question 2: How is the father's helplessness brought out in the poem?

Answer: The father's helplessness is clearly brought about by the difference of opinion and perception of the father and the son. Usually, a father is the best friend and advisor of his son. However, there is no bond or relationship between the two. It seems that the two are not on speaking terms even while living under the same roof. The father feels helpless that he can't share what his son loves.

Question 3: Identify the phrases and lines that indicate distance between father and son.

Answer: The phrases/lines indicating distance between father and son are:

- (1) "I don't understand this child."
- (2) "I know nothing of him"
- (3) "we speak like strangers, there's no sign of understanding in the air."
- (4) "What he loves I cannot share."
- (5) "Silence surrounds us."
- (6) ".....see him make and move his world."

Question 4: What is the rhyme scheme of the poem? Is it consistent?

Answer: The poem does not have a consistent rhyme scheme. The first two stanzas have the rhyme- scheme ab ba ba whereas the third and fourth have a slight alteration. The third stanza has abc aba whereas the fourth one has abbc scheme.

Question 5: What do you think is responsible for the distance between father and son?

Answer: The lack of understanding on the part of the older generation (here, father) is the root of the problem. The father wants the young man to stick to home turf. The son, now a young man, seeks fresh avenues and lives in a world of his own. The father finds it hard to adjust to the growing changes.

Question 6: How can you infer that the father wishes his son to remain at home with him?

Answer: The father finds the son's interests quite different. He is home bound, whereas the son is on the look out for fresh avenues. He aspires for a world of his own. The father wants him to return home even if he undergoes losses by his extravagant ventures. He is willing to make up with him if he agrees to live with him.

Long Answer Type Questions (Solved)

Question: The poem talks about the universal problem of generation gap. Why does such a situation exist? How can someone avoid such confrontations ? Express your views in 120-150 words.

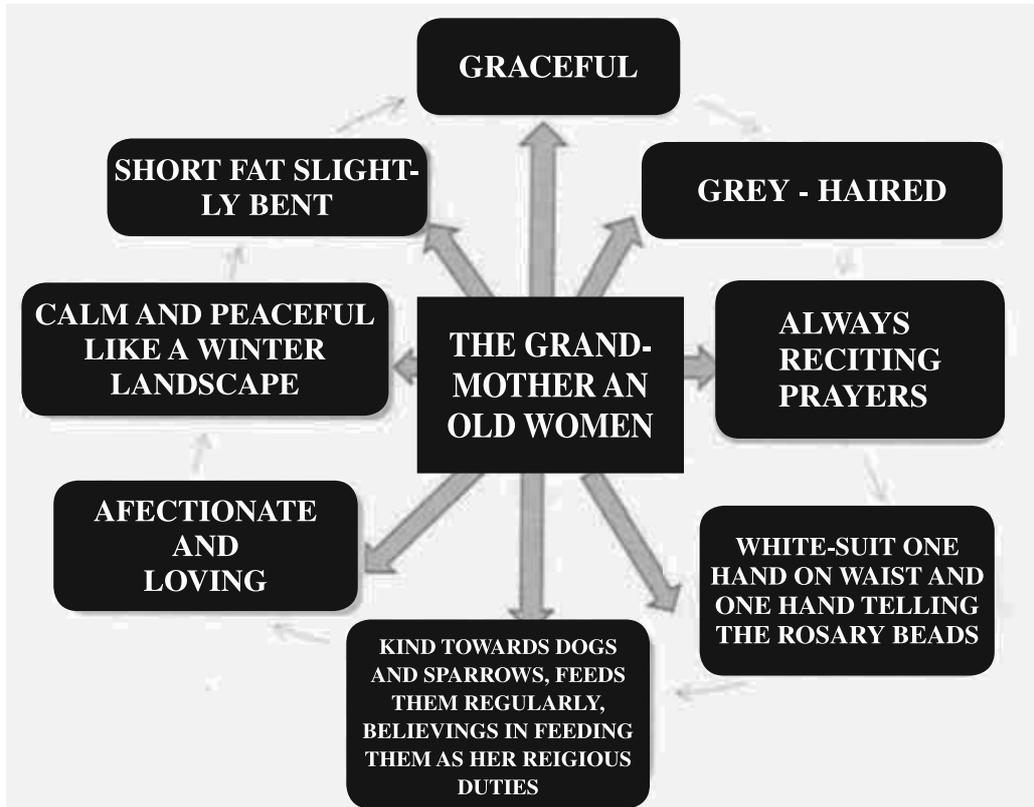
Answer: Generation gap is a psychological and emotional gap between parents or elder people and the younger ones. This creates misunderstanding and lack of attachment between parents and children. The success of parenting lies in how effectively they avoid the generation gap or ignore differences with their understanding.

Generation gap is the result of the fast-paced development of society. In earlier times, two or three generations lived in the same lifestyle and environment, as development was slow. Today parents do not even know many of the modern technologies and equipment children use.

Being up-to-date is the only way to cope with the generation gap. Moreover, generation gap occurs when there are differences of opinion. One should be flexible in approach and must try to understand the reason of a particular behavior. Both the generations should respect each other's point of view.

LESSON -1

THE PORTRAIT OF LADY



CHAPTER - 1

The Portrait of a Lady

By Khushwant Singh

(2 February 1915-20 March 2014)

Khushwant Singh was one of the prominent Indian writers and columnists. In the story the author draws a pen portrait of his grandmother. He has beautifully written an account of his relationship with her grandmother.

Physical Appearance of the grandmother :-

- old, short, fat and slightly bent,
- silver hair scattered untidily on wrinkled face.
- Dressed in white, hobbled around the house, one hand resting on waist the other telling the beads of a rosary
- not very pretty but always beautiful.
- compares her calm and serene face to a winter landscape.

A. Phases in Relationship

Phase 1 in Village : ‘Author’s early childhood

- grandmother woke up the author in the morning,
- plastered his wooden slate,
- served him stale chapatis with a little butter and sugar spread for breakfast.
- accompanied him to school.
- he studied alphabets, she read the scriptures in the temple attached to the school.
- on their way back home, she fed stale chapattis to stray dogs.

Phase 2 In City

- a turning point in their relationship.
- author went to a city school in a motor bus
- the grandmother could no longer accompany him. He studied English, law of gravity, Archimedes’ principle and many more things but no teaching of God and scriptures
- Grandmother was upset as she could not understand anything that was taught in the school.
- She was distressed that there was no teaching of God and scriptures in the school.
- She disliked music as according to her it was a monopoly of harlots and beggars.
- Grandmother felt secluded but didn’t complain.

Phase 3 Author joins University

- given a separate room which snapped the common link of friendship, between them.
- grandmother rarely talked to anyone, spent most of her time spinning wheel, reciting prayers, feeding the sparrows in the afternoon

Phase 4 Author goes abroad

- grandmother did not get disturbed, went to the railway station to see off the author and kept praying
- author thought when the grandmother kissed him on the forehead that he won't see her again.

Phase 5 Authors Homecoming

author came back after five years, grandmother received him at the railway station celebrated the occasion by singing songs of the homecoming of warriors on an old dilapidated drum, along with the ladies of the neighbourhood.

B. Last hours of her life

Next morning, got a mild fever, knew that her end was near

- Didn't talk, wanted to spend the last moments of her life praying
- kept telling the beads of her rosary till her lips stopped moving and the rosary fell from her lifeless fingers.

C. Mourning by the sparrows

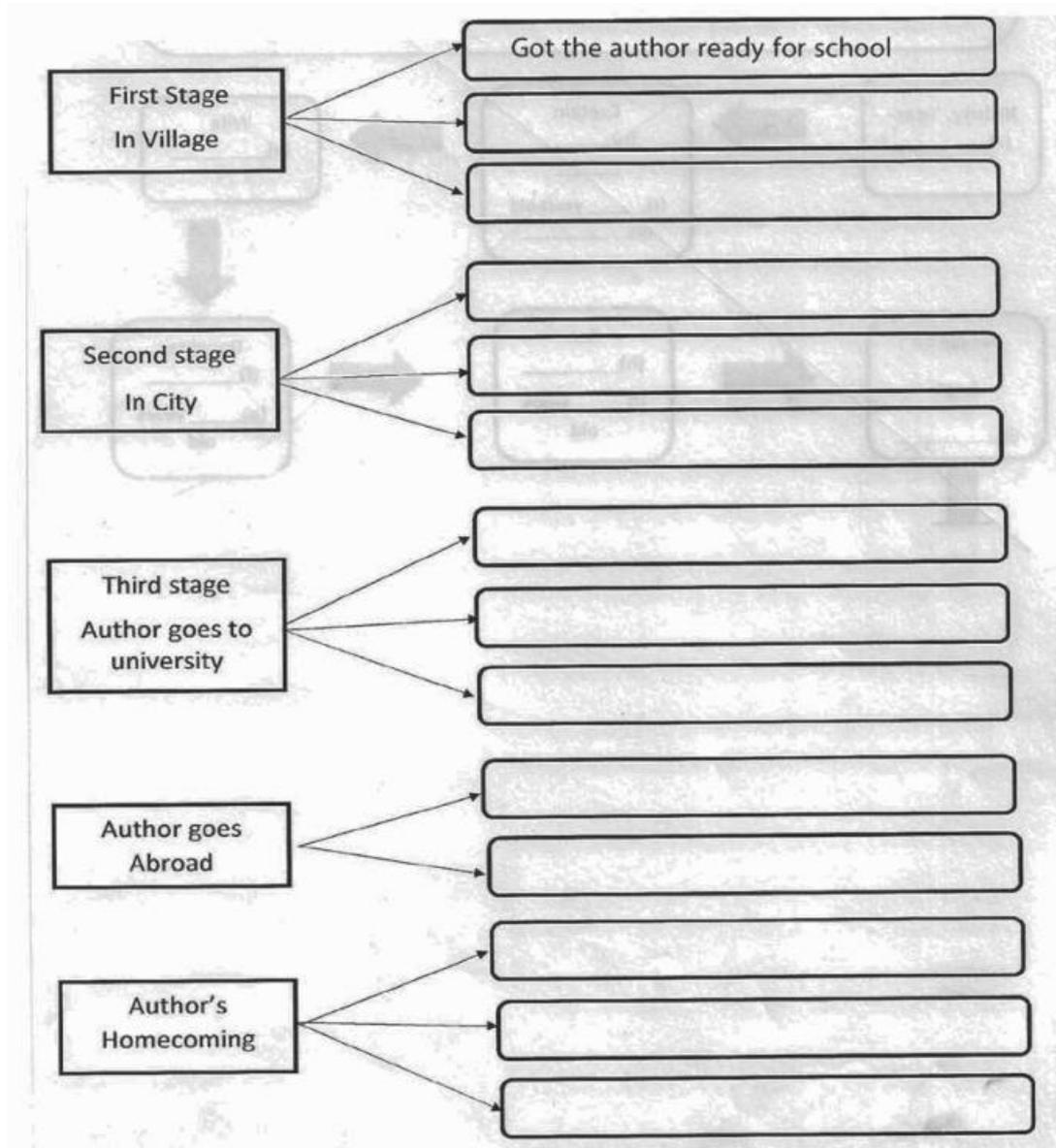
- Hundreds of sparrows mourned her death as they sat silently, scattered around her dead body
- author's mother threw bread crumbs but sparrows took no notice, flew away quietly when Grandmother's body was being carried away

It's Fun Time to Learn

Lesson 1 The Portrait of a Lady

hello students! did you enjoy reading about the beautiful grandmother-grandson relationship? Great! Now help me fill the boxes with the prompts provided on the next page to unlock the different phases of the grandmother-author's life.

The first one has been done for you.



It's Fun Time to Learn

Lesson-1

The Portrait of a lady

PROMPTS TO USE IN THE BOXES

Use the following Prompts to complete the story.

- 1) Collected ladies of neighbourhood, thumped an old dilapidated drum
- 2) No more sharing of room-common link of friendship snapped
- 3) Grandmother grew silent, accepted her fate
- 4) Could not accompany the author to school as he went in a motorbus
- 5) Went to railway station to see off her grandson, did not seem disturbed
- 6) Got the author ready for school
- 7) Stopped praying sang songs of homecoming of warriors
- 8) Could not help author in studies as he went to English medium school
- 9) Accompanied him to school after breakfast
- 10) Spent most of the time feeding sparrow and spinning the wheel
- 11) Fed dogs on way back from school
- 12) Distressed to see that there was no teaching of Gods and scriptures
- 13) Declared that her end was near and died peacefully in bed
- 14) Kissed his forehead and kept reciting prayers

SHORT ANSWER TYPE QUESTIONS (SOLVED)

Q1. How did the grandmother spend her days in village?

Ans. The grandmother spend her days by getting her grandson ready for the school, making breakfast for him and dropping him to school. Besides, she always remained busy in reciting prayers and telling the beads of her rosary.

Q.2. Why was the grandmother so disturbed when the narrator started gong to the city school?

Ans. The grandmother was a religious lady who loved to read scriptures and tell the beads of the rosary. When her grandson told her about the subjects being taught at school, she felt offended and reacted strangely. According to her music was a monopoly of harlots and beggars.

Q.3. How did the sparrows express their sorrow when the author's grandmother died?

Ans. Author's grandmother was very fond of feeding sparrows with bread crumbs. When the grandmother died, the sparrows did not take notice of bread crumbs and flew away without eating them. In this way, they expressed their sorrow at her death.

Q.4. How did the author's grandmother behave just before her death?

Ans. The author's grandmother had got a fair enough idea about her upcoming death. Therefore, she decided not to waste even a single second while talking to her relatives but reciting the prayers and telling the beads of her rosary. She gave a clear signal to her family that she was no longer interested in talking to them.

Q.5. Why did the grandmother hate music?

Ans. Grandmother considered that music as indecent and was meant only for harlots and beggars. It was not meant for gentle folk or school children from respectable families.

Q.6. Why was it hard to believe that the author's grandmother was young and pretty?

Ans. It was hard to believe that the author's grandmother was young and pretty because the author, as a young boy, had always seen her as an old lady. She was of short stature and wrinkled all over. She had a quiet personality which everybody respected. So, to imagine her as a young and a pretty girl was a revolting thought for the author.

Q.7. Why was the grandmother dissatisfied with the city's education?

Ans. The grandmother was dissatsrified with the city's education because they never taught about the scriptures and God. The teachers taught science, the law of gravity etc. which was not of much importance to her. Also, she despised teaching of music in the school.

Q.8. What was the turning point in the author's and the grandmother's relationship?

Ans. The author had to be sent to a big city school for education. This was the turning point in his and the grandmother's relationship. The author began to receive education in a English medium school. The grandmother could not assist him with his assignment and therefore, became withdrawn. She began to feel lonely and separated from her grandson.

SHORT ANSWER TYPE QUESTIONS (UNSOLVED)

Answer the following questions in not more than 30-40 words.

1. Why does the narrator call his grandmother a 'winter landscape'?
2. How did Khushwant Singh portray his grandfather in the lesson?
3. Which stories of grandmother did the author treat as 'Fables of the Prophets'? Why?
4. The author and his grandmother were good friends in the village. Support your answer with suitable examples from the text.
5. Describe the happiest 'half-hour of the day' for grandmother.
6. 'We protested. But she ignored our protests'. Who protested and why? What was the result?
7. How did the sparrows react at the death of the author's grandmother?
8. Mention instances from the lesson to prove that grandmother was considerate towards animals.
9. Why was it hard for the author to believe that his grandmother had once been young and pretty?
10. Why did grandmother always accompany the author to school in village?
11. Why did grandmother disapprove of the 'things they taught' at the English school?
12. How did the move of going to the city prove to be the turning point in the grandmother-grandson relationship?
13. What change did Khushwant Singh's return from abroad bring in grandmother's routine?
14. Mention some of the incidents from the lesson to show that grandmother was very fond of her grandson.

LONG ANSWER TYPE QUESTIONS (UNSOLVED)

Answer the following in about 120 words.

1. Describe the changing relationship between the author and his grandmother?
2. “Animals do recognize and value a relationship established with human beings”. Write an article on “Animals and Human Beings” on the basis of the above statement.
3. The grandmother is a silent voice in the story. However, her actions reveal her personality. Draw a character sketch of grandmother citing examples from the text.
4. What light does the lesson throw on Indian family values?
5. ‘When people are pious, kind hearted and God fearing, even nature mourns their death’. Justify this statement with reference to ‘The Portrait of a Lady’.

LONG ANSWER TYPE QUESTIONS (SOLVED)

Q1. Elaborate on the bond of friendship between the author and his grandmother.

Answer. When the author was still young, his parents left for the city leaving him to the care of his grandmother. They were good friends. She woke him up each morning, bathed him, dressed him, plastered his wooden state, gave him breakfast and walked him to school. While he sat in the varanda learning, the grandmother sat inside the temple reading scriptures. When they settled in the city, they shared a common bedroom. When the writer was going abroad, she went to the railway station to see him off but did not speak a word, only kissed his forehead. The writer cherished this as their last physical contact as he was going away for five years. But his grandmother was there to receive him back. In the evening, she collected women from the neighbourhood and beat the drum and sang for hours of the homecoming of the warriors. For the first time she missed her prayers for his grandson.

Q2. The grandmother was not pretty but beautiful. How?

Ans. The grandmother was short, old, fat and slightly bent. For the last twenty years she looked the same and to the author she seemed too old to age further. It was difficult for him to imagine that she could have been young and pretty. But to him, she was beautiful in a pristine and peaceful way. He remembered her telling the beads of her rosary, untiringly. Her silver locks lay scattered untidily over her pale, puckered face, and her lips constantly moved in an inaudible prayer. She was like the winter landscape in the mountains, serene and content.

MULTIPLE CHOICE QUESTIONS BASED ON AN EXTRACT (RTC)

When I went up to University I was given a room of my own. The common link of friendship was snapped. My grandmother accepted her seclusion with resignation. She rarely left her spinning-wheel to talk to anyone. From sunrise to sunset, she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows. While she sat in the verandah breaking the bread into little bits, hundreds of little birds collected around her creating a veritable bedlam of chirruping.

1. 'accepted her seclusion with resignation', means that the grandmother

- (a) resigned from her service.
- (b) was left alone at home.
- (c) accepted her resignation.
- (d) took her loneliness calmly and accepted her fate.

Ans. (d)

2. When did the common link of friendship between the grandmother and grandson break,

- (a) when she started to accept her seclusion
- (b) when she spent all her time spinning the wheel
- (c) when the author was given a separate room
- (d) when she fed the sparrows

Ans. (c)

3. The happiest hour of the day for the grandmother was when

- (i) she spun her wheel
 - (ii) she fed the sparrows
 - (iii) the sparrows sat on her head and shoulders
 - (iv) when she kept quiet
- (a) Both (i) and (ii)
 - (b) Both (ii) and (iii)
 - (c) Only (iii)
 - (d) Only (ii)

Ans. (b)

MULTIPLE CHOICE QUESTIONS ON THE CHAPTER

- How did the grandmother feel when the author was going abroad?
 - happy
 - in pain
 - not sentimental
 - very emotional
 - The author listened to the morning prayers that his grandmother recited because
 - he loved her voice
 - he wanted to learn it by heart
 - he could not learn it
 - How do you feel about the character of the grandmother in the chapter?
 - religious
 - strong
 - loving
 - all of the above
 - How did the sparrows express their sorrow at the death of their grandmother?
 - They flow from here to there
 - they sat silently in the verandah
 - They ate the bread crumbs
 - they chirruped a lot
 - How did the grandmother behave in her final hours?
 - She talked to everyone
 - worried a lot
 - Silently kept praying and telling her beads of her rosary
 - frantic and chaotic
 - How did the grandmother spend her time in the city?
 - feedings dogs and sparrows
 - reading scriptures
 - spinning the wheel and feeding sparrows
 - talking to neighbours
 - What made the grandmother unhappy about the author's new English School?
 - the fact that she could no longer help him with the lessons
 - there was no teaching of God and scriptures
 - they taught music
 - all of the above
-

8. The turning point of the friendship between grandmother and author was when
- (a) he became an adult
 - (b) his parents called them both to the city
 - (c) he went abroad
 - (d) they were shifted to separate rooms
9. What did the author eat for breakfast?
- (a) thick and stale chapatis with a little butter and sugar spread in it
 - (b) thick bread with jam spread over it
 - (c) upma and poha
 - (d) rice and butter
10. Who is the author of 'The Portrait of a Lady'?
- (a) Ruskin Bond
 - (b) Khushwant Singh
 - (c) Naipaul
 - (d) Vikram Bhatt
11. How did the grandfather in the portrait hung on the wall look like?
- (a) Old, long white beard, worn big turban
 - (b) Old, skinny, wrinkly
 - (c) Young, Handsome, Well-Built
 - (d) Old, Well-Built
12. The grandmother would accompany the author to his school because she wanted to
- (a) keep an eye on him
 - (b) wait for him to take him back to home
 - (c) go to the temple attached to the school
 - (d) meet the villagers
13. Where was the author's grandfather's portrait placed?
- (a) on a shelf
 - (b) hung above the mantelpiece
 - (c) put on the mantelpiece
 - (d) on a table

14. The word 'hobble' means to walk with difficulty because the leg and feet are in bad condition. Find the word which also refers to the manner of walking.
- (a) paddle
 - (b) trudge
 - (c) slog
 - (d) ride
15. How did the grandmother spend her afternoon in the city?
- (a) by feeding the sparrows
 - (b) by taking a nap
 - (c) by talking to the author's mother
 - (d) by going to a temple
16. 'When we both had finished, we would walk back together.' What did both finish?
- (i) reading scriptures
 - (ii) singing alphabets or prayers in chorus
 - (iii) feeding the street dogs
 - (iv) having breakfast of stale chapatis
- (a) Only (i)
 - (b) Only (ii)
 - (c) Both (i) and (ii)
 - (d) Both (iii) and (iv)
17. "It was the first time since I had known her that she did not pray". What time is the author talking about?
- (a) when she came to the railway station to see him off
 - (b) when she fed the sparrow
 - (c) when she died
 - (d) when she sung songs of homecoming of warriors along with neighbourhood ladies.

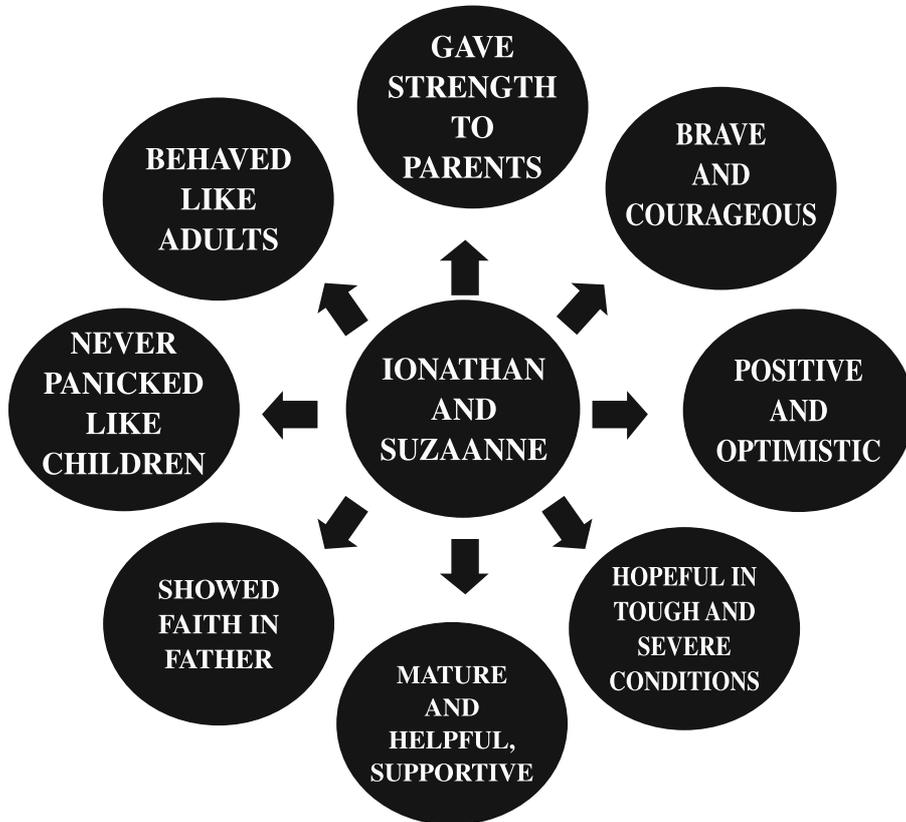
Answer Key

Q. no.	Answer	Q.no.	Answer
1. C	11.	C	
2. A	12.	C	
3. D	13.	B	
4. B	14.	B	
5. C	15.	A	
6. C	16.	C	
7. D	17.	D	
8. B			
9. B			
10. B			

LESSON - 2

**WE' ARE NOT AFEARED TO DIE.....IF WE CAN ALL BE
TOGETHER**

By Gordon Cook and Alan East



**FAMILY SUPPORT BROUGHT THE NARRATOR OUT OF
THE TOUGHEST SITUATION**



Chapter - 2

We're Not afraid to Die – If We Can All Be Together

By Gordon Cook and Alan East

The story, ‘We're Not afraid to Die—if We Can All Be Together’ is a story of extreme courage and skill, exhibited by Gordon Cook, his family and crewmen in a war with water and waves for survival.

Round the world voyage

- In July 1976, the narrator, his wife Mary, son Jonathan and daughter Suzanne set sail from Plymouth, England.
- repeating the round-the-world voyage made 200 years earlier by Captain James Cook.
- took the voyage in the Southern Indian Ocean in their professionally built ship, the Wavewalker, a 23 meter long and 30 ton Wooden boat.
- accompanied by two experienced sailors - Larry Vigil, an American and Herb Seigler, a Swiss.
- The first part of the journey, that is, about 105,000 kilometres up to Cape Town passed smoothly.

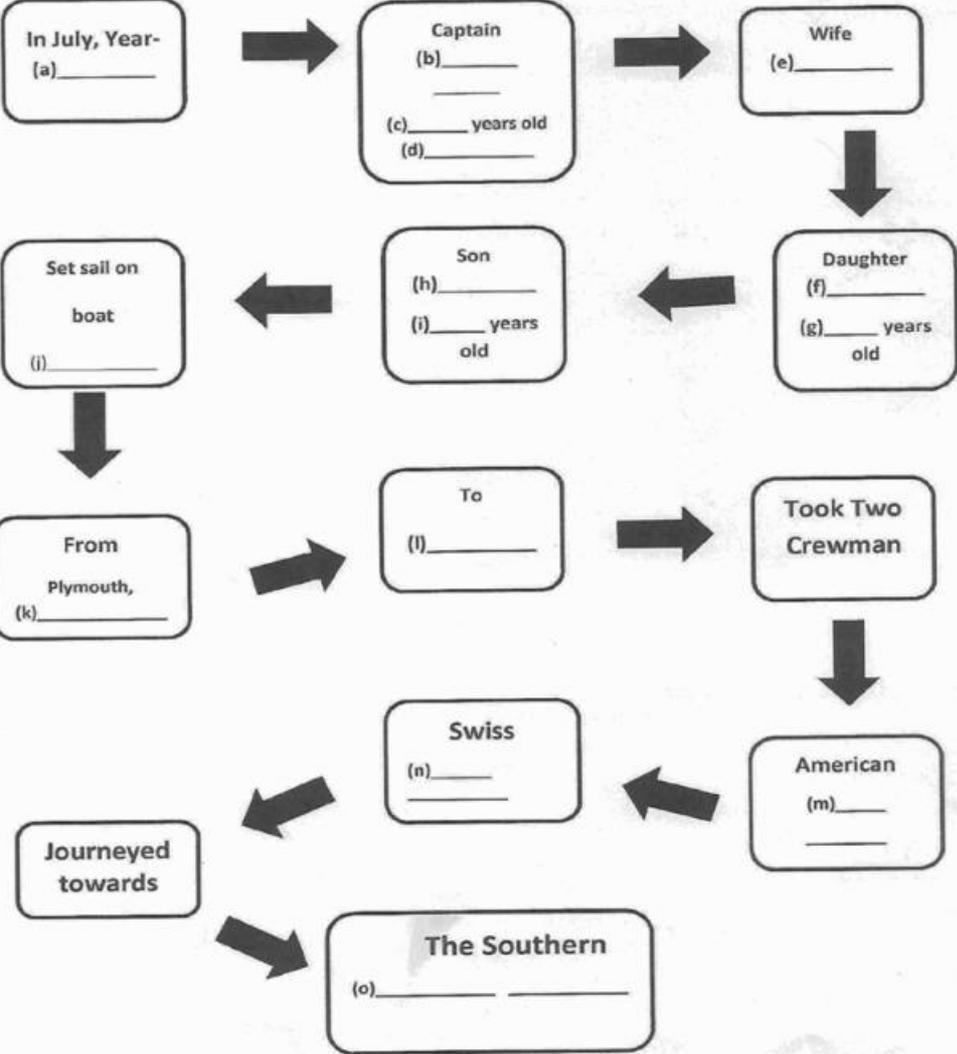
Attack of the big wave

- On the second day from Cape Town, they began to encounter strong gales up to 15 metres, as high as the main mast.
- On 25th December, the writer's ship was in the southern Indian Ocean, 3500 kilometres to the east of Cape Town. They celebrated their New Year on the ship.
- At dawn of January 2, due to unfriendly weather and gigantic waves
 - the sailors slowed their speed
 - dropped storm jib and took other precautions
 - sailors completed life-raft drill,
 - attached life lines and life jackets.
- Suddenly at 6 pm, a tremendous explosion shook the Wavewalker, and the author was thrown overboard.
- The ship was about to capsize when another gigantic wave hit it tossing it upright once again.

- in spite of his injuries, the narrator took charge of the situation. Somehow he found the wheel, lined up the stern for the next wave and hung on till Mary appeared and took charge of the wheel.
- Larry and Herb started pumping out water like madmen.
- The whole starboard side bulged inwards.
- The narrator managed to cover canvas across the gaps to prevent water from entering the ship.
- Then came more problems. Their hand pumps stopped working and electric pumps short-circuited.
- the narrator found a spare electric pump under the chartroom that worked.
- The entire night was spent in pumping, steering, repairing and sending radio signals.
- The narrator checked charts and calculated that Ile Amsterdam, a French scientific base, their only hope.
- Sue's head was swollen and she had a deep injury.
- Finally they reached Ile Amsterdam, a volcanic island where they were welcomed by 28 inhabitants.
- Thus, the collective strength and never failing optimism of the sailors made it possible for them to come out of the jaws of death.
- Though, Jonathan and Suzanne did not do anything to save Wavewalker but their courage, faith and optimism gave extra strength and persistence to the narrator and his team.

Ile

It's Fun Time to Learn
Lesson-2 We're Not afraid to die...
 Hello students! Help me complete the **FIRST LEG OF JOURNEY**
 undertaken by Captain Gordon Cook...



SHORT ANSWER TYPE QUESTION (UNSOLVED)

Answer the following questions in not more than 30-40 words.

1. What preparations were made by the narrator before their round the world voyage?
2. Comment on the mood of the sea on 2nd January 1977? What plans and preparations did the crewmen, make to face that situation?
3. List the steps taken by the Captain-
 - a) to protect the boat when rough weather set in.
 - b) to check the flooding of Wavewalker.
4. How did the children's presence and behavior during the crisis influence the narrator?
5. What are Mayday calls? Why was the boat getting no replies to its Mayday calls?
6. Why were the electric pumps not working?
7. Why was Ile Amsterdam, the most beautiful island for the crew of Wavewalker?
8. What damage did the gigantic wave cause to the Wavewalker?
9. How badly was Sue injured? Why did she not report the full extent of her injuries to her father?
10. Describe the efforts made by the captain to protect the ship from sinking.

LONG ANSWER TYPE QUESTION (UNSOLVED)

Answer the following in about 120 words.

1. Highlight the tremendous courage and determination shown by the two children during the struggle to save the lives on Wavewalker?
2. Describe the shifts in the narration of the events as indicated in the three sections of the text. Hint:- Preparation of the journey, enjoying the sail, facing the fury of the nature and averting the disaster.
3. How does the story suggest that optimism helps to endure 'the direst stress'?

SHORT ANSWER TYPE QUESTION (SOLVED)

Q1. What preparations were made by the narrator before their round the world Voyage?

Ans. The writer wanted to go around the world voyage as captain James Cook had done about 200 years earlier. For about 16 years, both he and his wife used to spend all their free time in improving their sailing skills on the British sea. They made a 23 m long boat, Wavewalker, with great skill. They tested it in the roughest weather. Finally, they started their voyage in July 1976.

Q2. How did the first leg of the journey pass? What happened to them immediately after they left?

Ans. The first leg of the journey was from Plymouth (England) to Cape Town (Southern-most trip of Africa). It passed quite pleasantly. But after leaving Cape Town, they had to face strong gales.

Q3. How does the author describe the Wavewalker?

Ans. Wavewalker was the name given to the narrator's boat. It was professionally built. It was a 23-metre long, wooden-hulled 30-ton boat. The narrator spent years fitting it out and testing it in the roughest weather.

Q4. What did the travellers find at dawn on 2 January and what preparation did they make?

Ans. At dawn, the waves were gigantic. The ship rose to the top of each wave that came their way. There was fear of shipwreck. So they made all possible preparations to save the ship and themselves as follows :

1. They dropped the storm jib to slow down ship.
2. They secured everything tightly.
3. They attached lifelines to the life-rafts.
4. They put on their oilskins and life-jackets.

Q5. "We are not afraid to die ", who speaks the words and when?

Ans. The narrator's son Janathan, 6 years old, made this remark when his father went in to comfort the children. "But Daddy," he went on, "We aren't afraid of dying if we can all be together- you and mummy, Sue and I".

Q6. How did Sue make her father laugh when the situation was almost hopeless?

Ans. The situation was hopeless and the parents were still tense. She made a card and drew the caricatures of her parents. This made them laugh. The card also thanked them and gave a message of hope.

LONG ANSWER TYPE QUESTION (SOLVED)

Question 1:

What difference did you notice between the reaction of the adults and the children when faced with danger?

Answer:

There is a lot of difference between the way in which the adults and the children reacted when faced with danger. The adults felt the stress of the circumstances but prepared themselves to face the dangers. They took sufficient precautions to protect the ship when the rough weather began. They equipped everyone with lifelines, water proof clothes, and life jackets. Larry

and Herb worked cheerfully and optimistically for three days continuously to pump out water from the ship. Mary replaced the narrator at the wheel when the deck was smashed, and steered the ship. She also served them meal after two days of struggle against odds. The narrator performed his role as captain with courage, determination, resourcefulness and full responsibility. He undertook repair work and provided apparatus and directions needed to protect the ship. He also helped in steering the ship towards the island. The children suffered silently and patiently. Sue did not want to bother her father with her troubles. Jon acted courageously. He was not afraid to die if all of them perished together.

Question 2:

How does the story suggest the optimism helps to endure the direst stress?

Answer:

The story suggests that optimism certainly helps to endure the direst stress. The behaviour of our adults during crisis bears it out. As the mighty waves smashed the deck, water entered the ship through many holes and openings. Right from the evening of January 2, Larry and Herb started pumping out water. They worked continuously, excitedly and feverishly for 36 hours. It was a result of their continuous pumping that they reached the last few centimetres of water on January 4. They remained cheerful and optimistic while facing extremely dangerous situations. The narrator did not lose his courage hope or presence of mind while facing problems. He did not worry about the loss of equipment. He used whatever was available there. His self confidence and practical knowledge helped them to steer out of storm and reach the Ile Amsterdam. Mary stayed at the wheel for all those crucial hours. She did not lose hope or courage either.

Question 3:

What lessons do we learn from such hazardous experiences when we are face to face with death?

Answer:

Hazardous experiences may bring us face to face with death, but they teach us many important lessons of conduct. Life is not always a bed of roses. We must react to dangers and risks with patience and fortitude. Adversity is the true test of character. The purity of gold is judged by putting it in fire. The hazardous experiences bring out the best in us. Coward persons die many times before their death. Fear is a negative feeling and leads to inactivity and subject us to dangerous circumstances. Such sailors or soldiers who lose hope, lose the battle against the odds in life. On the other hand, persons with self confidence, courage, resourcefulness and presence of mind face all the dangers boldly and overcome all disasters. Their sharing and caring attitude inspires others also to face the adverse circumstances boldly and tide over them.

Question 4:

Why do you think people undertake such adventurous expeditions in spite of the risks involved?

Answer:

Man is adventurous by nature. The greater the risk, the more the thrill. The thrill of exploring unknown lands, discovering wealth and beauty lying hidden in far off lands inspires brave hearts to stake their life of rest and comfort. Perhaps they value one crowded hour of glory more than a long uneventful life of sloth and inactivity. It is true that sometimes adventures are quite risky and prove fatal. The failures of some persons do not daunt (discourage) the real lovers of adventure. They draw lessons from the shortcomings and errors of others and make fresh attempts with greater zeal. Part of the charm of an adventurous expedition lies in adapting oneself to the circumstances and overcoming the odds. The success of an adventurous expedition brings name, fame and wealth. History books are replete with accounts of famous explorers like Columbus, Vasco da Gama, Captain Cook and Captain Scott.

MULTIPLE CHOICE QUESTIONS BASED ON AN EXTRACT (EXAMPLE)

1. 'The first indication of impending disaster came at about 6 p.m., with an ominous silence. The wind dropped, and the sky immediately grew dark. Then came a growing roar, and an enormous cloud towered aft of the ship. With horror, I realised that it was not a cloud, but a wave like no other I had ever seen. It appeared perfectly vertical and almost twice the height of the other waves, with a frightful breaking crest.'

Question. 1. What was the first indication of the impending disaster?

- (a) around 6 p.m. when winds dropped and sky grew darker
- (b) next morning when the ship started creaking
- (c) when it started raining heavily
- (d) when winds were strong

Ans: (a)

2. What was the 'enormous cloud' that the narrator speaks of?

- (a) A huge cloud
- (b) A huge wave
- (c) Growing roar
- (d) Wavewalker

Ans: (b)

3. What is the meaning of the word 'crest'?
- (a) Cloud (b) base of the Wave
(c) Roar of the wave (d) tip of the wave

Ans: (d)

3. Ominous silence means
- (a) Unpleasant silence (b) Pleasant silence
(c) Holy silence (d) None of the above

Ans: (a)

2. The First leg of our planned three-year, 105,000 kilometre journey passed pleasantly as we sailed down the west coast of Africa to Cape Town. There, before heading east, we took on two crewmen—American Larry Vigil and Swiss Herb Seigler— to help us tackle one of the world's roughest seas, the southern Indian ocean.

1. What is a 'leg'?
- (a) A body part
(b) A unit of measuring the volume of water
(c) A unit of measuring the distance
(d) A segment of a journey

Ans: d

2. From where to where was the first leg of journey planned?
- (a) From Plymouth to Around the world
(b) From Plymouth to Cape Town
(c) From Plymouth to Indian Ocean
(d) From Cape Town to Indian Ocean

Ans: (b)

3. How many people sailed on Wavewalker from Cape Town to Indian ocean?
- (a) Four (b) Five
(c) Six (d) None

Ans: (c)

MULTIPLE CHOICE QUESTIONS ON THE CHAPTER

1. **Why did the author decide to go for a round-the-world voyage?**
 - (a) to show his children the world through ship
 - (b) to duplicate the voyage made 200 years ago by Captain James Cook
 - (c) to discover a new country and give it his own name
 - (d) to settle down in different country
 2. **the author hired the two crewmen to**
 - (a) take rest from long the voyage
 - (b) he wanted to spend some time with his family
 - (c) because he could no longer sail the ship
 - (d) help tackle one of the world's roughest seas, the southern Indian Ocean
 3. **What did narrator do to slow down the boat in the storm?**
 - (a) stopped sailing
 - (b) did nothing and waited for storm to calm down
 - (c) dropped the storm jib and lashed a heavy mooring rope
 - (d) dropped the storm jib
 4. **How did the explosion affect the ship?**
 - (a) torrent of green and white water broke over the ship
 - (b) the ship started sinking
 - (c) the ship turned upside down
 - (d) None of the above
 5. **the author accepted his approaching death because**
 - (a) he was sinking below the waves
 - (b) his head smashed in the wheel injured by the explosion
 - (c) he was thrown in the sea
 - (d) all of the above
 6. **When the author's head popped out of the water, he saw the ship was**
 - (a) sinking
 - (b) nowhere to be seen
 - (c) near capsizing
 - (d) unaffected by the waves
 7. **"We're sinking!", said**
 - (a) the crewmen
 - (b) Mary
 - (c) Sue
 - (d) Jonathan
-

8. **What had happened to Sue when the author entered his children's cabin to check on them?**
- (a) her head hurt as there was a bump
 - (b) She was unconscious
 - (c) her legs were hurt and was bleeding
 - (d) she was fine
9. **What was the status of the ship on January 3?**
- (a) pumps had the water level sufficiently under control
 - (b) condition was getting worse
 - (c) they were still struggling to control the pumps
 - (d) everything was just right
10. **Why did the handpumps start to block?**
- (a) They were very old and useless
 - (b) The debris from the ship wreckage blocked the pipes
 - (c) The water flow was blocking the handpumps
 - (d) All of the above
11. **to save the people on board, the captain hoped to reach**
- (a) Australia
 - (b) Mumbai, India
 - (c) Japan
 - (d) ILE Amsterdam
12. **What are Mayday calls?**
- (a) Call made in the month of May
 - (b) Distress call for help
 - (c) Both A and B
 - (b) None of these
13. **What does the word 'catamaran;' mean?**
- a) Calls made during distress
 - (b) boat
 - (c) part of a boat
 - (d) life saving drill

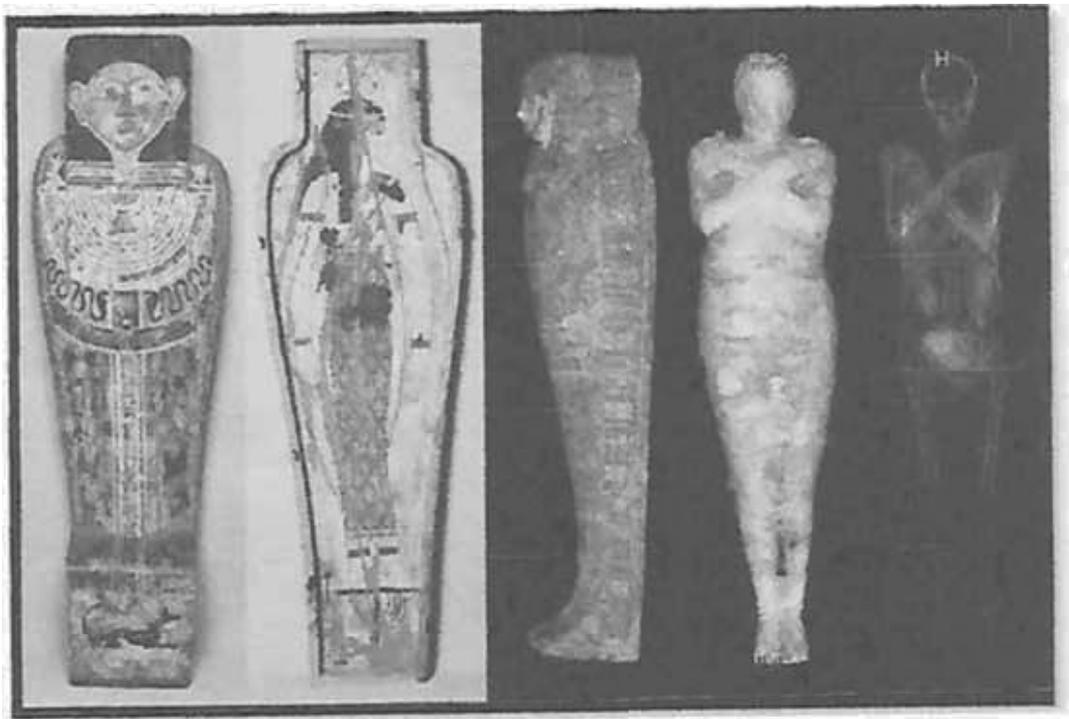
Q.no.	Answer	Q.no.	Answer	Q.no.	Answer
1. B	2.	D	3.	C	
4. A	5.	D	6.	C	
7. B	8.	A	9.	A	
10. B	11	D	12	B	
13. B					

LESSON-3

DISCOVERING TUT: THE SAGA CONTINUES

This lesson gives an insight to the students about archaeology and its advancements. With the help of various new digital and scientific machines, man is able to explore life that existed centuries ago. The story, 'Discovering Tut : The Saga Continues', is a description of an event to unravel the mystery of the death of a teenage ruler, named Tutankhamun.

The lesson also gives us a brief timeline and history of the life and death of Tutankhamun.



Chapter - 3

Discovering Tut: the Saga Continues

By A. R. Williams

‘Discovering Tut: the Saga Continues’ gives an insight into the mystery surrounding the life and death of Tutankhamun, the last teenage ruler of the powerful dynasty that had ruled Egypt for centuries.

THE DYNASTY OF TUTANKHAMUN

- King Tut was the last ruler of his family’s line, and his funeral brought an end to this powerful dynasty.
- Tut’s father or grandfather, Amenhotep III was a powerful pharaoh who ruled for about four decades during the dynasty’s golden age.
- His son, Amenhotep IV shocked the country by attacking Amun, a major God, smashing his images and closing all his temples.
- He changed his name to Akhenaten and promoted the worship of Aten or the sun disk.
- After his death, a mysterious ruler, Smenkhkare appeared briefly and exited with hardly a trace.
- When Tut took over, he changed his name from Tutankhaten to Tutankhamun and restored the old ways of Amun.
- Tut ruled for nine years and then died mysteriously.

FUNERARY TREASURES

- In 1922, his tomb was discovered by Howard Carter.
- Tut was buried with every day things that he’d want in the afterlife.
- Board games, bronze razor, linen undergarments, cases of food and wine.
- A shroud adorned with garlands of olive leaves, wild celery, lotus petals and cornflowers—Evidence of burial in March-April.
- Glittering goods, precious collars, necklaces, bracelets, rings, sandals and now iconic inner coffin and mask—all of pure gold.

- The ritual resins had hardened, thereby cementing Tut to the bottom of his solid gold coffin. Carter finally had to chisel the mummy away.

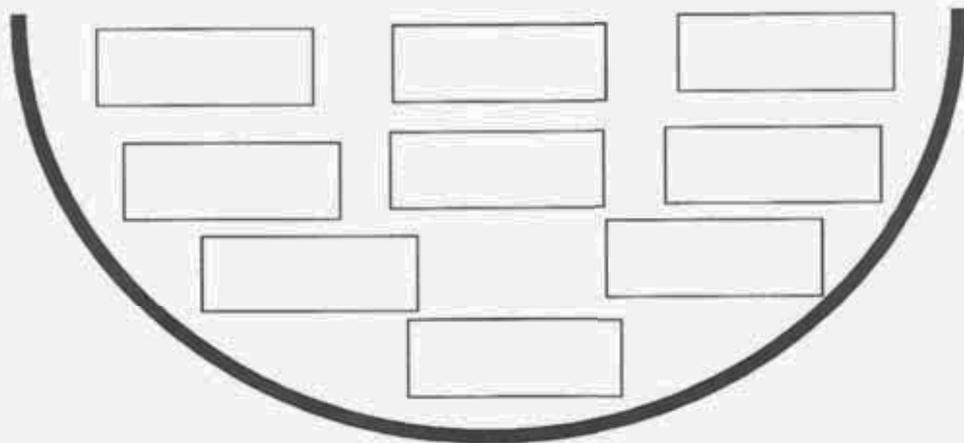
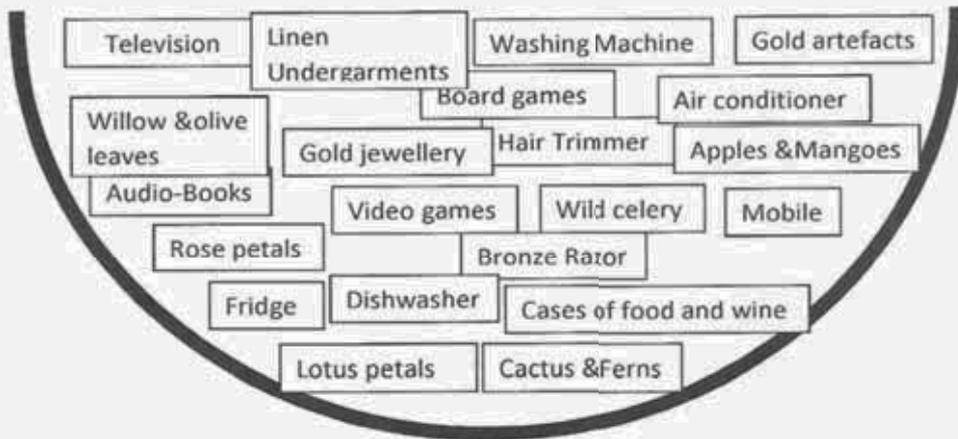
Intriguing Mystery of death of King Tut through computed tomography (CT)

- In 1968 an anatomy professor X-rayed the mummy and revealed that Tut's breast bone and front ribs were missing.
- This fact gives us a clue that Tut. in all likelihood did not die a natural death.
- At 6.00 pm on 5 January 2005 Tut's mummy was scanned under the supervision of Zahi Hawass, Secretary General of Egypt's Supreme Council of Antiquities.
- A portable CT machine, donated by National geographic society and Seimens, scanned the mummy head to toe to record the minutest detail.
- **Curse of the Pharaoh**-The fans of the CT scan machine got stuck with the sand and stopped working. Then he jokingly said it is the curse of the pharaoh. Later another pair of white plastic fans were arranged which worked well enough.
- Less than three hours after he was removed from his coffin, the pharaoh again rested in peace in the tomb.

It's Fun Time to Learn

Lesson-3: Discovering Tut: The Saga Continues...

Hello students! While trying to enlist Tut's Funerary Treasures, by mistake, I added some of my own stuff. Now I am confused. Can you help me by picking up only the Tut's treasure and transferring them into the bowl below?



SHORT ANSWER TYPE QUESTIONS (SOLVED)

Q.1. Who was Tutankhamun?

Ans. Tutankhamun was a pharaoh of ancient Egypt. He was the last heir of royal family that had ruled Egypt for centuries.

Q.2. How did Carter separate Tut's mummy from coffin?

Ans. The solidified resins had cemented Tut's mummy to the bottom of his coffin. Carter tried to loosen the resins in sun's heat, but couldn't succeed. At last, he used a chisel and hammer to separate Tut's mummy from the coffin.

Q.3. Why was Tut's body buried along with gilded treasures?

Ans. In Tut's time, the royals thought that they could take their riches to the after-life. So Tut's body was also buried along with a lot of gold and things of everyday need.

Q.4. Why did the boy king change his name from Tutankhaten to Tutankhamun?

Ans. Amun was a major God in ancient Egypt. But the previous king had made his people worship the sun God Aten. He smashed all images of Amun and closed his temples. When young Tut took the throne, he restored the old ways. He changed his own name from Tutankhaten to Tutankhamun which means 'living image of Amun'.

Q.5. What startling fact was revealed about Tut in 1968?

Ans. In 1968, Tut's mummy was X-rayed. It revealed a startling fact that the breast bone and the front ribs were found missing in the chest. It suggested that Tut might not have died a natural death. He could have been murdered.

Q.6. What did Amenhotep IV do when he became pharaoh?

Ans. Amenhotep made his people worship the sun god Aten. He smashed all the images of Amun and closed his temples. He even changed his religious capital from Thebes to new city of Amarna.

Q.7. Why did the tourists throng to see king Tut's tomb? Why did they seem nervous?

Ans: The tourists came to pay their respects to King Tut. They admired the murals and Tut's gilded face on his mummy-shaped outer coffin lid. They read from the guidebooks in whisper, or stood silently, pondering over Tut's untimely death, dreading, lest the pharaoh's curse befall those who disturbed him.

Q.8 Tut was buried in March-April. How did Carter conclude this?

Ans: On opening the first coffin, Carter found a shroud decorated with garlands of willow and olive leaves, wild celery, lotus petals and cornflowers. Since these flowers grow in March or April, Carter concluded that the burial was in these months.

Q.9 “ When he finally reached the mummy, though, he ran into trouble.” Why was it so?

Ans: When Carter tried to raise the mummy out of the coffin, he could not. The ritual resins had hardened, cementing Tut’s body to the bottom of his solid gold coffin. No amount of force-could pull it out. Hence Carter ran into trouble trying to remove the mummy from its coffin.

Q.10. How has the viewpoint of archaeologists changed with the passage of time?

Ans: The archaeologists, earlier, mainly focused on the treasures that the tomb would yield. They would pay less attention to the details to the life and death of the mummy in consideration. With passage of time, the centre of attention is more on the fascinating details of life and intriguing mysteries of death. Moreover, now they use more sophisticated tools, including medical technology.

SHORT ANSWER TYPE QUESTIONS (UNSOLVED)

Answer the following questions in not more than. 30-40 words.

1. What are the two biggest questions still lingering about Tutankhamen?
2. What was the Pharaoh’s curse?
3. What were the funerary treasures found in the pharaoh’s tomb?
4. What does the presence of funerary treasures in Tut’s tomb tell us about the beliefs of ancient Egyptians?
5. Why did Ray Johnson describe Akhenaten as ‘wacky’?
6. What were the findings of the CT scan of Tut’s mummy?
7. Who was Tut? Why was his demise a big event?
8. How do you know that King Tut was buried in March/April?
9. What superstition do Egyptians associate with mummies?
10. King Tut’s body has been subjected to repeated scrutiny. Why?
11. Why were the Pharaohs buried with tremendous amount of wealth?
12. Why did the boy king change his name from ‘Tutankhaten’ to ‘Tutankhamun’?
13. Carter had to chisel away Tut’s mummy. How did he justify it?
14. Why was Carter’s investigation resented?
15. What were the results of the CT scan?
16. Mention any two aspects of ancient Egyptian life as portrayed in the lesson?

LONG ANSWER TYPE QUESTIONS (UNSOLVED)

Answer the following in about 120 words.

1. Do you think Carter was justified in removing the hardened resin deposits on Tut's mummy? Why? Why not?
2. What is the Egyptian Mummy Project? How successful has it been?
3. Describe the Egyptian rulers that you find mentioned in the lesson.
4. Explain the statement - 'King Tut is one of the first mummies to be scanned -in death, as in life moving regally ahead of his countrymen'.
5. What picture of Egyptian life and beliefs does the lesson portray?
6. Knowledge about past adds to our knowledge of the world we live in. Do you agree? Why? Why not?

LONG ANSWER TYPE QUESTIONS (SOLVED)

Question 1. "The mummy is in a very bad condition because of what Carter did in the 1920s." What did Carter do and why?

Answer: Howard Carter was the British archaeologist who in 1922 discovered Tut's tomb. He searched its contents in haste. The tomb, which had stunning artefacts in gold, caused a sensation at the time of the discovery.

After months of carefully recording the treasures in the pharaoh's coffin, Carter began investigating the three nested coffins. When he finally reached the mummy, he found that the ritual resins had hardened. Thus, Tut's body was cemented to the bottom of his solid gold coffin. Carter set the mummy outside in blazing sun that heated it up to 149 degrees Fahrenheit, to no avail.

To prevent the thieves from ransacking, he chiselled the body free. To separate Tut from his embellishments, Carter's men removed the mummy's head and severed nearly every major joint.

Question 2. Describe the changing attitudes of the archaeologists over a span of time.

Answer: Archaeology has changed substantially in the intervening decades. It now focusses less on treasure and more on the interesting details of life and the intriguing mysteries of death. It also uses more sophisticated tools, including medical technology. In 1968, more than forty years after Carter's discovery, an anatomy professor X-rayed the mummy and revealed a startling fact: beneath the resin that caked King Tut's chest, his breast bone and front ribs were missing. Today, diagnostic imaging can be done with computed tomography, or CT, by which hundreds of X-rays in cross section are put together like slices of bread to create a three dimensional virtual body. It can even answer questions such as how a person died, and how old he was at the time of his death.

Question 3. What are the facts that are known about King Tut's lineage?

Answer: Amenhotep III, Tut's father or grandfather, was a powerful pharaoh who ruled for almost four decades at the height of the eighteenth dynasty's golden age. His son Amenhotep IV succeeded him and initiated one of the strangest periods in the history of ancient Egypt. The new pharaoh promoted the worship of the Aten, the sun disk, changed his name to Akhenaten, or 'servant of the Aten', and moved the religious capital from the old city of Thebes to the new city of Akhetaten, now known as Amarna. He further shocked the country by attacking Amun, a major God, smashing his images and closing his temples. After Akhenaten's death, a mysterious ruler named Smenkhkare appeared briefly and exited with hardly a trace. A very young Tutankhaten took the throne as the king, thereafter.

MULTIPLE CHOICE QUESTIONS BASED ON AN EXTRACT

Passage A

'The mummy is in very bad condition because of what Carter did in the 1920s,' said Zahi Hawass, Secretary General of Egypt's Supreme Council of Antiquities, as he leaned over the body for a long first look. Howard Carter, was the British archaeologist who in 1922 discovered Tut's tomb after years of futile searching. Its contents, though hastily ransacked in antiquity, were surprisingly complete. They remain the richest royal collection ever found and have become part of the pharaoh's legend. Stunning artefacts in gold, their eternal brilliance meant to guarantee resurrection, caused a sensation at the time of the discovery - and still get, the most attention.

Question 1. Who said 'The mummy is in very bad condition because of what Carter did in the 1920s'?

- (a) Howard Carter
- (b) Zahi Hawass
- (c) an anatomy professor
- (d) An Egyptian historian

Ans. (b)

Question 2. What is meant by, 'hastily ransacked in antiquity'?

- (a) The tomb of Tut is ransacked and in very bad condition
- (b) Tut's treasures are antique and very expensive
- (c) articles and artefacts that were buried with Tut's body were found to be complete
- (d) All of the above

Ans: (c)

Question 3. What have become part of the pharaoh's legend?

- (a) Tut's tomb contents
- (b) Royal collection
- (c) Articles and artefacts
- (d) All of the above

Ans: (d)

Passage B

‘All afternoon the usual line of tourists from around the world had descended into the cramped, rock-cut tomb some 26 feet underground, to pay their respects. They gazed at the murals on the walls of the burial chamber and peered at Tut's gilded face, the most striking feature of his mummy-shaped outer coffin lid.

1. To whom/what the tourists had the tourists come to respect to?

- (a) Tomb of Tut
- (b) mummy of tut
- (c) treasures in Tut's tomb
- (d) main coffin of Tut

Ans: (b)

2. What does the word ‘murals’ depict in the passage?

- (a) mummified body of Tut
- (b) treasures of the tomb
- (c) artwork on the coffin lid
- (d) artwork on the walls of the tomb

Ans: (d)

3. Where was Tut's gilded face?

- (a) on the burial chamber walls
- (b) under the ground
- (c) coffin lid
- (d) on the murals

Ans: (c)

MULTIPLE CHOICE QUESTIONS ON THE CHAPTER

1. **Tut's tomb was discovered by _____ in _____ .**
 - (a) Adam Cooper in 1901
 - (b) Zahi Hawass in 2005
 - (c) Howard Carter in 1922
 - (d) Howard Carter in 1930
2. **When was Tut's body taken for CT scan after being discovered?**
 - A. After 1 year
 - B. After 30 years
 - C. After 50 years
 - D. After 80 years
3. **Whose dynasty was known as the golden age?**
 - (a) Tutankhamun
 - (b) Amenhotep III
 - (c) Amenhotep IV
 - (d) None of the above
4. **_____ promoted the worship of Aten (the sun disk).**
 - (a) Tutankhamun
 - (b) Amenhotep III
 - (c) Akhenaten
 - (d) None of the above
5. **Where did Akhenaten change his capital?**
 - (a) Amarna
 - (b) Atual
 - (c) Akenaten
 - (d) Amenhotep III
6. **How would you describe Tut's tomb?**
 - A. gold-plated
 - B. rock-cut
 - C. wall paintings with gold-plate
 - D. rock-cut, 26 feet underground, which had wall paintings
7. **What was in the first coffin?**
 - A. garlands of olives, lotus petals, and cornflowers
 - B. flowers and coins
 - C. gold, wealth, bronze razor, games, clothes, cases of food and wine
 - D. It was empty

- 8. Why did the third coffin put Carter in trouble?**
- A. It was empty
 - B. The resins used to cement Tut to the bottom of the solid gold coffin which was hardened enough
 - C. The material found inside was already looted
 - D. None of the above
- 9. How did carter remove the resins?**
- A. with the help of chisel and hammer
 - B. with the help of chemicals
 - C. with the help of machinery
 - D. with the help of man power
- 10. What did carter and his men do after cutting down his body?**
- A. they sent it for X-Ray
 - B. they examined them carefully
 - C. they placed it on the layer of sand in a wooden box
 - D. they clicked photographs
- 11. Who is osiris?**
- A. god of nature
 - B. god of afterlife
 - C. god of seasons
 - D. god of universe
- 12. What facts were revealed when the mummy was X-Rayed in 1968.**
- A. his several possessions were missing
 - B. his hip bone was missing
 - C. his breast bone and front ribs were missing
 - D. his feet bone was missing
- 13. What does ct scan stand for?**
- A. Computed Telegraphy
 - B. Computed Tomography Scan
 - C. Car Topology
 - D. Computer Technology

14. **Why did the procedure stop in between?**
- A. As spare fan stopped working
 - B. as the light went off
 - C. As the lift broken
 - D. none of the above ,Tlltcalled?
15. **What is the cemetery of t ut called.**
- A. Valley of the Kings
 - B. Tut’s Resting Place
 - C. Resting Peace
 - D. Valley of Flowers
16. **Tut was laid to rest, laden with _____”**
- A. platinum
 - B. aluminium
 - C. gold
 - D. silver
17. **What was Tut lavished with?**
- A. gold, silver, flowers
 - B. lots of jewels
 - C. glittering goods: precious collars, inlaid necklaces and bracelets, rings, amulets, a ceremonial apron, sandals, sheaths for his fingers and toes all of pure gold”
 - D. expensive clothing
18. **How has archeology changed through the decades?**
- A. focusses more on treasure
 - B. focusses more on physical findings
 - C. focusses on time factors more
 - D. focusing less on treasure and more on the fascinating details of life and mysteries of death
19. **Howard carter’s investigations were resented because he:**
- (a) spent to much money
 - (b) opened the tomb after which thieves stole the treasure
 - (c) damaged the body of Tut
 - (d) invited the curse of the Pharaoh

20. Akhenaten was called ‘whacky’ by Ray Johnson as he

- (a) Attacked Amun images
- (b) shut down Amun temples
- (c) started worshipping Aten
- (d) all of the above

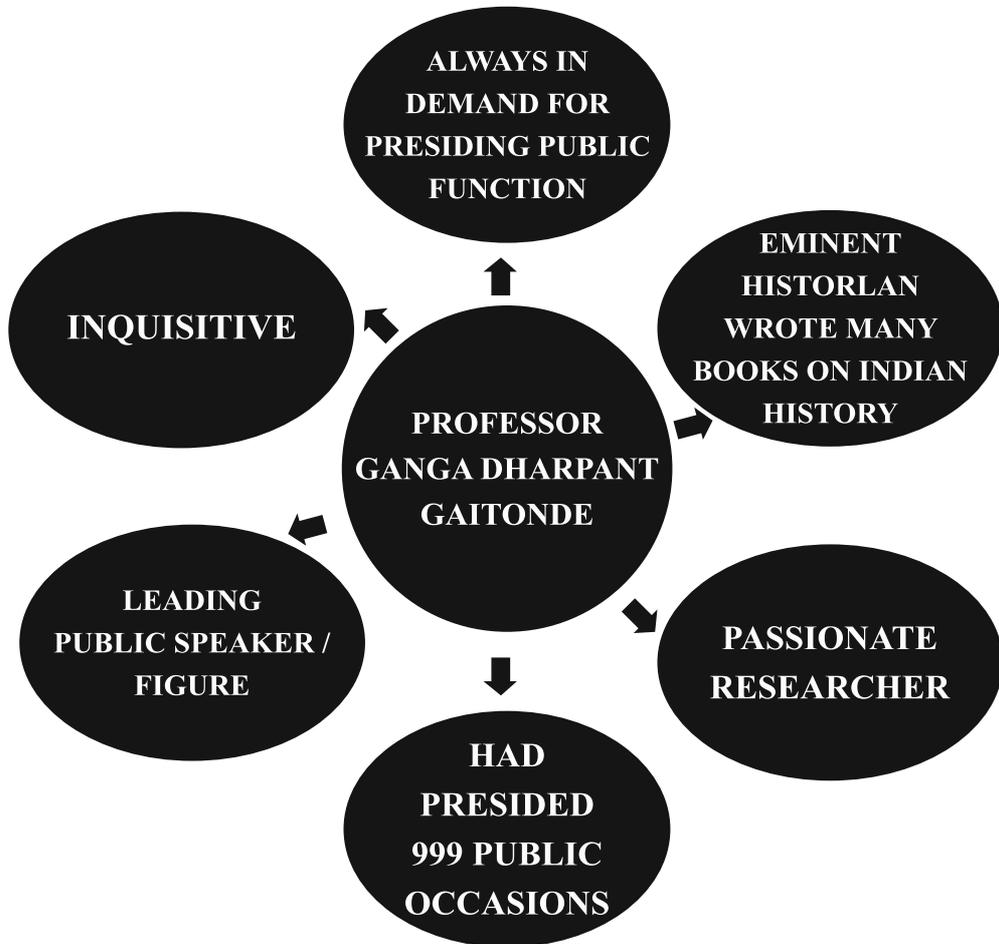
Answer key

Q.no.	Answer	Q.no.	Answer	Q.no.	Answer
1.	C	2.	D	3.	B
4.	C	5.	A	6.	D
7.	A	8.	B	9.	A
10.	C	11.	B	12.	C
13.	B	14.	A	15.	A
16.	C	17.	C	18.	D
19.	C	20.	D		

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LESSON- 7
THE ADVENTURE
(A FICTIONAL NARRATIVE)

By Jayant Narlikar



This fictional narrative by **JAYANT NARLIKAR** is a story regarding science fiction dealing with the much intriguing aspect of time.

Chapter - 7

The Adventure

By Jayant Narlikar

This fictional narrative by Jayant Narlikar belongs to the genre of science fiction and deals with the much intriguing aspect of time. The protagonist of this story, Professor Gaitonde, a historian is preparing for his thousandth presidential address in which he would speak on the topic “What course history would have taken if the result of the Battle of Panipat had gone the other way?”

While on an evening stroll he is hit by a truck.

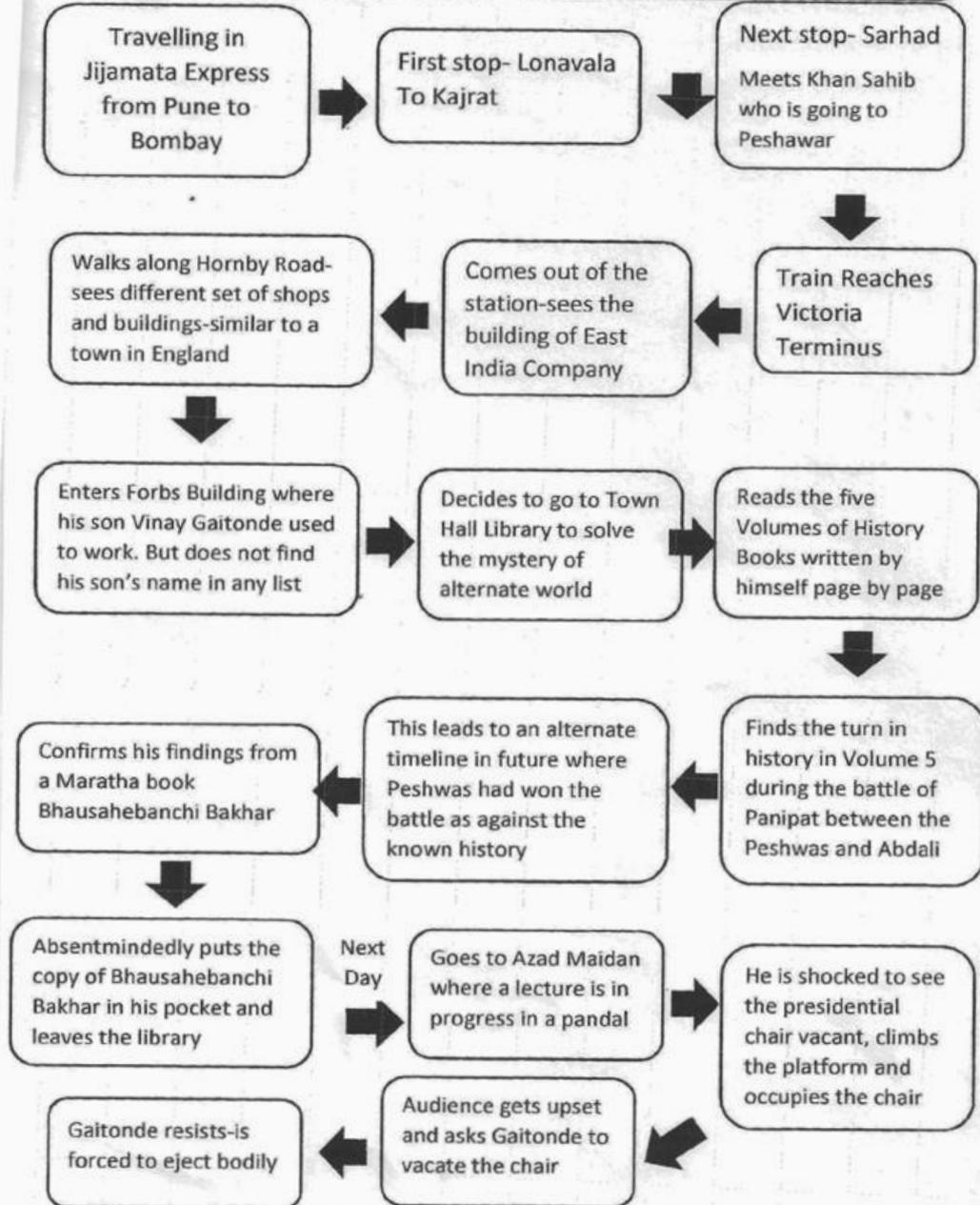
- At that time he was thinking of the catastrophe theory and its implications for history.
- He found himself in another Bombay-which looked more like England (cleaner, big English shops).
- The East India Company was flourishing. In this different Bombay, he went to the Asiatic Society library in the town hall, to read some History books, including the ones he had written.
- Most of the history was as he knew it in his world-but the point where history had changed was the Battle of Panipat. In this different world, the Marathas had won.
- The Marathas had not allowed the East India Company to expand. In fact, its influence was limited to a few places like Bombay, Calcutta and Madras. India had become a democracy but allowed the British to carry on for commercial reasons.
- Prof. Gaitonde wanted to find out how the Marathas had won the battle. According to one history book, the Maratha army’s morale was boosted when Vishwasrao managed to escape death narrowly.

Next morning he went for a stroll to Azad Maidan.

- There was a lecture and Prof. Gaitonde went and sat on the vacant presidential chair.
- It turned out that in this world people were fed up of long speeches and had abolished the ‘chairing’ custom.
- They got angry because Prof. Gaitonde would not stop talking. They threw things at him and then got onto the stage to throw him out. Suddenly Prof Gaitonde vanished.
- He was found in the Azad Maidan in his own familiar world. But where had he been for two days remained a mystery.?
- He showed Rajender Deshpande the proof that he had been somewhere else and not just imagining things- the torn-off page of the history book from the other world, about Vishwasrao escaping death.

Lesson-7 The Adventure

Journey of Professor Gangadhar Pant Gaitonde in Alternate Universe



Some important terms/statements to understand from the text:

1. “The lack of determinism in quantum theory!”

Ans. The quantum theory is based on the idea that energy exists in units that cannot be divided. This theory lacks the belief that people are not free to choose what they are like or how they behave because these things are decided by their background, surroundings and other things over which they have no control.

2. “You need some interaction to cause a transition.”

Ans. Rajendra Deshpande explained to Gangadharpant that the latter was able to experience two worlds by making a transition. Gangadharpant wanted to know why he made the transition. Science does not provide a ready-made answer to it. Rajendra observed that one needs some interaction to cause a transition. He made a guess. Perhaps Professor Gaitonde was then thinking about the catastrophe theory and its role in wars or he might have been wondering about the Battle of Panipat.

3. “you neither travelled to the past nor the future. You were in the present experiencing a different world.”

Ans. Gangadharpant, according to Rajendra Deshpande, had made a transition from one world to another and back again. By making a transition, he was able to experience two worlds although one at a time. He neither travelled to the past nor to the future. He was in the present but experiencing a different world.

4. You have passed through a fantastic experience: or more correctly, a catastrophic experience.”

Ans. Gangadharpant had passed through a strange experience. He had the experience of living in two worlds—the one he lived in now and the other where he had spent two days. This world had a different history. Rajendra explains his experience by terming it as a catastrophic experience.

LONG ANSWER TYPE QUESTION

ii) Why do you think professor Gaitonde decided never to preside over meetings again?

Ans. Professor Gaitonde had the experience of speaking at 999 meetings and faced the Pune audience as being most hostile. During his visit to the other world, he found a

lecture going on at Azad Maidan. The presidential chair on the stage was unoccupied. Professor Gaitonde who believed in propriety and decorum in social and public life, considered it to be a sacrilege and wanted to correct the wrong act. He went to the mike to express his views. But the unfriendly audience was in no mood to listen. They declared that they were sick of remarks from the chair, of the vote of thanks, of long introductions. They only wanted to listen to the speaker. They had abolished the old customs long ago. The presidential chair was just symbolic. The crowd interrupted professor Gaitonde in his lecture and pushed him with force bodily. This was a very harrowing experience for the eminent historian and he decided never to preside over meetings again.

SHORT ANSWER TYPE QUESTION (UNSOLVED)

1. Why was professor Gaitonde going to Bombay?
2. What was the plan of action in professor Gaitonde's mind as his train approached Bombay?
3. What important discovery was made by Gangadharpant on reading history books?
4. Professor Gaitonde could not complete his thousandth address at Azad Maidan. Why?
5. What explanation was given by Rajendra Deshpande for professor Gaitonde's transition from one world to another?
6. What is reality according to Rajendra Deshpande?
7. How did Gangadhar Pant behave at Azad Maidan? What was the reaction of the audience?
8. Why did professor Gaitonde consult history books? What did he discover in the 'Bhaushebanchi Bakhar'? Why was he shocked?
9. How did Rajendra Deshpande try to rationalise Gangadhar Pant's experience at Azad Maindan scientifically?

SHORT ANSWER TYPE QUESTION (SOLVED)

Q.1. Who was Professor gaitonde? What was his plan in Bombay?

Ans. Professor Gaitonde was a historian. He had written five volumes on History. He was on his way to Bombay. He planned to go to a library and consult the history books there to find out how present state of affairs was reached.

Q.2 What were the things that Professor Gaitonde noticed as the train entered the British Raj territory?

Ans As the train touched Sarhad, From where the British Raj began, an Anglo- Indian in uniform went through the train checking permits. The blue carriages of the train carried the letters GBMR on the side, an acronym for ‘Greater Bombay Metropolitan Railway’. There was the tiny Union Jack painted on each carriage as a reminder that they were in British territory. As the train stopped at its destination, Victoria Terminus, the station looked remarkably neat and clean. The staff was mostly made up of Anglo-Indians and Parsees with a handful of British officers.

Q.3. Where was Khan Sahib going? how did he intend to reach there?

Ans Khan Sahib was going to Peshawar. After the train reached Victoria Terminus he would take the Frontier Mail out of Central, -the same night. From Bombay he would go to Delhi, then to Lahore and then Peshawar. It would be a long journey and he would reach Peshawar two days later.

Q.4 What was the strange reality that Professor gaitonde saw as he stepped out of the station?

Ans As Professor Gaitonde came out of the staton, he saw an impressive building. The letters on it revealed that it was the East India headquarters of the East India Company. He was shocked as it was supposed to have had stopped operation soon after the events of 1857 but here it was flourishing.

Q.5. Why did professor gaitonde enter the forbes building? What was his experience there?

Ans. The professor went to Forbes building to meet Vinaya Gaitonde, his own son. The receptionist searched through the directory of employees. But there was no person bearing that name. It was a big blow. He felt that so far everything had been shocking so the non-existence of his son was not totally unexpected.

Q.6. What did the professor do in the Town Hall Library?

Ans. The professor consulted the history books that he himself had written. There was no change in the events upto death of Aurangezeb. The change had occurred in last volume. He read the description of the battle of Panipat. Abdali was defeated by Maratha army led by Sadashivrao Bhau and his nephew, Vishwasrao. It established the supremacy of the Marathas. They set up their science research centres. They accepted the help of English experts.

Q.7 Why did Gangadharpant go to the Town Hall Library? What books did he browse? What did he discover?

Ans. Gangadhar was witnessing a changed India. He wanted to know the reason. So he went to the Town Hall Library. There he asked for a list of history books, including his own. When he got the five volumes, he started looking through them from the beginning. The four volumes seemed to be same as he had written them. However in the last (fifth) volume, history had taken a different turn during the Battle of Panipat. The book mentioned that the Marathas won it handsomely and Abdali was chased back to Kabul by the triumphant Maratha army led by Sadashivrao Bhau and his nephew, the young Vishwasrao.

Q.8. What did the professor wish to find out in history books?

Ans. He wished to find the answer to his question how Marathas won the Battle of Panipat. He found a clue in a magazine titled Bhausahibanchi Vishwasrao had a narrow escape from being killed by the bullet that brushed past his ear. This boosted the morale of the Maratha army and they won the battle.

Q9 ‘Victories change future’. how did the victory of the Peshwas in the Battle of Panipat help them?

Ans The victory in the battle was not only successful in building their confidence tremendously but it also established the supremacy of the Marathas in northern India. The East India Company, watching these events temporarily deferred its plan to spread out further. For the Peshwas, the immediate result was increased influence of Bhausahib, and Vishwasrao had to retire from state politics.

Q10. Did the victory of the Peshwas cause any effect on the alternate reality which Gangadhar visited?

Ans: Yes, it completely changed the chain of events. The East India Company was alarmed when the new Maratha ruler, Vishwasrao, and his brother, Madhavrao, expanded their influence all over India. The Company was limited to pockets of influence near Bombay, Calcutta and Madras. However, in the nineteenth century the Marathas were aware of the importance of the technological age starting in Europe. Hence they set up their own centres for science and technology. The East India Company saw another chance to extend its influence. It offered support and experts. But they were accepted only to make the local centres self-sufficient.

Q11. What was the final outcome of the Peshwas?

Ans: During the twentieth century, inspired by the West, India moved towards a democracy. By then, the Peshwas had lost their enterprise, and democratically elected bodies replaced them. The Sultanate at Delhi survived even this change because it exerted

no real influence. The Shahenshah of Delhi was only a nominal head made by the central parliament.

Q12. What happened when Professor Gaitonede went ahead to occupy the chair on the dais?

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

Q.13. ‘But why did i make the transition? What explanation did Rajendra give to the professor?’

Ans. Rajendra guessed that the transition must have been caused by some interaction. Perhaps the professor had been thinking at the time of collision about catastrophic theory and its role in wars. The professor admitted that he had been wondering at that time what course history would have taken if the Marathas have won the Battle of Panipat.

Q14 Gangadharpant began to appreciate the india he had seen. Why was it so?

Ans: After reading this new history, Gangadharpant was pleased at the India he had seen, it was a country that had not been subjected to slavery of the white man; it had learnt to stand on its feet and knew what self-respect was. From a position of strength and for purely commercial reasons, it had allowed the British to retain Bombay as the sole outpost on the subcontinent.

LONG ANSWER TYPE QUESTIONS

Q.1. How did Rajendra Deshpande apply his theory of catastrophic experience regarding the Battle of Panipat?

Ans. Gangadherpant narrated to Rajendra his experience at the Azad Maidan meeting. For two days he was in coma. He had met with an accident. He asked Rajendra Prasad to explain where he had spent those days.

He admitted that he had been thinking of the catastrophic theory before the collision and how it could change the history course. He produced a page from the Bakhar to prove that his mind was working normally. The page described that Vishwasrao had not escaped the bullet, rather he had been killed. It was just contrary to what his own history book said, and he wanted to know the facts.

Q.2. How did Rajendra explain the concept of reality with the example of movement of an electron?

Ans. Rajendra Deshpande tried to rationalise the professor's experience on the basis of two scientific theories. Gangadharpant had passed through a strange catastrophic experience. The juncture at which Vishwasrao was killed in the battle proved to be turning point. The Marathas lost their morale and lost the battle.

Rajendra then moved to his second explanation. Reality is not exactly what we experience directly with our senses. It can have other manifestations also e.g., the electron does not follow the laws of science. It is called lack of determinism in quantum theory. It can be found in different places and each is real. It happens by transition. Professor also experienced two world, one that was present, and other that might have been.

Q.3 '...facts can be stranger than fantasies, as I am beginning to realize.' Why did Rajendra say this?

Ans. Rajendra had thought that Professor's mind was playing tricks on him till Gangadharpant produced his own Copy of 'Bhausahabanchi Bakhar', Where the account of the war stated that Vishwasrao was hit by the bullet. He then produced the other evidence in the form of a document that he had inadvertently picked up from the library, in alternate world, which stated the opposite.

Q4. How did Professor Gaitonde make the transition from one reality to the other?

Ans. Rajendra Deshpande admitted that there are many unexplainable events in science and this Professor Gaitonde's transition, was one of them. But he guessed that since one needs some interaction to cause a transition at the time of the collision he must have been thinking about the catastrophe theory and its role in wars. Perhaps he was wondering about the Battle of Panipat and the neurons in his brain acted as a trigger and transformed him into the alternate universe.

Q5. What was the difference in the actual events of the Battle of Panipat and the ones reported in the alternative universe?

Ans. Professor Gaitonde wanted to look for accounts of the battle itself, so he went to Town Hall to look into the books and journals before him. After going through many books of history, he finally found 'Bhausahabanchi Bakhar, reporting that Vishwasrao had missed the bullet'. The entire history seemed to have changed radically from this point in history.

MULTIPLE CHOICE QUESTIONS ON THE CHAPTER

1. Professor Gaitonde was travelling from _____.
(a) Pune to Bombay (b) Pune to Delhi
(c) Bombay to Pune (d) Delhi to Bombay
2. Why did the professor go to town hall?
(a) To check facts from history books (b) To pass his free time
(c) To read books (d) To meet a friend
3. What did the professor notice at the lecture going on in the pandal-
(a) There was no crowd (b) Presidential chair was empty
(c) The speaker was very old
(d) The language in which lecture was being given
4. Which theory as explained by Rajender Prasad States in a shift in behaviour?
(a) Quantum theory (b) Theory of relativity
(c) Big Bang theory (d) Catastrophe theory
5. What happens in the case of electrons in lack of determinism in Quantum theory?
(a) electrons don't move from their path
(b) electrons merge with other atoms
(c) One cannot predict which path the electron takes at a point of time
(d) None of the above
6. According to which of the two theories did the incident with Professor Gaitonde happen?
(a) Quantum theory and Theory of Relativity
(b) Only Big Bang Theory
(c) Catastrophe theory and lack of determinism in Quantum theory
(d) Catastrophe theory and Theory of Relativity
7. Why did Professor start liking the new India that he was reading about?
(a) This country knew how to stand on its feet
(b) It was different from the one he knew
(c) In this form, India was a wealthy nation
(d) as he liked the ruler in this new country

Answer Key:

- | | |
|--------|--------|
| 1. (a) | 2. (a) |
| 3. (b) | 4. (d) |
| 5. (c) | 6. (c) |
| 7. (a) | |
-

Chapter -8

Silk Road

By Nick Middleton

The lesson 'Silk Road'

- is an extract from the author's travelogue
- It describes only a small part of his journey
- The journey from Ravu, a small mountain village to Darchen, at the foot of Mt. Kailash
- Lahmo gives a farewell present to author, a long sleeved sheep skin coat. Worn by men.
- The author left Ravu in the company of Daniel and Tsetan.
- Tsetan knew a short-cut. He said the journey would be smooth if there was no snow.
- From the gently rolling hills of Ravu they took a short through cut.
- On the way they saw a few gazelles and a herd of wild asses.
- passing by the hills they could see the lonely drokbas tending their flocks.
- Men and women would pause and stare at their car, occasionally waving as they passed by.
- Passing by nomad's tents, they saw **Tibetan mastiffs** who would explode into action as they neared the tents, barked furiously, were fearless, would chase the car for some distance, then would go back.
- At 5210 meters above the sea level, the road became bumpier.
- Icy top layer of the snow was very dangerous; the car could slip off the road .
- Snow continued blocking their way.
- When they reached 5515 meters above the sea level 1. atmospheric pressure became very low, 2. Tsetan opened the lid of the petrol tank to release the evaporated fuel 3. author experienced severe headache
- By late afternoon, reached the small town of Hor, grim, miserable place on shores of lake Mansarovar.
- There was no vegetation, just dust and rocks.
- Mansarovar is a source of four main Indian rivers-the Indus, the Ganges, the Sutlej and the Brahmaputra. Hor was grim, miserable place.
- They reached a guest house in Darchen by 10.30 p.m.

- Author had a very troubled night, sinus blocked, not able to get enough oxygen and found difficulty in sleeping.
- Next day Tsetan took him to the Darchen Medical College.
- Doctor told him it was just cold and the altitude, gave him some medicine and he slept well that night.
- Like Hor, Darchen was dusty, heaps of refuse seen all around, not many shops. It appeared to be sparsely populated.
- Author felt lonely as no pilgrims could be seen. He had reached there very early in the season.

Meeting Norbu:

- Author wanted to reach Mount Kailash to do the Kora.
- But didn't want to do it alone
- He was looking for someone who could speak or understand English. He found Norbu in a cafe.
- He saw him reading an English book
- Norbu was a Tibetan, worked in Beijing at the Chinese Academy of Social Sciences
- He too was there to do the Kora, but he was not a religious person.
- Both decided to climb Mount Kailash and do the Kora.
- Norbu became an ideal companion for the author.

SHORT ANSWERS TYPE QUESTIONS (UNSOLVED)

1. Why were Tibetan mastiffs popular in China's imperial courts?.
2. Why had Hor been described as a miserable place by the narrator?
3. Who was Norbu? How did Narrator feel on meeting him?
4. How did cold and altitude affect the narrator?
5. Why was the narrator's experience at Darchen disappointing?
6. Justify the title of the lesson "Silk Road" ?
7. What was the purpose of author's journey to Mount Kailash? How did Tsetan help him during the journey?
8. Compare the narrator's experience at Hor to the earlier accounts of the place given by travellers?
9. Describe the difficulties faced by the narrator during his journey to Mount Kailash?

SHORT ANSWERS TYPE QUESTIONS (SOLVED)

Q.1. Who was Lhamo? What farewell gift did she give to the author?

Ans. Lhamo was a Tibetan women who had set up a tent for pilgrims near Ravu. She was honest and helpful. She offered a long sleeved sheep skin coat as a farewell gift.

Q.2. Who did the party come across after leaving Ravu?

Ans. From the gently rolling hills of Ravu, the author's car came to vast open plains. They saw a few antelopes grazing, and further on, they saw a heard of wild ass raising a pall of dust. As the car approached them, they galloped away.

Q.3. Where did the narrator meet Norbu? How could he be a help to the narrator?

Ans. The narrator met Norbu in a cafe. He was Tibetan, and worked in Beijing at the Chinese Academy of Social Sciences, in the Institute of Ethnic Literature. He had come to do the Kora.

Norbu had been writing academic papers about the Kailash, Kora and its importance in various works of Buddhist literature for many years but, he had never actually done it himself. The narrator was relieved to team up with him. He would not be alone, then.

Q.4. Where did the narrator find drokbas? What did he notice about them?

Ans. As the narrator went further up the hills from the rocky wasteland, he noticed the solitary drokbas tending their flocks. Sometimes these well-wrapped figures would halt briefly and stare at their car. They seldom waved as they crossed. When the road took them close to the sheep, the animals would swerve away from the speeding car,

Q.5. The narrator was fascinated by the huge Tibetan mastiffs. Why ?

Ans. Crossing the nomads' dark tents pitched in remoteness, the narrator noticed that a huge black dog, a Tibetan mastiff, guarded most of the tents. These monstrous creatures would tilt their great big heads when someone moved towards them. As they drew closer, these dogs would race straight towards them, like a bullet from a gun. These dogs were pitch black and usually wore bright red collars.

They barked furiously with their gigantic jaws and were so fearless that they ran straight into the path of their vehicle. They would chase them for about a hundred metres. The narrator could understand why Tibetan mastiffs became popular in China's imperial courts as hunting dogs.

Q6. Why did Tsetan stop? How did he manoeuvre across the first patch of snow that they came across?

Ans. Tsetan stopped at a tight bend and got out because the snow had covered the path in front of them. This unexpected depository was too steep for their vehicle to mount. Tsetan stepped on to the covered snow, and stamped his foot to determine how sturdy it was. The snow was not deep but the car could turn over. Tsetan took handfuls of dirt and threw them across the frozen surface. Daniel and the narrator, too, joined in. When the snow was spread with soil, Tsetan backed up the vehicle and drove towards the dirty snow. The car moved across the icy surface without noticeable difficulty.

Q7. Why was the narrator sorry to see the miserable plight of Hor?

Ans. Hor was a dismal place with no vegetation. It was only dust and rocks coupled with years of accumulated refuse. He found this unfortunate because this town was on the banks of Lake Mansarovar, Tibet's most venerated stretch of water.

Q8. 'Darchen didn't look so horrible after a good night's sleep'. Justify

Ans. The narrator had a very uncomfortable night at Darchen. After he rested, although Darchen was dusty, with heaps of rubble and refuse, the bright sun in a clear blue sky gave the narrator a view of the Himalayas. He also noticed the huge, snow-capped mountain, Gura Mandhata, with just a tuft of cloud suspended over its peak.

Q.9 Meeting Norbu came as an immense relief to the narrator. Why?

Ans. The narrator was not only disappointed with the filth in Darchen but also because of the lack of pilgrims. Moreover, since Tsetan had left, he had not come across anyone in Darchen with enough knowledge of English to answer even his most basic questions. It was then that he met Norbu in a café. He was Tibetan, but worked in Beijing at the Chinese Academy of Social Sciences, in the Institute of Ethnic Literature. He had also come to do the Kora. Norbu had been writing academic papers about the Kailash Kora and its importance in various works of Buddhist literature for many years, but he had never actually done it himself. He was relieved to form a team with another academician.

Q.10 The narrator had a very miserable night in Darchen. Describe his condition.

Ans. The narrator reached the Darchen guesthouse after 10.30 p.m. This was just the beginning of a troubled night. The open-air rubbish dump in Hor had set off his cold. One of his nostrils was blocked and he was tired and hungry. He started breathing through his mouth. After a while, he woke up abruptly. His chest felt strangely heavy but when he sat up, his nasal passages cleared almost instantly and relieved the feeling in his chest. He lay down again, but could not manage to

relax or get enough sleep. He did not know what was wrong but had a feeling that if he slept, he would not wake up again. So he stayed awake all night. Thus the night proved to be miserable for the narrator.

Q.11 Enumerate the difficulties that the group faced in Hor.

Ans. The group reached the small town of Hor by late afternoon. Daniel, who was returning to Lhasa, found a ride in a truck and left. They had suffered two punctures in quick succession on the drive down from the salt lake and they got them replaced. Hor was a gloomy place devoid of vegetation. It only had dust and rocks, liberally scattered with years of accumulated refuse.

Hor's only café which, like all the other buildings in town, was constructed from badly painted concrete and had three broken windows. The good view of the lake through one of them helped to compensate for the draught. The narrator was served by a Chinese youth in military uniform who in an attempt to clean spread the grease around on his table with a filthy rag before bringing him a glass and a thermos of tea.

LONG ANSWERS TYPE QUESTIONS

Q.1. What difficulties did the author encounter and overcome when he set out to reach Mount Kailash?

Ans. The author set out from Ravu to complete the Kora, to his destination, "Mount Kailash". After Mansarovar lake he had to face many difficulties. Rocks, snow and height, made the journey risky.

On the way, they came across several mountaineous animals. He saw nomad's tents with huge Tibetan dogs guarding them. The author had his first physical problem when he felt the pressure mounting up in his ears. There was snow lying across the tracks, Tsetan sprayed dirt on the frozen surface to make it rough and safe.

By afternoon they reached the small town of Hor. It was dusty, dry and rocky. In Darchen, he had cold and mountain sickness. He took some medicine from Tibetan doctor. The next day he met Norbu, who could speak English. Both decided to continue their "Kora" together.

Q2. Describe the narrator's journey to Mount Kailash with reference to the topographic variations encountered on the way.

Ans. The narrator and his companions took a short cut to get off the changtang. Tsetan knew a route that would take them southwest, almost directly towards Mount Kailash.

It involved crossing several fairly high mountain passes. From the gently rising and falling hills of Ravu, the short cut took them across vast open plains with nothing in sight except a few gazelles that were grazing in the arid pastures. Further ahead, the plains became more stoney than grassy. Then a great herd of wild ass came into view. Still ahead hills became steeper where solitary drokbas were tending their flocks. This led them to the snow - capped mountains and then to the valley where the river was wide and it was clogged with ice. At a height of 5,515 metres, piles of stones marked the landscape. Next was the plateau which was covered with salty desert area and salty lakes that were remnants of the Tethys Ocean. Hor was next in line. It was a wretched place with no vegetation just dust and rocks, liberally scattered with years of accumulated refuse.

Q3. Describe in detail the narrator's miserable night in Darchen.

Ans. The narrator reached the Darchen guesthouse after 10.30 p.m. This was just the beginning of a troubled night. The open-air rubbish dump in Hor had set off his cold once more. One of his nostrils was blocked again and he was tired and hungry. He started breathing through his mouth. After a while, he woke up abruptly. His chest felt strangely heavy but when he sat up, his nasal passages cleared almost instantly and relieved the feeling in his chest. He lay down again. Just as he was about to doze something told him not to.

He was not gasping for breath, but could not go to sleep. He sat up but as soon as he lay down, his sinuses filled and his chest felt strange. He tried supporting himself against the wall, but could not manage to relax enough to sleep. He did not know what was wrong but had a feeling that if he slept he would not wake up again. So he stayed awake all night.

MCQ CHAPTER

1. What is the meaning of 'kyang'?
 - (a) Flower
 - (b) Huge pile of dust
 - (c) Wild Tibetan ass
 - (d) huge pile of grassAns: (c)
2. Why was the protagonist facing communication problems in Darchen?
 - (a) As he never wanted to talk to locals
 - (b) As he was always busy in his meditation
 - (c) As no one knew English
 - (d) None of the aboveAns : (c)
3. Why was Hor an ugly and miserable place?
 - (a) It had no modern makets
 - (b) It had no vegetation
 - (c) It didn't have any proper medical facilities
 - (d) It had no place to liveAns: (b)
4. What are the names of four rivers that Lake Mansarovar consists of?
5. Norbu wanted to do Kora because-
 - (a) He had wanted to become a monk
 - (b) He wanted peace of mind
 - (c) Wanted to practice meditation
 - (d) He was writing an academic paper on Kailash Kora

Answer (d)

6. The author met Norbu while
- (a) Drinking coffee at the café
 - (b) Doing the Kora
 - (c) Visiting the nomad's tents
 - (d) Getting medical facility

Answer (a)

7. Where did Tsetan take the protagonist to seek medical help?
- (a) Lhasa Medical college
 - (b) Tibetan Ayurvedic Doctor
 - (c) Darchen Medical College
 - (d) To Ravu Medical college

Answer (c)

8. The driver stopped the car at a sharp turn as
- (a) He was tired and wanted to take some rest
 - (b) The protagonist needed medical care
 - (c) Car tyre got punctured
 - (d) A long track of snow was in front them

Answer (d)

RTC -EXTRACT (EXAMPLE)

These beasts would cock their great big heads when they became aware of our approach and fix us in their sights. As we continued to draw closer, they would explode into action, speeding directly towards us, like a bullet from a gun and nearly as fast.

1. What beast is the narrator talking about?
- (a) The Himalayan Dogs
 - (b) The Big Foot
 - (c) The Tibetan Mastiffs
 - (d) The huge yaks

Answer: (c)

2. 'They would explode into action'. What does this mean?
- (a) The dogs would chase the car with great speed
 - (b) There was a loud explosion
 - (c) The loud sound of the burst tire of the narrator
 - (d) The sound of landslide on the journey

Answer : (a)

3. What kind of dogs were the Tibetan mastiff?
- (a) Huge and black
 - (b) Very quick
 - (c) Guard dogs
 - (d) All of the above

Answer: (d)

Chapter - Silk Road

It's Fun Time To Learn

Hello students! Now that you have read the whole chapter, can you answer a few questions?

- **What is a Travelogue?**

Yes, you are right, it's a book, a piece of writing, a video, or a film about travel.

- **Is Silk Road a travelogue?**

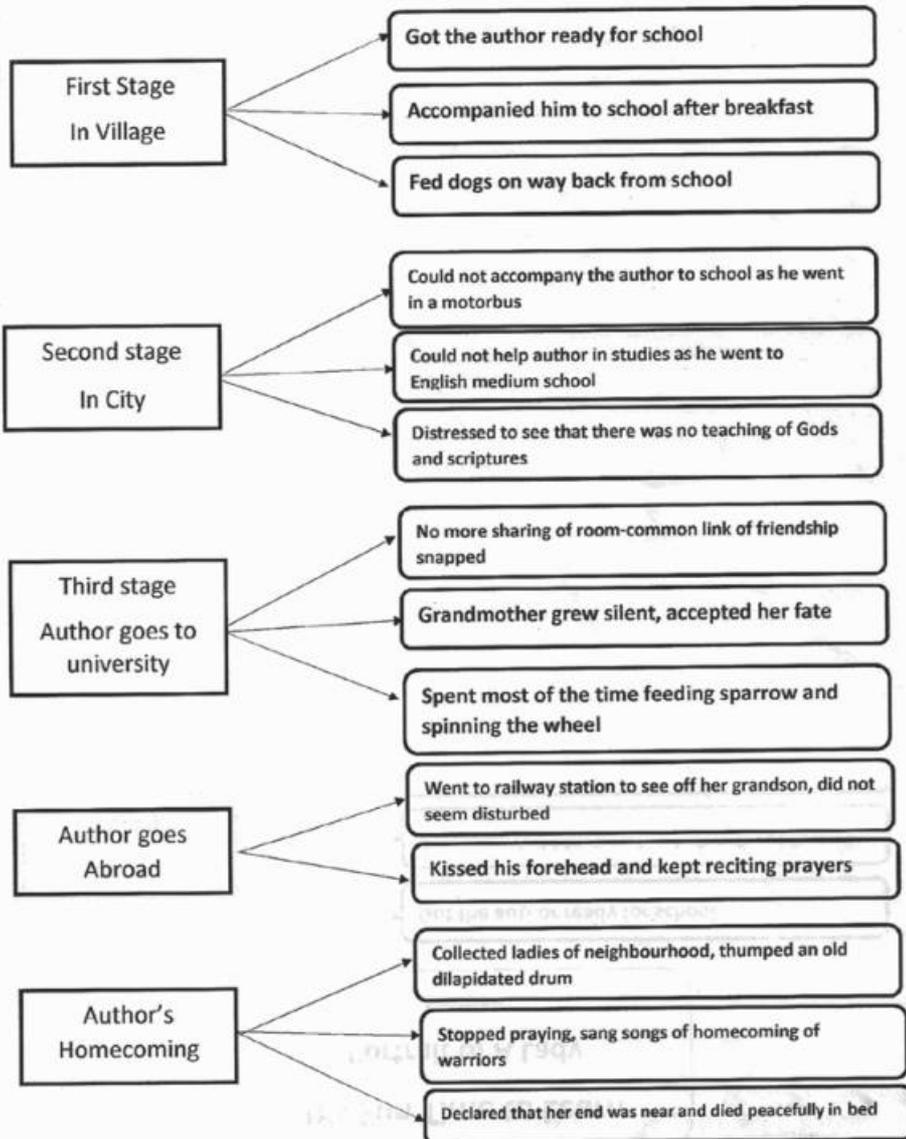
Ans: Yes, this chapter is part of a travelogue about the author's travel along the ancient trade route called 'Silk Road' regions as they are now. This account of the Silk Road, with its contrasts and exotic detail, describes the challenges and hardships the author faced while journeying to Mount Kailash on a pilgrimage.

Now imagine, our author, Nick Middleton, while writing his journey details, spills some water over his sheets. Due to this accident, some of the information about the places he visited is erased. Can you help him complete his travelogue?

PROMPTS			
1. Ravu	2. Hor	3. Darchen	4. Tsetan
5. Tibetan mastiff	6. Lhamo	7. Gazelles	
8. nomad's	9. miserable	10. accumulated refuse	

- Leaving Ravu,.....said she wanted to give me a farewell present. one of the long-sleeved sheepskin coats.
- We took a short cut to get off the Changtang. From the gently rolling hills ofthe short cut took us across vast open plains with nothing in them except a few.....a great herd of wild ass came into view.told us we were approaching them long before they appeared.
- We passed dark tents pitched in splendid isolation, usually with a huge black dog, astanding guard.
- By late afternoon we had reached the small town ofback on the main east-west highway that followed the old trade route from Lhasa to Kashmir.
- Hor was a grim..... place. There was no vegetation whatsoever, just dust and rocks, liberally scattered with years ofafter 10.30 p.m. we drew up outside a guest house inwhat turned out to be another troubled night.

It's Fun Time to Learn
Portrait of A Lady
Solution



It's Fun time to Learn (Solutions)

Lesson-2 We're Not Afraid to die..

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- (a) 1976
- (b) Gordon cook
- (c) 37
- (d) Businessman
- (e) Mary
- (f) Suzzane
- (g) 7
- (h) Jonathan
- (i) 6
- (j) Wavewalker
- (k) England
- (l) Cape town
- (m) Larry vigil
- (n) Herb Seigler
- (o) Indian Ocean

Lesson-3 Discovering Tut..

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- Linen Undergarments
- Board game
- Bronze Razor
- Cases of food and wine
- Willow & olive leaves
- Gold artefacts
- Lotus petals
- Wild celer

Chapter - Silk Road

It's fun Time To Learn

- Leaving Ravu, **Lhamo** said she wanted to give me a farewell present. one of the long-sleeved sheepskin coats.
- We took a short cut to get off the Changtang. From the gently rolling hills of **Ravu**, the short cut took us across vast open plains with nothing in them except a few **gazzeles**, a great herd of wild ass came into view. **Tsetan** told us we were approaching them long before they appeared.
- We passed **nomad's** dark tents pitched in splendid isolation, usually with a huge black dog, a **Tibetan Mastiff**, standing guard.
- By late afternoon we had reached the small town of **Hor**, back on the main east-west highway that followed the old trade route from Lhasa to Kashmir.
- Hor was a grim **miserable** place. There was no vegetation whatsoever, just dust and rocks, liberally scattered with years of **accumulated refuse**, after 10.30 p.m. we drew up outside a guest house in **Darchen** for what turned out to be another troubled night.

SNAPSHOTS

SUPPLEMENTARY TEXTBOOK

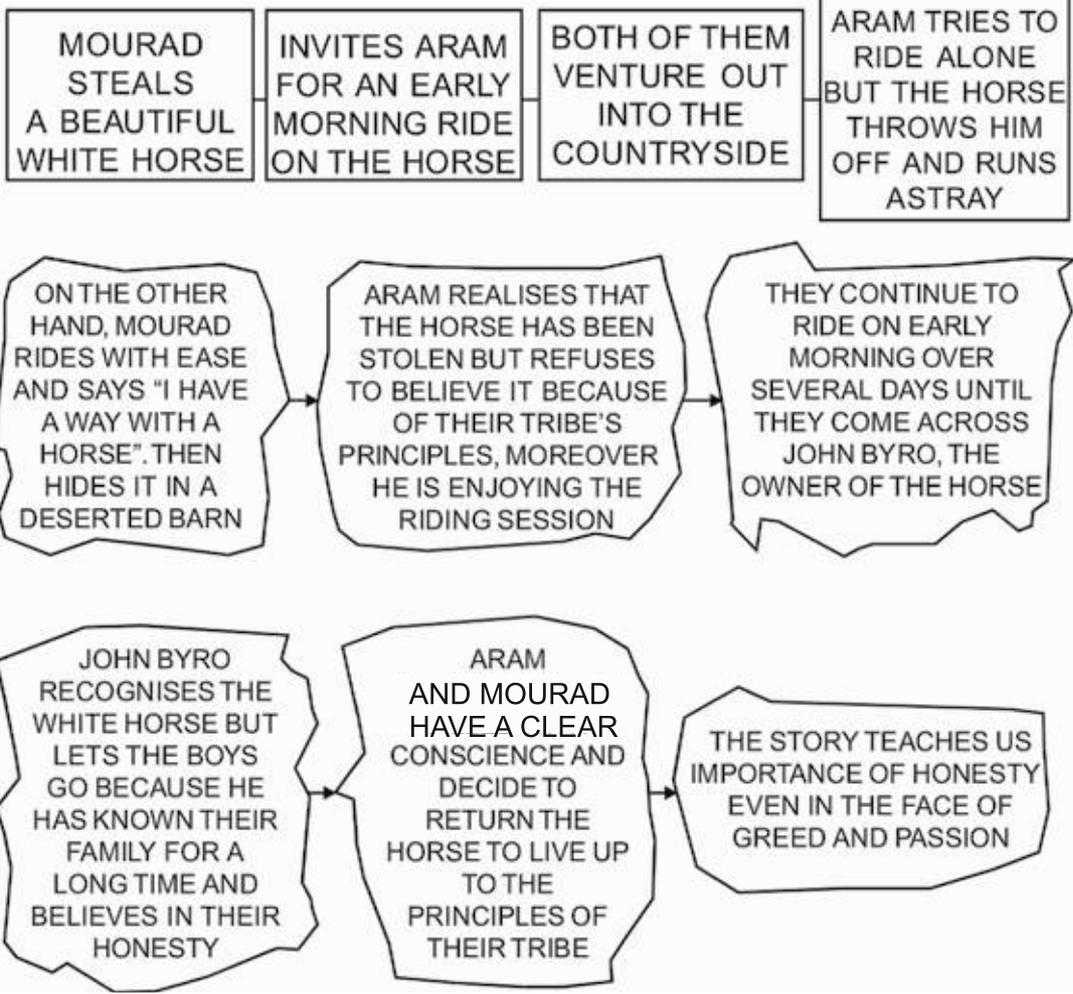
- ◆ The Summer of a Beautiful white horse
- ◆ The Address
- ◆ Mother's Day
- ◆ Birth
- ◆ The Tale of Melon City

Lesson- 1:

THE SUMMER OF THE BEAUTIFUL WHITE HORSE

BY WILLIAM SAROYAN

**STORY ABOUT THE ADVENTURES
OF TWO COUSINS ARAM AND MOURAD
WHO BELONG TO A FAMILY KNOWN FOR
ITS HONESTY AND PRIDE**



1. The Summer of the Beautiful White Horse

By Willian Saroyan

Main Points:

- This is a story of two tribal Armenian boys who belonged to the Garoghlanian tribe.
- Their tribe lives in extreme poverty, yet nothing could match their honesty.
- They never did anything wrong and never lied or never even stole anything.
- The story talks about an incident that revolves around two cousins Aram who is nine years old and Mourad who is thirteen.
- Mourad was considered to be crazy by everybody he knew. He was considered the natural descendant of his uncle Khusrove, an enormous man with a roaring voice.
- The story opens with Mourad coming to Aram's house at four in the morning . He tapped on the window to Aram's room. When Aram looked out of the window, he was taken aback and startled to see Mourad riding a beautiful white horse.
- This was too unbelievable because Aram knew that they were too poor to be able to afford to buy a horse.
- The only way Mourad could possess it could be by stealing. They were too honest to lie and yet too crazy to ride a horse.
- Thus, they decided to keep the horse for two weeks to enjoy its ride in cool air. They justified their action by saying that stealing a horse for money was not the same as stealing it for riding.
- They hid it from the rest of the world by keeping it in the barn of a deserted vineyard.
- One day while returning from horse riding they came across John Byro, a farmer who was the owner of that horse.
- John Byro was sure that it was his horse, yet, he did not suspect the boys
- He even counted the horse's teeth and was just amazed at the resemblance and said: "I would swear it is my horse if I did not know your parents."
- This moving experience led the boys towards John's vineyard the very next morning. They left the horse in the barn after patting it affectionately.
- Later that day, John seemed to be very pleased and shared the news of the return of his horse with Aram's mother.
- The story teaches us the importance and necessity of honesty even in the face of greed and passion.

- Mourad has been described in the story as a kind-hearted animal lover. He has a way with animals.
- He loves the horse and shows his affection by whispering to it. He is able to tame the horse quite easily and rides it well.
- At another point he is shown trying to mend the broken wings of a bird and talking softly to it.

SHORT ANSWER TYPE QUESTIONS (40 TO 50 WORDS)

Q1. Why was Aram surprised when he saw Mourad in the morning?

Ans. Aram was surprised to see Mourad because he had come so early in the morning and that too with a beautiful white horse. He could not believe that a boy of his tribe could buy or steal a horse.

Q2. Who was uncle Khosrove? Why was he considered the craziest member of his tribe?

Ans. Uncle Khosrove was a relative of Aram. He was an enormous man. He was short tempered and impatient by nature. His standard response to all the problems was. "It is no harm; pay no attention to it".

Q3. Why was John Byro sad?

Ans. John Byro was sad because his horse was stolen and now he had to go on foot for long distances as his surrey was useless without a horse.

Q4. Why did Mourad return the horse?

Ans. Mourad belonged to a tribe which was known for its honesty. He could not tolerate John Byro's expressions when he seemed to have recognised the horse. It was not charming for him anymore to keep the horse after this incident.

Q5. Why did John Byro not accuse Mourad of stealing the horse, though he recognised his horse?

Ans. Though John Byro could recognise the horse, he did not blame Mourad of stealing because he knew his parents well. He knew that Mourad's family and tribe was famous for honesty.

MULTIPLE CHOICE QUESTIONS BASED ON AN EXTRACT

Read the following extract from the lesson and answer the questions that follow :-

A. My cousin Mourad was considered the natural descendant of this man, although Mourad's father was Zorab, who was practical and nothing else. That's how it was in our tribe.

- (i) Who was Mourad's cousin?
- (a) John Byro (b) Zorab
(c) Aram (d) Khosrove
- (ii) What was the name of the tribe to which Mourad belonged?
- (a) Garoghlanian (b) San Joaquin
(c) Vagrant (d) Capricious
- (iii) Who was the son of Zorab?
- (a) Aram (b) Khosrove
(c) John Bryo (d) Mourad
- (iv) Who does "this man" refer to ?
- (a) John Byro (b) Aram
(c) Zorab (d) Uncle Khosrove

B. The farmer looked into the mouth of the horse. Tooth for tooth, he said, I would swear it is my horse if I didn't know your parents. The fame of your family for honesty is well known to me. Yet the horse is the twin of my horse. A suspicious man would believe his eyes instead of his heart. Good day, my young friends.

- (i) What is the name of the farmer?
- (a) Zorab (b) Khosrove
(c) John Byro (d) William Saroyan
- (ii) Whom does "My young friends" refer to?
- (a) Author of the lesson (b) Zorab and Khosrove
(c) Aram and Mourad (d) None of the above
- (iii) Find a word from the extract which means the same as "Doubtful".
- (a) Swear (b) Instead
(c) Suspicious (d) Honesty

- (iv) Which trait of the family is being referred to?
- | | |
|--------------|----------------|
| (a) Kindness | (b) Honesty |
| (c) Humility | (d) Compassion |

MULTIPLE CHOICE QUESTIONS

- Q1. Mourad liked being _____ more than anybody else.
- | | |
|------------|--------------|
| (a) Crazy | (b) Alive |
| (c) Honest | (d) Truthful |
- Q2. What according to Aram, was his first longing?
- | | |
|---------------------|-------------------------|
| (a) To own a horse | (b) To become rich |
| (c) To ride a horse | (c) To visit a vineyard |
- Q3. How would you describe Uncle Khosrove?
- | | |
|------------------|----------------------|
| (a) Hot tempered | (b) Irritable |
| (c) Impatient | (d) All of the above |
- Q4. John Byro learned to speak Armenian out of _____.
- | | |
|---------------|----------------|
| (a) Necessity | (b) Fun |
| (c) Eagerness | (d) Loneliness |

QUESTIONS FOR PRACTICE (40 TO 50 WORDS)

1. Why Mourad came so early in the morning?
2. Aram could not believe his eyes when he looked out of the window. Comment
3. How did Aram and Mourad feel during the ride on the beautiful white horse?
4. How did the boys justify their act of stealing?
5. Which place was used by the boys for hiding the horse? Why?
6. Who was John Byro? What was his reaction on seeing the two boys with the white horse?
7. Why did the narrator and his cousin return the horse?
8. How did Aram conclude that Mourad had stolen the horse?
9. What consideration(s) did the boys have in making a choice of the place to hide the stolen horse?
10. What happened during the narrator's solo ride?
11. Were the boys able to prove the hallmarks of their tribe? Why/Why not?

LONG ANSWER QUESTIONS (120 TO 150 WORDS)

Q1. Fear or/and conscience-what worked behind the boys' decision of returning the stolen horse?

Value points:

- Both Aram and Mourad were mindful of the family's principles
- They belonged to a tribe known for honesty
- Confronted by John Byro; he recognized his horse; he did not suspect the boys due to family's principles

Q2. Mourad was considered the natural descendant of Uncle Khosrove. What traits had he inherited from his uncle?

Value points:

- Crazy streak
- Furious temper
- Irritable
- Impatient
- Stopped anyone from talking

Q3. Describe in detail the first ride Aram and Mourad enjoyed together on the summer morning.

Value points:

- Air was new and lovely to breathe
- Feel of horse running was wonderful
- Old country surroundings
- Raced across fields and vineyards

Q4. Trust and honesty were the hallmarks of the tribe the two boys belonged to. Illustrate with examples from the text.

Value points:

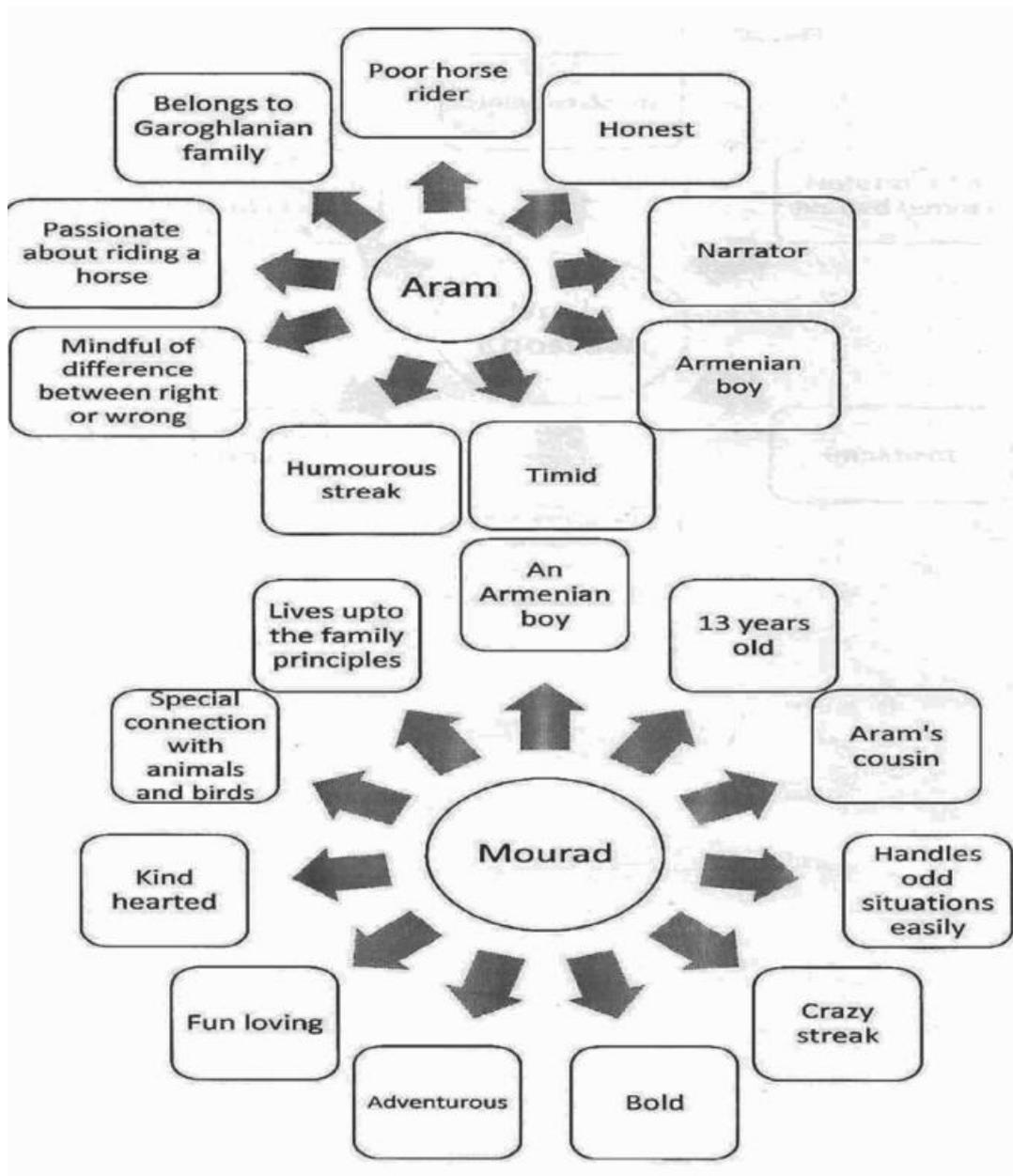
- Garoghlanian family-known for honesty
- Aram could not believe that Mourad stole the horse
- According to the boys stealing meant stealing something for money
- John Byro could not suspect the boys of stealing his horse

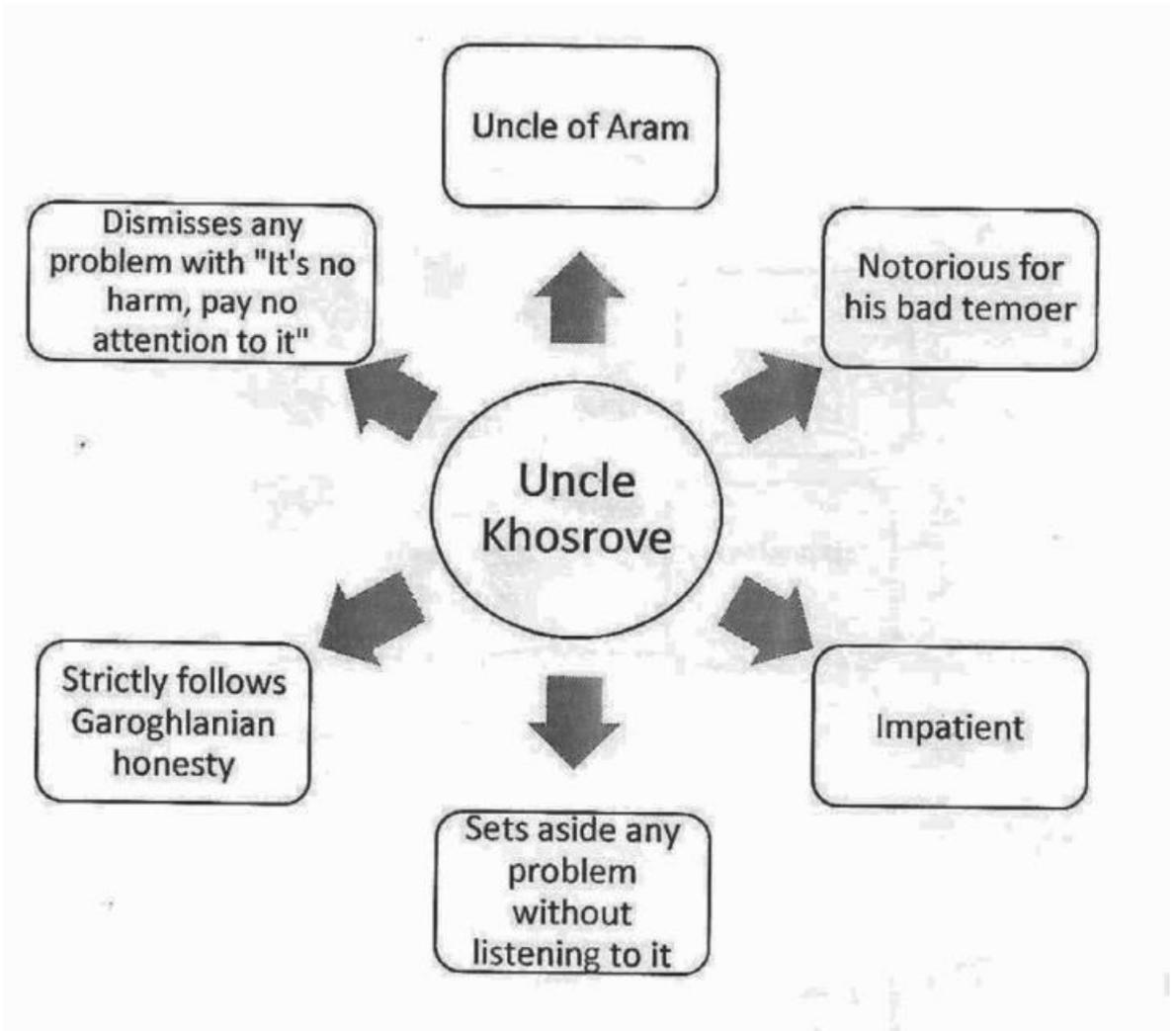
Q5. Do you think the boys were right in returning the horse? Give reasons.

Value Points:

- Boys were right in returning the horse
- It was a question of the principles of their family
- Their tribe was famous for honesty
- John Byro could not suspect them due to family background

CHAPTER - 1
THE SUMMER OF THE BEAUTIFUL WHITE HORSE
CHARACTER SKETCHES





2. The Address

By Marga Minco

MAIN POINTS:

- Marga Minco is the author. The narrator was a girl of fifteen or seventeen. Her family was Jewish and Hitler was planning to kill all the Jews in Germany, Holland, Austria, etc..
- The war led to exodus of Jewish families towards safer places. They were forced to abandon their homes and belongings.
- This short story is a touching account of a daughter who goes in search of her mothers' belongings after the war, in Holland.
- When she finds them, the objects evoke memories of her old life. However, she decides to leave them all behind and resolves to move on
- A lady named Mrs. Dorling comes to Mrs. S's house to give pre-war information to Mrs. S.
- The narrator happens to meet Mrs. Dorling on one of her visits to her house and remembers her taking away a suitcase full of their belongings.
- Mrs. S tells her daughter that Mrs. Dorling has good intentions of keeping their belongings safe during the war time. She has offered to help the narrator's family by carrying away their house hold utensils, furniture and all the other valuables.
- When the war was over and the Jews were feeling safe in these countries, the narrator returned to her house (which was no more!) and lived in a small hut. She has lost her mother and misses her dearly.
- One day the narrator thinks of the woman (Mrs. Dorling) who had taken all her possessions. She recalls her address - 46, Marconi Street and goes to the address by train.
- Mrs. Dorling opens the door and is surprised to see the narrator. When the narrator introduces herself she refuses to recognize her. Perhaps Mrs. Dorling was not expecting that she would ever return after the war.
- On the other hand, the narrator recognizes the woollen cardigan which Mrs. Dorling was wearing as it belonged to her mother.
- The narrator was terribly pinched, hurt, disappointed and betrayed by the behavior of Mrs. Dorling. Anyhow, the first visit ended on a sad note.

- She grew impatient after a while and decided to visit Mrs. Dorling once again.
- When she rang the bell at house number 46, Mrs. Dorling's daughter - meets the narrator and offers her a cup of tea. The narrator goes inside.
- She recognizes many articles that once belonged to her mother but were now being used in a distasteful manner by the Dorling family.
- The narrator is hurt and disgusted at the shrewdness of Mrs. Dorling. She loses the desire of taking back her mother's belongings as they evoke sad memories of the war and painful loss of her mother in her heart.
- She resolves to forget the address and move on in life.

Read this prose extract and answer the questions that follow :-

1. 'Every time she leaves here she takes something home with her', said my mother. 'She took all the table silver in one go. and then the antique plates that hung there, she had trouble lugging those huge vases, and I'm worried she got a crick in her back from the crockery'. My mother shook her head pityingly. 'I would never have dared ask her. She suggested it to me herself. She even insisted she wanted to save all my nice things. If we have to leave here we shall lose everything, she says'.
 - (i) Whom does "she" refer to here?

(a) Marga Minco	(b) Author's mother
(c) Mrs. Dorling	(d) None of the above
 - (ii) Why is "she" taking away things which belong to the author's mother?

(a) Because the author and her mother are taking refuge in some other place due to war.
(b) Because the author and her mother are trying to sell their house as they need money.
(c) Because "she" is the best friend of author's mother
(d) Because the author and her mother are planning to move to a bigger house
 - (iii) Where does "she" live?

(a) 43 Alberto Lane	(b) 46 Alberto Lane
(c) 46 Marconi Street	(d) 46 Varconi Street

- (iv) Why did she insist to save all the nice things?
- (a) They were expensive
 - (b) If the narrator's mother left them there, they shall lose everything
 - (c) She wanted to own those things
 - (d) She was worried about the narrator's mother

2. The address was correct but now I didn't want to remember it anymore. I wouldn't go back there because the objects that are linked in your memory with the familiar life of former times instantly lose their value when, severed from them, you see them again in strange surroundings. And what should I have done with them in a small rented room where the shreds of black-out paper still hung along the windows and no more than a handful of cutlery fitted into the narrow table drawer?

- (i) Who lives at the "address"?
- (a) The narrator
 - (b) The narrator's mother
 - (c) Mrs. Dorling
 - (d) Both (a) and (b)
- (ii) What kind of emotions are filled in the narrator's heart at this time?
- (a) She's ecstatic upon finding her mother's belongings
 - (b) She's sad and feeling betrayed by Mrs. Dorling
 - (c) She's full of gratitude for Mrs. Dorling for taking care of her mother's belongings
 - (d) All of the above
- (iii) Which word from the paragraph which means the same as "small pieces"?
- (a) Severed
 - (b) Cutlery
 - (c) Instantly
 - (d) Shreds
- (iv) Why did the narrator not want the things belonging to her mother anymore?
- (a) The things had lost their value for her
 - (b) The things were broken
 - (c) The things did not look beautiful
 - (d) The things were being used by Mrs. Dorling

MCQs BASED ON LESSON

- Q1. How did Mrs. Dorling treat the author when the author visited her?**
- (a) Warm and welcoming
 - (b) Cold and inhospitable
 - (c) Overjoyed
 - (d) Both (a) and (c)
- Q2. “Her face gave absolutely no sign of recognition.” Who is her?**
- (a) Mrs. S
 - (b) Mrs. Dorling’s daughter
 - (c) Mrs. Dorling
 - (d) Mrs. S’s daughter
- Q3. In what attire did the author find Mrs. Dorling?**
- (a) Author’s mother’s green knitted cardigan
 - (b) Author’s green knitted cardigan
 - (c) Author is unable to recognise it
 - (d) Not mentioned in the story
- Q4. “I thought that no one had come back.” Why does Mrs. Dorling say this?**
- (a) Because she was happy to see the protagonist
 - (b) Because she had been waiting for the protagonist for a long time
 - (c) Because she thought everyone in the protagonist’s family was dead
 - (d) None of the above

SHORT ANSWER TYPE QUESTIONS (40 TO 50 WORDS)

Q1. Why did the narrator go to Mrs. Dorling’s house?

Ans. The narrator went to Mrs. Dorling’s house to collect her valuable belongings which her mother had given to her during war time. She wanted to renew her past memories.

Q2. Why was the narrator confident that she had reached the correct address?

Ans. The narrator remembered the house No. 46, on Marconi street, which her mother had told her about. She also recognized the green knitted cardigan with wooden buttons which Mrs. Dorling was wearing as it belonged to her mother.

Q3. How did Mrs. Dorling's daughter treat the narrator?

Ans. Unlike Mrs. Dorling, the daughter invited the narrator inside her house. She offered her a cup of tea.

Q4. Why did the narrator decide not to collect her belongings?

Ans. The narrator was disappointed after recognising her belongings in a stale and dirty environment. She didn't feel comfortable on seeing all those valuable articles placed in a distasteful manner at Mrs. Dorling's house.

Q5. Why did the narrator's mother ask her to remember the address by heart?

Ans. The narrator's mother asked her to remember the address by heart because she gave a number of valuable household articles to Mrs. Dorling during the war time. She thought that her daughter would collect all that after the war was over.

QUESTIONS FOR PRACTICE

1. Why was Mrs. Dorling surprised upon seeing the author?
2. Why did the author feel upset on her first visit to Mrs. Dorling's house?
3. How did the author feel towards the 'stored stuff' at Mrs. Dorling's house? Why did she feel so?
4. What type of a girl was the author? How did you form this opinion? [Hint:- Possessive.]
5. Describe the author's meeting with Mrs. Dorling's daughter?
6. Why did she resolve to forget the address?
7. 'I resolved to forget the address. Of all the things I had to forget, that would be the easiest.' Comment.
8. Which address had the narrator remembered for years? Why?
9. Why did the narrator desire to see the "stored stuff" after so long?
10. What do you gather about the character of Mrs. Dorling in the story?

LONG ANSWER TYPE QUESTIONS (120-150 WORDS)

Q1 Do you think the title of the story "The Address" is appropriate?

Value points:

- The address 46, Marconi Street was told to the author by her mother before war
- Author still remembers it after long time

- Author visits the address twice
- The address has helped the author move on in life

Q.2 Comment on the statement “The Address is a story of post-war human predicament.”

Value points:

- War is a difficult time for every human being
- No one likes wars
- People get displaced
- Loss of belongings, loss of homes, loss of lives
- Change in outlook towards life
- Insignificance of material things is felt

Q3. After reading the story, what opinion do you form about the narrator’s character?

Value points:

- Faced the pain, suffering and losses during war bravely
- Faced the irreparable loss of her dear mother
- Brave and courageous
- Lonely after war
- Self-respecting
- Ready to move on in life

Q.4 It is not easy to let off past memories and possession. Do you agree? Why/Why not?

This is an open ended question. The teacher may assist the students in answering it.

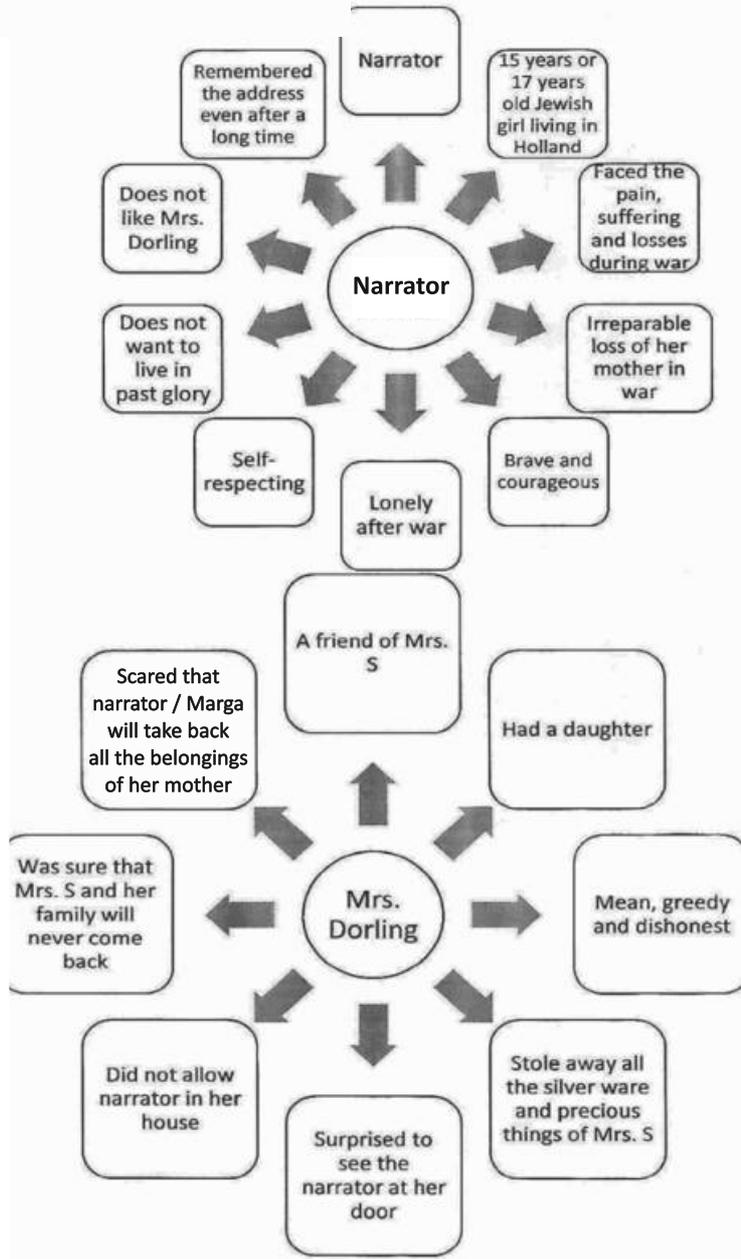
Q5 Past, whether good or bad, is gone. We must never worry about it. All we need is to make the best of our present. Explain with reference to the story ‘the Address’.

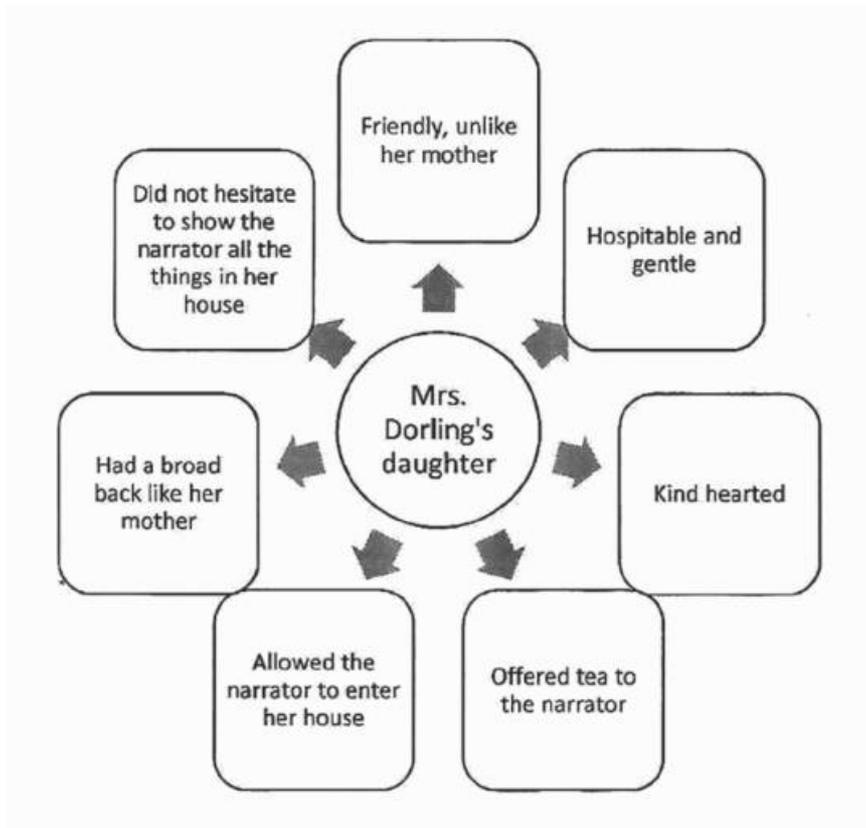
- The narrator is unable to overcome her past
- She remembers the address told by her mother long ago
- She was offended by Mrs. Dorling taking away their stuff
- Wanted to hold on to the past memories and memories of her mother by visiting Mrs. Dorling in order to get back their old stuff
- Realises the insignificance of all the material things that do not mean the same for her anymore
- Decides to forget the address and move on,

2. THE ADDRESS

by Marga Minco

Character Sketches





5. Mother's Day

By J. B. Priestley

- Mrs. Pearson is a dedicated wife and mother who tends to each and every demand of her husband George and children Doris and Cyril, both of whom are adults.
- Yet, she is disrespected and taken for granted by them. All the three family members lack gratitude towards her. In fact they treat her like a domestic help.
- Mrs. Pearson shares her grief with her neighbour Mrs. Fitzgerald. Mrs. Fitzgerald tells her that her own soft behavior is responsible for the misgivings of the family members.
- Mrs. Fitzgerald has a plan for her. With the magic that she once learnt in the far east, she suggests that the two of them should exchange their spirits with each other.
- Initially reluctant, Mrs. Pearson agrees to the idea. They both hold hands and their spirits get exchanged when Mrs. Fitzgerald reads a spell.
- Doris is shocked to find her mother smoking when she comes home. She orders her mother to prepare tea. But Mrs. Pearson remains indifferent towards her demand. This sudden change baffles Doris.
- She goes to her room to find that her yellow dress has not been ironed. She gets really upset and almost scolds her mother for not doing this work.
- Upon hearing her words, Mrs. Pearson replies with disgust that Doris being a grown up should do her work on her own. Also, she makes fun of her friend Charlie Spence and calls him a “half-witted buck tooth”.
- Doris feels deeply offended and starts weeping.
- Then her son Cyril comes home and notices Doris crying and mother playing with cards. He too demands tea and snacks but is met with the same indifference from his mother.
- The children discuss their mother's strange behavior when they see her filling a glass of wine for herself.
- Doris hints that perhaps the mother has gone mad owing to some head injury after a fall or so.
- The mother chides them for their callousness and tries to give them a piece of her mind.
- She tells them that she would not work for more than eight hours every day like them from then onwards and will also go for a vacation during weekend.
- She also proclaims that she would do some work on Saturday and Sunday only if she is thanked for everything.

- Her husband George Pearson enters the room and senses tension in the ambience.
- He is annoyed that instead of preparing tea his wife is sipping wine and relaxing. But Mrs. Pearson shows only indifference.
- He then tells her that he would have supper at the club. Mrs. Pearson gets annoyed at his attitude and rebukes him by telling him that people at the club make fun of him behind his back.
- All the family members are feeling miserable. Just then enters Mrs. Fitzgerald (actually Mrs. Pearson).
- Mrs. Pearson (actually Mrs. Fitzgerald) tells her that she was just putting everyone at place and that the things were alright.
- The family members look at each other in confusion when Mrs. Fitzgerald (actually Mrs. Pearson) requests to have their spirits re-exchanged. Mrs. Pearson (actually Mrs. Fitzgerald) agrees on a condition that Mrs. Pearson would not go soft on her family again. They get into their original bodies and Mrs. Fitzgerald leaves.
- The mother, the children and husband smile at each other with relief and it is decided that they all will have the dinner together and play a game of rummy.
- This play provides a glimpse into the miserable lives of house-wives and mothers who work tirelessly from morning to night for keeping their family members happy. Their sacrifices are taken for granted and they are treated as domestic helps. It teaches us to be thoughtful and respectful for our mothers.
- Mrs. Pearson is a dedicated wife and mother who tends to each and every demand of her husband and children, both of whom are adults.
- Yet, she is disrespected and taken for granted by all of them. They lack gratitude towards her, infact they treat her like a servant.
- Mrs. Pearson shares her grief with her neighbour Mrs. Fitzgerald who tells her that her own soft behaviour is responsible for the misgivings of her family members.

Main events

1. The incident with Doris

- A. Doris is shocked to find her mother smoking when she comes home. She orders her mother to prepare tea. But Mrs. Pearson remains indifferent towards her demand. This sudden change baffles Doris.
- B. She goes to her room to find that her yellow dress has not been ironed. She gets really upset and almost scolds her mother for not doing it.

- C. Upon hearing her words, Mrs. Pearson replies with disgust that Doris being a grown up should do her work on her own. Also, she makes fun of her friend Charlie Spence and calls him a “half-witted buck tooth”.

2. Mrs. Pearson takes Cyril to the book

- A. Doris feels deeply offended and starts weeping.
- B. Then her son Cyril comes home and notices Doris crying and mother playing with cards. He too demands tea and snacks but is met with the same indifference from his mother.
- C. Both Cyril and Doris discuss the sudden change in their mother’s behavior.

3. Mrs. Pearson declares her agenda

- A. The mother chides them for their callousness and tries to give them a piece of her mind.
- B. She tells them that she would not work for more than eight hours every day like them from then onwards and will also go for a vacation during weekend.
- C. She also proclaims that she would do some work on Saturday and Sunday only if she is thanked for everything.

4. Mrs. Pearson’s Attitude towards George

- A. He is annoyed that instead of preparing tea his wife is sipping wine and relaxing. But Mrs. Pearson shows only indifference.
- B. He then tells her that he would have supper at the club. Mrs. Pearson gets annoyed at his attitude and rebukes him by telling him that people at the club make fun of him behind his back.

5. The big change

- A. When Mrs. Fitzgerald and Mrs. Pearson exchange their spirits again, the children and husband smile at each other with relief and decide that they will change their selfish attitudes and cooperate with their mother.
- B. This play provides a glimpse into the miserable lives of house-wives and mothers who work tirelessly from morning to night for keeping their family members happy. Their sacrifices are taken for granted and they are treated as servants. This lesson teaches us to be thoughtful and respectful for our mothers.

REFERENCE TO CONTEXT : EXTRACT 1

1. You think it does'em good when you run after them all the time, take their orders as if you were the servant in the house, stay at home every night while they go out enjoying themselves? Never in all your life. It's the ruin of them as well as you.

- (i) Who is the speaker in the above lines?
- A. Mrs. Pearson
 - B. George
 - C. Cyril
 - D. Mrs. Fitzgerald
- (ii) What message is the speaker trying to convey here? Tick the correct statement.
- A. A mother should take full responsibility of every household chore without thinking about herself because she is the epitome of sacrifice.
 - B. A mother should stay at home and take orders from the family members because being a housewife she is inferior to the others.
 - C. A mother should get the same rights and privileges as other family members because she is supporting the family by working selflessly for them.
 - D. Family members need not to be thoughtful about the feelings, desires and needs of the mother as she is a mature adult, grown up enough to look after herself.
- (iii) What kind of a person is the speaker?
- A. Bold and confident
 - B. Docile and subservient
 - C. Both (a) and (b)
 - D. None of the above
- (iv) Which word in the passage means the same as “something that leads to serious trouble”?
- | | |
|------------|--------------|
| (a) Orders | (b) Servant |
| (c) Ruin | (d) Enjoying |

2. It's not me that's being silly—and I must say it's a bit much when I've been working hard all day and you can't even bother to get my tea ready. Did you hear what I said about my yellow silk?
- (i) Identify the speaker
- (a) Mrs. Fitzgerald (b) Mrs. Pearson
(c) Cyril (d) Doris
- (ii) What do you learn about the speaker's behaviour from these lines?
- (a) Speaker is very hard-working and diligent
(b) Speaker is very soft-hearted and caring
(c) Speaker is kind and generous
(d) Speaker lacks empathy and understanding
- (iii) Who is the speaker speaking to?
- (a) Cyril (b) George
(c) Annie Pearson (d) Charlie Spence
- (iv) Which word in the passage is the antonym of "rational"?
- (a) Silly (b) Bit
(c) Hard (d) Bother

MULTIPLE CHOICE QUESTIONS (MCQs) BASED ON LESSON

Q1. How does Mrs. Fitzgerald plan to help Mrs. Pearson?

- (a) By talking to Mrs. Pearson's family
- (b) By listening to Mrs. Pearson's complaints
- (c) By swapping personalities with Mrs. Pearson
- (d) Both (a) and (b)

Q2. Mrs. Pearson was _____ about Mrs. Fitzgerald's plan.

- A. excited
- B. hesitant
- C. sure
- D. envious

Q3. "Buck teeth and half-witted..." Who has been described here?

- A. Cyril Pearson
- E. George Pearson
- C. Charlie Spence
- D. Mrs. Fitzgerald

Q4. What are the 'changes' that Mrs. Pearson referred to Cyril?

- A. Change in the way she is treated by the family
- E. Changes in her daily routine
- C. Changes related to her work
- D. None of the above

Q5. Mrs. Pearson tells George that he is being _____ at the club.

- A. respected
- B. laughed upon
- C. called names
- D. Both (b) and (c)

SHORT ANSWER TYPE QUESTIONS (40-50)

Q1. How was Mrs. Pearson different from Mrs. Fitzgerald?

Ans. Mrs. Pearson was a pleasant but worried looking woman in her forties. Mrs. Fitzgerald was older, heavier and a strong and sinister personality. Mrs. Pearson was soft spoken with a touch of suburban while Mrs. Fitzgerald had a deep voice with an Irish accent.

Q2. How does Mrs. Fitzgerald plan to deal with the family of Mrs. Pearson?

Ans. Mrs. Fitzgerald changed their bodies through magic spell. Now Mrs. Fitzgerald looked like Mrs. Pearson, while Mrs. Pearson looked like Mrs. Fitzgerald. Mrs. Fitzgerald in the body of Mrs. Pearson dealt with the family very sternly.

Q3. How did the members of the club use to treat George Pearson?

Ans. The members of the club used to call George Pearson, pompous-pony Pearson because they used to think that he was slow and pompous.

(Take help from the notes to answer the following questions)

1. What help did Mrs. Fitzgerald offer to Mrs. Pearson?
2. How was George treated by the other members of the club?
3. In what ways Mrs. Pearson and Mrs. Fitzgerald differ from each other?
4. What remarks did Mrs. Pearson make about Charlie Spence?
5. Why did Doris say - 'Did you fall or hit yourself with something'?
6. Why does Cyril call his mother 'barmy' when he returns home?
7. What changes do you observe in the Pearson family by the end of the play?
8. What problems did Mrs. Pearson face with her family?
9. What is the first impression you gather about Mrs. Fitzgerald?
10. 'Mrs. Fitzgerald acts as a saviour to Mrs. Pearson'. Comment.
11. How did the two ladies exchange their personalities?
12. What made Doris cry?
13. How do Doris and Cyril react to their mother's changed behaviour?
14. Why did Mrs. Pearson talk of forty hours a week job?
15. What social message does the play, 'Mother's Day' convey? How relevant is it in the present day context?
16. Does the ending of the play provide a feasible solution? Discuss.

LONG ANSWER TYPE QUESTIONS (120-150 WORDS)

Q.1 Do you think that the issues raised in the play have any contemporary relevance? Give reasons.

This is an open ended question. The teacher may guide the students according to their contemporary circumstances.

Q2. What personal and family values are dear to Mrs. Pearson? How do they create problems for her ?

Value points:

- Mrs. Pearson loves her family
- A dedicated mother and housewife
- Takes orders from everyone including her children
- Tries hard to complete all their work
- She is disrespected

Q 3 Do you think the title of the play ‘Mother’s Day’ is appropriate? Give reasons for your answer.

Value points:

- Each day is a mother’s day
- The whole play revolves around the mother, Mrs. Pearson
- Problems faced by mothers are discussed
- The play teaches us to be thoughtful and respectful towards our mothers

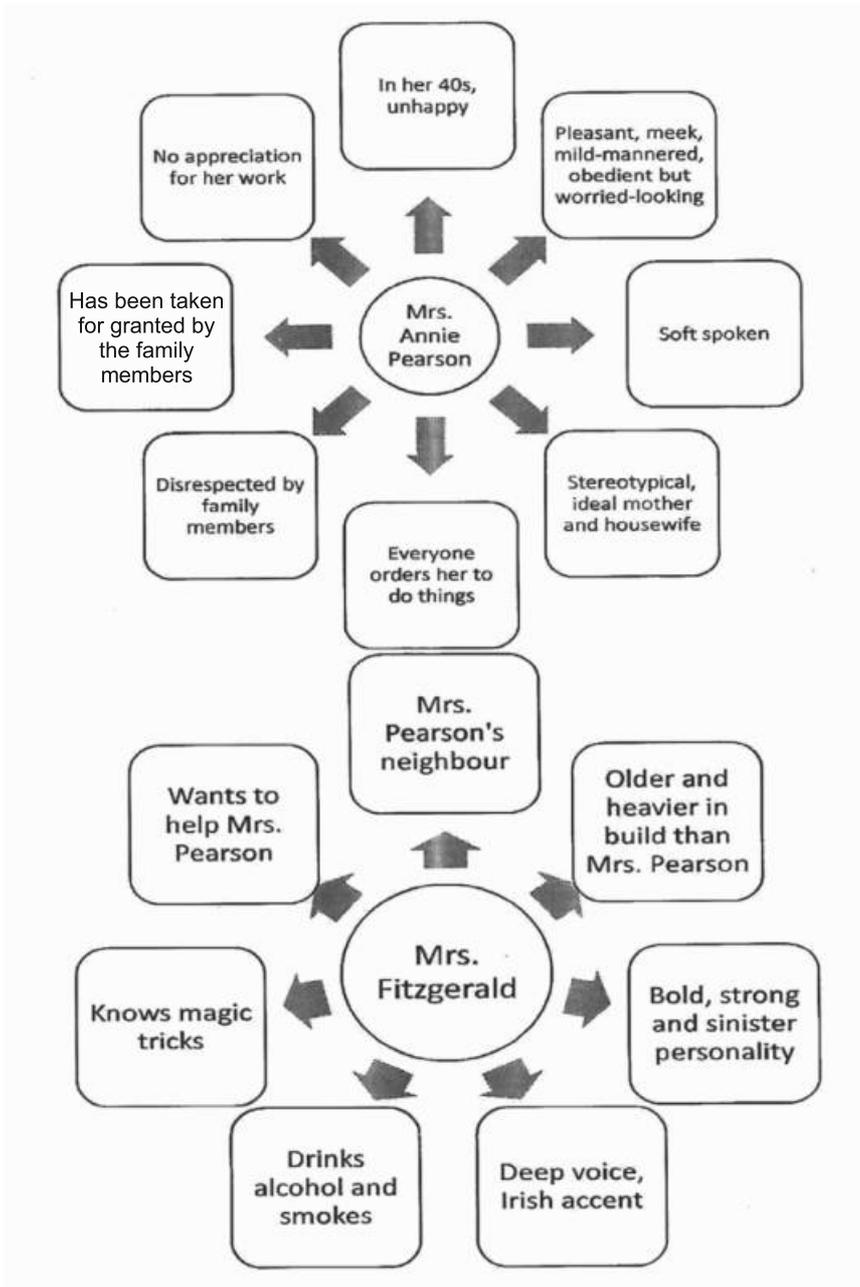
Q4. A mother’s work is never done. Do you agree? Explain on the basis of the play and day to day life.

Value points:

- A mother works endlessly from morning till night as does Mrs. Pearson
- Mrs. Pearson works endlessly for her family without any expectations from them
- She does all the household chores
- She takes orders from all the family members

5. MOTHER'S DAY

by J.B Priestley



7. Birth

- A. J. Cronin

- 'Birth' is the story of a doctor, just a fresher, who handles a complicated child delivery case in the most admirable way and brings back life in a dead born child.
- In doing so he applies his medical text book knowledge as well as determination. The story expresses the anxiety, dedication towards profession and gratitude towards God.
- Andrew Manson was returning home late night brooding over a disappointing evening with his girl friend, Christine.
- It was midnight and when he reached near his house he found a miner, Joe Morgan, awaiting him to attend to his wife immediately. She was expecting their first child after twenty years of marriage.
- At the patient's house, Andrew saw that the lady was being attended to by a midwife and Mrs. Morgan, an elderly woman.
- It took about two hours when the process of child birth began. Andrew was tired but he had no option to leave the patient.
- After about an hour long harsh struggle a child was born towards the dawn. But the child was still born.
- When Andrew gazed at the lifeless form, he shivered with horror. Then he looked at the mother. She required immediate attention. Andrew was in a dilemma- whom should he attend to first: the child or the mother?
- Andrew gave the child to the nurse and turned his attention to the mother who was unconscious. Gradually, her heart strengthened and Andrew could now leave her to attend to the baby.
- He asked about the child. The midwife was thoroughly frightened. Taking this still child, she had dumped it beneath the bed amongst soaked newspaper. He pulled out the child.
- The child was perfectly formed. Andrew could understand that it was a case of suffocation due to lack of oxygen and excess of carbon-dioxide in the blood.

- Andrew started giving the necessary treatment. He did not lose heart. The midwife again and again told him that it was a still born child. But Andrew did not heed. He kept on dipping the child's limp body in hot and cold water alternatively.
- After exhaustive efforts, a miracle happened. The child sighed and started crying. Its white skin turned pink and he was no longer still born.
- At last Andrew heaved a sigh of relief. He handed the child to the nurse. He told the entire story to Joe standing outside and walked down the street.
- The dawn was breaking by the time Andrew started towards home. He was full of gratitude towards god and felt a deep sense of satisfaction. He realized that he had done something real at last. It was the birth of his new life as a doctor.

MAIN POINTS :

'Birth' is the story of a doctor, just a fresher, who handles a complicated child delivery case in the most admirable way and brings back life in a dead born child.

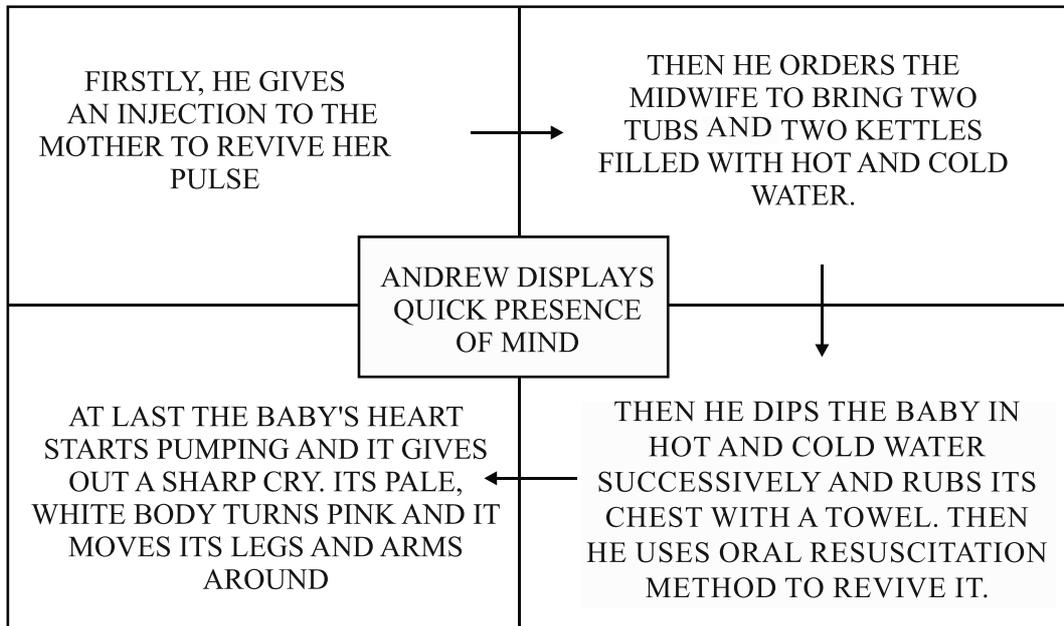
Andrew Manson was returning home late night, brooding over a disappointing evening with his girlfriend, Christine.

He reached home at midnight. He saw Joe Morgan awaiting him to attend to his wife Susan. She was expecting their first child after 20 years of marriage.

Susan was being looked after by her mother and a mid-wife. Both looked anxious and worried. Andrew was tired but patiently waited for the labor to begin.

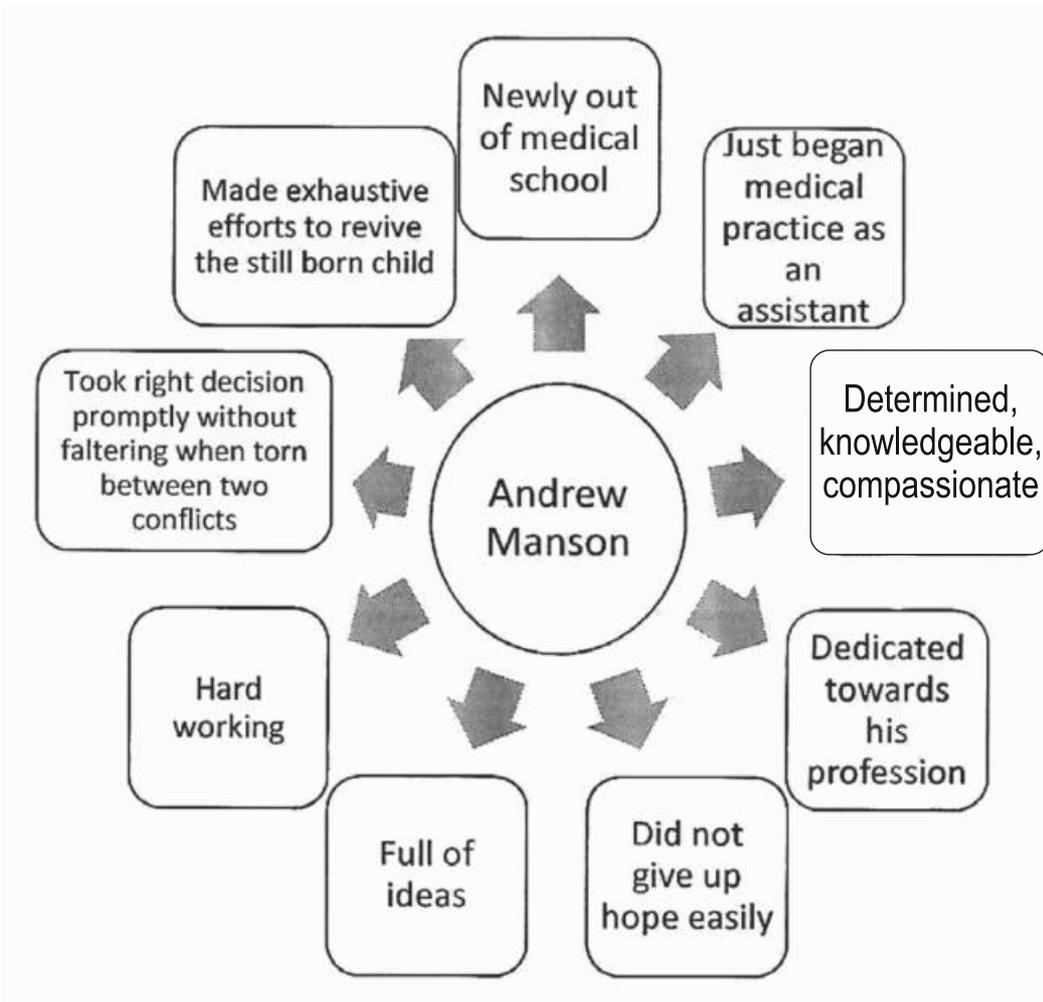
After about an hour long harsh struggle a child was born towards dawn. But unfortunately it was still born. Andrew shivered with horror because he had promised the Morgans that everything would be alright.

THEN HE LOOKED AT THE MOTHER SHE WAS COLLAPSING AND REQUIRED IMMEDIATE ATTENTION. ANDREW WAS IN A DILEMMA - WHOM SHOULD HE ATTEND TO FIRST THE CHILD OR THE MOTHER?



IT WAS A MIRACLE THAT THE INFANT HAD SURVIVED AFTER ALMOST HALF AN HOUR OF BEING BORN STILL. ANDREW'S CEASELESS EFFORTS HAD BROUGHT LIFE INTO THE WORLD. HE HEAVED A SIGH OF RELIEF AND STARTED WALKING TOWARDS HOME WITH A DEEP SENSE OF SATISFACTION AND GRATITUDE TOWARDS GOD.

HE REALISED THAT HE HAD DONE SOMETHING REAL AT LAST. IT WAS THE BIRTH OF HIS NEW LIFE AS A DOCTOR.



REFERENCE TO CONTEXT

1. Andrew did not heed her. Beaten, despairing, having laboured in vain for half an hour, he still persisted in one last effort, rubbing the child with a rough towel, crushing and releasing the little chest with both his hands. Trying to get breath into that limp body.
- (i) Who has been referred to as “her” in these lines?
- (A) The old woman
 - (B) The midwife
 - (C) Susan morgan
 - (D) Joe morgan
- (ii) Why did andrew not take heed of “her”?
- (A) Because he had no time to think about her words as he was pre-occupied with reviving the child
 - (B) Because he had a strong belief that the child would survive by a miracle
 - (C) Because the lady was trying to distract him from attaining his objective
 - (D) None of the above
- (iii) Which word from the lines means the same as “lifeless”:
- (A) Beaten
 - (B) Dispairing
 - (C) Persisted
 - (D) Limp
- (iv) What was Andrew trying to do?
- (a) Revive Susan Morgan
 - (b) Leave the child unattended
 - (c) Bring the child back to life
 - (d) Give up on his efforts

MULTIPLE CHOICE TYPE QUESTIONS

- Q1.** “Don’t fret, mother, I’ll not run away.” Why did Andrew say this?
- (a) To reassure Mrs. Morgan’s mother
 - (b) To fulfill his obligations
 - (c) To break the silence
 - (d) To handle a critical situation well
- Q2.** What did Andrew conclude from the whiteness of the child?
- (A) That he was dead
 - (B) That he suffered from lack of oxygen
 - (C) That he should be taken to hospital
 - (D) That Andrew couldn’t save him

- Q3.** What did Andrew remember about Samaritan?
- (A) Place he went to volunteer
 - (B) Someone he met there
 - (C) A treatment he witnessed
 - (D) Not mentioned in the story
- Q4.** How did Andrew try to save the still born?
- (A) Using a special method of respiration
 - (B) Calling Dr. Edward
 - (C) Taking him to a hospital
 - (D) Giving him blood
- Q5.** After trying for fifteen minutes, Andrew felt _____
- (A) accomplished
 - (B) hopeful
 - (C) hopeless
 - (D) confident

SHORT ANSWER TYPE QUESTIONS (40 TO 50 WORDS)

Q1. Who was Joe Morgan? Why was he waiting for Dr. Andrew Manson?

Ans. Jeo Morgan was a driller in Blaenelly, a mining town. He and his wife Susan, were married for nearly twenty years and now they were expecting their first child. He was waiting for the doctor to help Susan in the delivery of the child.

Q2. Why did a shiver of horror pass over Andrew?

Ans. Dr. Andrew struggled for more than an hour to help the mother Susan Morgan for the safe delivery of the baby. But when the child was born he was lifeless. As Andrew gazed at the still born baby, a shiver of horror passed over him.

USE THE GIVEN NOTES TO ANSWER THE FOLLOWING QUESTIONS

1. 'Eh Doctor, I'm glad to see you.' Why did Joe Morgan say this to Dr. Andrew Manson?
2. What thoughts (related to marriage) were running in Andrew's mind?
3. How do you conclude that the meeting between Andrew and Christine was an unpleasant one?
4. How was Joe's house maintained?
5. Why did Susan not want to be injected chloroform?

6. 'As he gazed at the still born a shiver of horror passed over Andrew.' Explain
7. How was Susan brought back to consciousness?
8. The old lady offered Andrew a cup of tea. Why did he smile at her offer?
9. What decision did Andrew make as he drank the tea?
10. Why were Andrew's thoughts on marriage confused and resentful?
11. 'She's awful set upon the child. Ay, we all are, I fancy' Why did the old lady say so?
12. What dilemma was faced by Andrew when he saw the still born child?
13. Why was the midwife frightened on being asked for the stillborn child?
14. How did Andrew revive the stillborn child?
15. What made Andrew say, 'I've done something real at last'?

LONG ANSWER TYPE QUESTIONS (120 TO 150 WORDS)

Q1 Describe at length Andrew revive the stillborn child.

Value points:

- Dips the baby in hot water and cold water successively and rubs its chest with a towel
- Uses oral resuscitation method
- Kept rubbing the child's chest

Q.2 What made Andrew exclaim, ' I have done something; Oh God !'?

Value points:

- Gives morphine shots to the mother to revive her pulse
- Orders midwife to bring two tubs and two kettles filled with cold and hot water
- Dips the baby in hot and cold water successively
- Rubs baby's chest with a towel
- Uses oral resuscitation
- Revives the child
- Able to take right decision at the right time
- Saves two lives with his medical skills

Q3. Justify the title of the story 'Birth.'

Value points:

- The story deals with the birth of a child

- The newly practicing doctor works exhaustively and with great determination to bring the child into this world
 - Susan and Joe Morgan have waited for twenty years for this child birth to happen
 - Everyone in the family is eager to hear the cries of the new born
 - Andrew got caught in a conflict when the child was born still and the mother fell unconscious
 - He did not lose hope and worked endlessly towards reviving both the mother and the child
 - At last both the mother and the child survive and it is a new birth for both of them
- Q4. What does the story highlight about the essence of true happiness and fulfillment through Dr. Andrew's experience? Discuss with reference to the story.

Value Points:

- In the beginning of the story Andrew is anxious about his career as a doctor because he is a newly practicing doctor working as an assistant
 - He has had a disappointing evening with his girlfriend and is brooding over it. He is not in a happy state.
 - Joe Morgan and his wife are expecting their first child. After twenty years of marriage they are anxious about this child. After few hours of labour Susan Morgan gave birth to a still born child.
 - Susan became unconscious
 - Andrew put in lots of efforts, determination and perseverance to revive both mother and child
 - This story of child birth thus brings out true happiness and fulfillment in the lives of the Morgans and Andrew.
- Q5. The greatest lesson, we can learn from Dr. Andrew's life is, 'Never give up'. Do you agree? Give reasons in support of your answer.

This is an open ended question. Students may or may not agree with the given statement. They may give suitable reasons in support of their answer.

8. The Tale of Melon City

-Vikram Seth

- The Tale of Melon City by Vikram Seth is a humorous poem about a king who is just opposite of the terms 'just and placid'.
- The poem is about one hasty decision of the king that costs him his life.
- He orders to build an arch from where he can instruct the spectators. The arch is constructed within no time.
- But as soon as the king passes from under the arch, it touches his crown and it falls to the ground.
- The king feels humiliated and summons the chief of the builders. A noose is set up to hang him.
- The crowd gets excited at the prospect of a spectacle.
- But the chief of builders pleads for mercy and blames the workmen for fault.
- Next the workmen are taken to the death penalty; they too cry aloud saying that this is the mistake of the mason.
- The mason is then put next for the death punishment; he passes the blame on to the architect.
- Well, the architect being a clever guy says that the amendments in the plan were made by the king himself.
- This incident puts the king in a dilemma. He says that the situation is tricky.
- The king calls for the wisest man in the country for a decision. The oldest man is brought for the decision.
- The old man can neither walk nor see but he says that the culprit must be hanged. So according to his judgment, it is decided to hang the arch.
- The ministers find an opportunity to impress the king and glorify the arch for having touched the king's head.
- So the arch was spared. But now the crowd was becoming impatient. It demanded a hanging.
- Finally, the king decided that whosoever fits the noose will be hanged. One by one all men were measured.

- Ironically, the tallest one of them was the king. So he was hanged. The king died because of his own foolishness.
- The ministers held a meeting to discuss that a king was needed immediately. But who is going to be the next king of the kingdom? So, as was the custom, the first man passing the City Gate would get to decide who would be the next king.
- Just then an idiot comes out as a passer-by. When asked he replied melon as it was his standard reply to all questions.
- A melon was crowned and declared as the king of the kingdom.
- This poem is a satire on the political scenario of our country.

REFERENCE TO CONTEXT : EXTRACT

The Tale of Melon City

1. *Under the arch he lost his crown*
The arch was built too low. A frown
Appeared on his placid face.
The king said. 'This is a disgrace.
The chief of builders will be hanged'
The rope and gallows were arranged.
 - (i) How was the crown lost?
 - (A) It got knocked off by the arch
 - (B) The king fell down
 - (C) The crown was imbalanced
 - (D) None of the above
 - (ii) The king has been described in these lines as :

(A) Disgraceful	(B) Cruel
(C) Egocentric	(D) Calm
 - (iii) What order did the king give after the incident?
 - (A) He ordered workmen to be hanged
 - (B) He ordered to hang the chief of builders
 - (C) He ordered to summon the architect
 - (D) He ordered to gather all people

- (iv) Which word in the stanza means the same as “shame “ ?
- | | |
|-----------|--------------|
| (a) Arch | (B) Gallows |
| (C) Frown | (D) Disgrace |

2. *Have all the workmen hanged instead*

The workmen looked surprised, and said

O' king, you do not realise

The bricks were made of the wrong size.

'Summon the masons!' Said the king.

The mason stood there quivering.

- (i) What reason did the workmen give to the king?
- (A) Instructions given were wrong
- (B) Less time was given to construct the arch
- (C) The bricks were of wrong size
- (D) Changes were made at the last point
- (ii) Why were the masons quivering?
- (A) Because they were afraid of king's anger
- (B) Because they were at fault
- (C) The weather was chilly and frosty
- (D) None of the above
- (iii) Which word means the same as “shaking”?
- (A) Instead
- (B) Quivering
- (C) Summon
- (D) All of the above
- (iv) What was the fault of the masons?
- (a) They were quivering
- (b) They had built the arch
- (c) They had mocked the king
- (d) They had made bricks of the wrong size

MCQs based on lesson

Q1. What did the king order to be constructed?

- (a) An arch
- (b) A tomb
- (c) A flight of stairs
- (d) A building

Q2. Listening about his own hanging, who did the King call for?

- (A) The oldest man in the country
- (B) The wisest man in the country
- (C) The wisest minister in his administration
- (D) All the people

Q3. Who according to the counsel was the culprit that was brought before the King?

- (A) The King
- (B) The crown
- (C) The arch
- (D) The chief of the builders

Q4. After all the considerations and discussions, the crowd was getting

- (A) Restless
- (B) Amused
- (C) Horrified
- (D) Bored

Q5. Finally, who was tall enough to reach the noose?

- (A) The chief of the builders
- (B) The architect
- (C) Someone from the crowd
- (D) The king

SHORT ANSWER TYPE QUESTIONS (40 TO 50 WORDS)

Q1. What kind of king was the one who ruled over the state? What did he proclaim?

Ans. The king of the state was just and placid. For the welfare of the workers he proclaimed that an arch should be built up which would extend across the major thoroughfare.

Q2. Why did the king ride down the thoroughfare and what was the result?

Ans. The king rode down the thoroughfare to edify the spectators there. Since the arch was built too low, he lost his crown under it. He felt himself disgraced.

Q3. How was the new ruler of the state selected?

Ans. After the king died the ministers sent the messengers to proclaim that the next man to pass the city gate would choose the ruler of their state. An idiot happened to pass the gate. His standard answer to all the questions was 'A Melon'. So when he was asked

to decide about who will be the king, he replied ‘A Melon’ Ministers declared that a melon would be their new ruler.

SHORT ANSWER TYPE QUESTIONS

1. What proclamation did the king make? Why?
2. How did the chief builder, workmen and masons pass the blame onto each other?
3. How did the king react to the explanation given by the architect?
4. What was the criterion for the choice of “the wisest man?” What was his verdict?
5. Who was ultimately hanged? Why?
6. Do you think the king was really ‘just and placid’? Why/Why not?
7. What message does the poet give through the use of irony and humour in the poem?
8. Describe the custom of the city to choose the king.
9. The poem portrays the principles of ‘laissez faire’. Discuss.
10. Why was the wisest man called by the king?
11. How did the choice of the person ‘to be hanged’ become ironical for the king?
12. Why was the melon crowned as the next king?

LONG ANSWER TYPE QUESTIONS (120 TO 150 WORDS)

1. Why was the arch blamed at the first instance? Who was ultimately punished?

Value points:

- The arch had banged the king’s crown off
- The arch was the culprit according to the old wise man
- The king was punished ultimately

- Q2. The poem is full of humour and irony. Cite examples.

Value points:

- The king is called “just and placid” ironically
- His sense of justice can send anyone to the gallows
- King decided to hang the chief of builders when his crown struck against the low arch
- When the builders plead for mercy, king decides to hang the workmen, then the masons and at last the architect

- The king himself had approved the plans of the arch
 - Wisest man declares that the arch must be hanged
 - Arch could not be hanged as it had touched the king's head
 - The king overlooks guilt and decides to hang anyone who fits the noose only because the nation wants a hanging
 - Only the king fitted the noose and was hanged
 - An idiot chose a melon as the next king
3. How has the poet made fun of the system of governance by using the phrase 'just and placid' for the king?

Value points:

- The principles of laissez faire seem to be well established in the Melon city
- The king is called "just and placid" ironically
- Justice was not done in that city
- King was only a title and a symbol
- Citizens had complete independence in all aspects of their lives
- Public was real incharge of governance
- King had to be hanged as the people demanded someone to be hanged
- King powerless to protect himself.

SOLVED SAMPLE PAPER FOR PRACTICE-I

ENGLISH CORE

CODE No: 301

Class- XI

Time Allowed: 3 Hours

M.M.: 80 Marks

Section A (Reading)

Q. i Read the following passage carefully and answer the questions that follow:

1. The painstaking memorisation of mathematical tables, historical dates, capitals of countries and even poems leaves an indelible mark on every adult who has attended school. However, all educators deprecate this rote system learning by orally reciting and consigning lessons to memory as mindless and mechanical, which goes against critical thinking and creativity. But is this dichotomy between creativity and rote learning part of a lazy binary thinking?
2. We often hear about people who can repeat the entire telephone directory or memorise the entire dictionary. Indians have a history of highly developed systems of memorisation, perfected through centuries of Vedic learning. From a typically Western perspective, the permanency of the written word has been pitted against the ‘unconscious operation of memory’ of oral cultures, and held to be more reliable in cultural transmission. However, refuting this thesis, Fritz Stall, an Indie scholar observes that the oral tradition in India is remarkable, “because it has led to scientific discoveries that are of enduring interest”. Of course, this mugging up can be aural (i.e. chanting aloud) or visual-mentally storing images in a visual map.
3. The advantages of rote memorisation-like it expands areas of the mind to great possibilities-are now becoming evident to the world. Various accounts from ancient India, including those from travellers like I-tsing, point to the fool- proof system of oral memorisation and the capacity to absorb volumes of data.
4. A parallel dimension of transmission of knowledge also existed in India, with a flexible mode of oral communication through which knowledge was disseminated. One instance is the narrative-performative tradition of recitation, which extended basic story through interpolations, conscious extensions and embedding of sub-narratives. Many Indian myths, legends, epics, and fables such as Kathasaritsagara

and Jataka stories were spread through this process. While the story remains the same, the interpretation changes according to who says it, where it is said and how it is said. While communicating mathematics, philosophy and other scientific disciplines, cryptic text forms were created, that facilitated memorisation.

5. A related question pertains to cognition-how can we transmit principles using memorisation as a creative tool rather than as a mechanical process of repetition? Bhaskara's Lilavati, the seminal 12th century illustrates how memorisation and creativity go together.
6. The fact that Bhaskara's methods still figure in Indian pedagogic consciousness was recently brought home in a news report on the Ramanujan School of Mathematics in Patna, which trains youngsters from poor families to clear the Indian Institute of Technology (IIT) entrance test. This year, all the 30 students of the school got through IITs. Anand Kumar, the school's founder, called it the "sheer power of practice to break the so-called IIT code" and a student attributed the success to his teacher's ability to teach differential calculus through a "thrilling story of a daring robber".

(1×10 = 10 Marks)

1. All educators condemn rote learning as.....
 - (a) it is a feat of memory
 - (b) it is a parrot like learning
 - (c) it is mindless and mechanical
 - (d) it is against critical thinking and creativity
2. The dichotomy between creativity and rote learning is....
 - (a) Increased by computer literates
 - (b) Initiated by western thinkers
 - (c) The clash of the cultures of west and east
 - (d) Opposed by Indian scholars
3. The oral tradition in India is called remarkable because.....
 - (a) it has helped to preserve Vedic learning
 - (b) some of the old texts are still available
 - (c) it has led to scientific discoveries of enduring interest
 - (d) it provides capacity to absorb volumes of data

4. Rote learning has its own advantages as.....
 - (a) it promotes learning without understanding
 - (b) it does not add pressure to the mental faculties
 - (c) mugging up can be aural as well as visual
 - (d) it expands areas of the mind to greater possibilities
5. Cryptic texts were created for mathematics, philosophy, etc. because.....
 - (a) these are very simple
 - (b) these are easy to remember
 - (c) these are short and easy
 - (d) they are easy to interpret
6. The word 'enduring' in para 2 means.....
 - (a) bear
 - (b) transitory
 - (c) lasting
 - (d) indelible
7. Why is oral tradition/rote learning in India called remarkable?
8. How is rote learning advantageous?
9. What does Bhaskara's Lilavati illustrate?
10. Write the word from passage similar in meaning to these words.
 - (a) Separation (para 1)
 - (b) Ascribed (para 6)

Q II. Case Based Passage

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

1. The National Disaster Management Authority has recently released guidelines on the management of urban flooding. It clearly states that urban flooding should be treated as a separate disaster as the causes of urban flooding and the strategies to deal with them are different.
2. Even though urban flooding has been experienced for decades in India sufficient attention was not given to plan specific efforts to deal with it holistically. In the past, any strategy on Flood Disaster Management largely focused on riverine floods affecting large tracts of rural areas.

3. Urban Flooding is significantly different from rural flooding as urbanisation leads to developed catchments which increases the flood peaks by up to 8 times and flood volumes up to 6 times. Consequently, flooding occurs very quickly due to faster flow times, sometimes in matter of minutes.
4. Urban areas are centres of economic activities with vital infrastructure which needs to be protected 24 x 7. In most of the cities, damage to vital infrastructure has a bearing not only locally but could even have global implications.
5. Urban areas are also densely populated and people living in vulnerable areas, both rich and poor, suffer due to flooding. It has sometimes resulted in loss of life, damage to property and disruptions in transport and power bringing life to a grinding halt causing untold misery and hardships. Even the secondary effects of subsequent epidemics and exposure to infection often takes further toll in terms of loss of livelihood, human suffering, and, in extreme cases, loss of life. Therefore, management of urban flooding has to be accorded top priority.
6. There has been an increasing trend of urban flood disasters in India over the past several years. Almost every major city in India has been severely affected.
7. Mumbai floods of July 2005 turned out to be an eye opener. The deluge of rains in the catchment areas of the Yamuna during August and September in 2010 has inundated many villages and towns of Haryana, besides threatening .the low-lying areas of the Delhi, the national capital. The fury of floods did not spare many areas of Uttar Pradesh and Uttarakhand.
8. Storm Water Drainage systems in the past were designed for a rainfall intensity of 12-20 mm/h. However, we have been experiencing rainfall of higher intensities in most of our cities every year, which overwhelm the SWD system. Moreover, the systems very often do not work to the designed capacities because of encroachments, dumping of solid waste and poor operations and maintenance.
9. Improper disposal of solid waste, including domestic, commercial and industrial waste and dumping of construction debris into the drains also contributes significantly to reducing their capacities. Every body is responsible for this.
- 10 Encroachments are a major problem in many cities and towns all over the country. With large scale encroachments on the natural drains and in the

floodplains, the capacity of the natural drain has decreased, resulting in flooding even with lower intensities of rainfall. (1×8= 8 Marks)

1. Urban flooding is to be treated as a separate disaster because.....
 - (a) the problems of urban areas are unique
 - (b) urban areas get flooded easily
 - (c) the causes of urban flooding are different
 - (d) urban and riverine flooding are similar
2. Urban flooding occurs very quickly as..
 - (a) The drainage is usually blocked
 - (b) Storm water drainage is poor
 - (c) Encroachments obstruct flow of water
 - (d) Developed catchments increase faster flow times
3. Urban areas need a round the clock vigil because...
 - (a) They are centres of economic activities with vital infrastructure
 - (b) They are the hubs of commerce and industry
 - (c) They contain educational institutions and hospitals
 - (d) They provide rail/road links to the rural areas
4. Encroachment on natural drains intensify flooding because.....
 - (a) These divert the flow of water
 - (b) These cause whirls and speed up flow
 - (c) These decrease the capacity of drain
 - (d) These obstruct the smooth flow of water
5. The word 'overwhelm' in para 7 means...
 - (a) Stunned
 - (b) Flooded
 - (c) Overpowered
 - (d) Defeated
6. Why do urban areas need a round the clock vigil?
7. How does flood in urban areas affect life?

8. Give the word similar in meaning to this word from the passage

(a) Basic system and service (para 4)

Q. iii The epidemic of heart attacks has been attaining alarming proportion in recent times causing grave concern specially to the medical fraternity. To contain and control the increasing death and disability from heart attacks and to focus on public awareness and their involvement at global level, the World Health Organisation (WHO) and the World Heart Federation observed September 24th as the World Heart Day.

What causes heart attacks? Dr H.S. Wasir, Chief Cardiologist and Medical Director, Batra Hospital and Medical Research Centre lists four main habits which adversely affect the heart health. These are lack of physical exercise, wrong eating habits, cigarette smoking and excessive alcohol consumption, and stressful lifestyle.

The Importance of physical exercise in minimising the incidence of heart attacks cannot be underestimated. "Physical exercise," says Dr Wasir, "plays a major role in achieving a long and healthy life in general and prevention of heart attacks in particular." There are several studies showing that physically active people have higher longevity than those sedentary or physically inactive. In fact, the review of modern medical literature sums up the role of physical activity in health as 'Regular physical exercise adds not only years to life but also life to years. It is the experience of many modern-day physicians that some patients of angina (chest pain or discomfort on physical or mental exertion or after meals) do get relief with regularly done physical exercise.

What type of physical exercise and how much, one may ask. It is the isotonic (dynamic) exercise that is beneficial for the heart and not the isometric (static) exercise which should be avoided by heart patients. Weight lifting, carrying heavy suitcases while travelling, pushing a car are some of the examples of isometric exercises. Examples of the beneficial type of physical activity (dynamic exercise) are brisk walking, swimming, golf without power carts, badminton and tennis (doubles for those with old heart attacks but fully recovered, to be started only after physician's advice).

Walking is the best mode of doing regular physical exercise which requires no equipment, money, material or membership of a club! 30 to 60 minutes brisk walk even on alternate day has been proven to be beneficial. Stationary cycling or walking on a treadmill at home are the other alternatives.

Walking up the stairs instead of using a lift if going up to three or four floors or getting off the lift two or three floors before the destination and walking up the rest through stairs. Going up several floors in a overcrowded lift with limited fresh air to be shared by so many may also prove unhealthy.

Park a little away from the work place and walk that healthy distance,

Best time for brisk walks would be the early mornings before the traffic flow picks up and walking in the parks with thick plantation. Jogging on the roads with heavy traffic should be avoided as you will be inhaling air polluted with the toxins from vehicular exhaust such as dioxides of sulphur and nitrogen. "Before starting any physical exercise programmes for the first time, one must get fully evaluated by a cardiologist so as to avoid any harm being done by exercise if there is serious underlying heart disease needing treatment," warns Dr Wasir.

1. Make notes on the above passage in any suitable format using recognizable abbreviations wherever necessary. Assign a suitable heading to the passage. (5)
2. Make a summary of the passage. (3)

Section B (Grammar and Creative Writing Skills)

Q.IV Choose the correct option:

- (a) I know the boy....(who/whom/which/that) is performing on the stage.
- (b) Seema told the beautiful girl(who/which/that/which) she looked pretty.
- (ii) Fill in the blanks with the correct form of verb:
 - (a) The mother..... (ask) her daughter to change her clothes.
 - (b) Ravi was in a hurry as his wife (wait) for him.
- (iii) Do as directed (any three). (1x3=3)
 - (a) Very few men would be cruel to a woman. (begin as Not many)
 - (b) Her mother is a patient. She is confined to bed for ever. (change into a complex sentence)

Rearrange the words to make a sentence

- (c) Examination/in/she/order/work/to/hard/that/pass/the/needs to/
- (d) Gave/i/books//to/friend/my/best/the

- Q. V (i)** You are Sushmita / Shrivardhan living at 37, Friends colony New Delhi. You wish to sell your house as you are migrating to Australia. Draft an advertisement in not more than 50 words to be published in The Times of India.

(3marks)

OR

You are the principal of Star International school, New Delhi. You require a cricket coach for your institute. Write an advertisement to be published in a national daily in not more than 50 words.

- (ii) You are Maanya /Pranav, President of Resident’s Welfare Association No.73, Ashok Vihar.Design a poster, to be pasted in your locality in not more than 50 words telling people about the importance of Earth day.

(3 marks)

OR

You are Snigdha/ Ayush, Secretary of ‘UDAN ‘NGO, New Delhi. Prepare a poster in not more than 50 words to be displayed at key places in your city appealing people to show kindness towards animals.

- (iii) Students of today’s era are addicted to mobile phones and we cannot stop them from doing so. As Shubhendra/ Vaishali, Head boy /Head girl of school, write a speech to be delivered in the morning assembly about the intelligent use of internet which can prove as a blessing.

(5 marks)

OR

You are Ashish/ Anamika,Secretary of the cultural club of your school. You have noticed students leaving the class for library period, games period or after school without switching off the fans and lights. Write a speech to be delivered in the morning assembly in 120 to 150 words on the importance of power in our daily life and how to conserve it.

- (iv) You are Aditya/Aditi of Ace Public School,Gurugram.It is often said that Brain drain is not a Bane for a developing country like India. Write a debate in not more than 120-150 words either in favour or against the topic.

(5 Marks)

OR

You are Ashim /Ashima of XI class. Write a debate in 120-150 words either in favour or against the topic ‘Academic Excellence is the only requirement for a successful career.

Section C (Literature Text Book and Supplementary Reading)

Q. Vi Read the stanza given and answer the question that follow: (ANY ONE)

3x1=3marks

(i) A. *Upward to heaven, whence, vaguely form'd, altogether changed, and yet the same.
I descend to lave the droughts, atomies, dust layers of the globe, and all that in them
without me were seeds only, unborn.*

1. Explain “altogether changed, and yet the same”.
 - (a) Rain changes several forms still it remains the same.
 - (b) It rises from the earth in the form of vapours.
 - (c) It rises up to form clouds.
 - (d) It cools down and falls on the earth in the form of water droplets.
2. Explain the phrase used for the clouds, ‘vaguely form’d’.
 - (a) circular in shape
 - (b) fixed shape and size
 - (c) no definite shape
 - (d) beautifully formed
3. Explain the phrase “I descend to lave the droughts”
 - (a) Rain rises up to the sky and forms clouds
 - (b) Rain falls on the earth and satisfies everyone’s thirst.
 - (c) It washes away famines.
 - (d) both (b) and (c)

OR

B. *silence surrounds us. I would have
him prodigal, returning to
his father's house, the home he knew,
rather than see him make and move
his world. I would forgive him too,
shaping from sorrow a new love*

3x1=3marks

1. Which poetic device has been used in the first line?
(a) Metaphor (b) Personification
(c) Simile (d) Alliteration
2. The poet is referring to a story from the holy book _____ when he says: "I would have him prodigal"?
(a) The Ramayan
(b) The Quran
(c) The Bible
(d) The Guru Granthsahib
3. Does the father want his son to move around and explore the world on his own?
(a) Yes, he wants his son to explore the world
(b) No, he wants him to come back
(c) Maybe
(d) not mentioned in the stanza

(ii) Read the extracts given and answer the questions that follow. (ANY ONE)

3x1=3-Marks

A. *When I went up to University, I was given a room of my own. The common link of friendship was snapped. My grandmother accepted her seclusion with resignation. She rarely left her spinning-wheel to talk to anyone. From sunrise to sunset she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows. While she sat in the verandah breaking the bread into little bits, hundreds of little birds collected round her creating a veritable bedlam of chirruping.*

1. 'accepted her seclusion with resignation', means that the grandmother
 - (a) resigned from her service.
 - (b) was left alone at home.
 - (c) accepted her resignation.
 - (d) took her loneliness calmly and accepted her fate.
2. When did the common link of friendship between the grandmother and grandson break,
 - (a) when she started to accept her seclusion
 - (b) when she spent all her time spinning the wheel
 - (c) when the author was given a separate room
 - (d) when she fed the sparrows
3. The happiest hour of the day for the grandmother was when
 - (i) she spun her wheel
 - (ii) she fed the sparrows
 - (iii) the sparrows sat on her head and shoulders
 - (iv) when she kept quiet

(a) Both (i) and (ii)	(b) Both (ii) and (iii)
(c) Only (iii)	(d) Only (ii)

OR

B. *'The first indication of impending disaster came at about 6 p.m., with an ominous silence. The wind dropped, and the sky immediately grew dark. Then came a growing roar, and an enormous cloud towered aft of the ship. With horror, I realised that it was not a cloud, but a wave like no other I had ever seen. It appeared perfectly vertical and almost twice the height of the other waves, with a frightful breaking crest.'*

3x1=3 marks

1. What was the first indication of the impending disaster?
 - (a) around 6 p.m. when winds dropped and sky grew darker
 - (b) next morning when the ship started creaking
 - (c) when it started raining heavily
 - (d) when winds were strong

2. What was the 'enormous cloud' that the narrator speaks of?
(a) A huge cloud (b) A huge wave
(c) Growing roar (d) Wavewalker
3. What is the meaning of the word 'crest'?
(a) Cloud (b) base of the Wave
(c) Roar of the wave (d) Top of the wave
4. Ominous silence means
(a) Unpleasant silence (c) Holy silence
(b) Pleasant silence (d) None of the above

(iii) A. Consequently, even though I could see the horse, so magnificent; even though I could smell it, so lovely; even though I could hear it breathing, so exciting; I couldn't believe the horse had anything to do with my cousin Mourad or with me or with any of the other members of our family, asleep or awake, because I knew my cousin Mourad couldn't have bought the horse, and if he couldn't have bought it he must have stolen it, and I refused to believe he had stolen it. 4x1=4marks

1. Who is the author of this story?
(a) A. J. Cronin (b) Amitav Ghosh
(c) Alphonse Daudet (d) William Saroyan
2. Why couldn't Mourad have bought the horse?
(a) He already had a horse
(b) He did not want to buy a horse
(c) He was not rich enough to buy a horse
(d) His father had bought the horse
3. Why couldn't Mourad have stolen the horse?
(a) He belonged to the Garoghlanian family
(b) He had bought the horse
(c) He belonged to a tribe known for their honesty
(d) He had borrowed it from someone

4. How did the narrator make sure that he was not dreaming?
- (a) He could smell the horse
 - (b) He could hear the horse breathing
 - (c) Both (a) and (b)
 - (d) None of the above

OR

B. 'Every time she leaves here she takes something home with her,' said my mother. 'She took all the table silver in one go. And then the antique plates that hung there. She had trouble lugging those large vases, and I'm worried she got a crick in her back from the crockery.' My mother shook her head pityingly. I would never have dared ask her. She suggested it to me herself. She even insisted. She wanted to save all my nice things. If we have to leave here we shall lose everything, she says.'

4x1 = 4 marks

1. Name the lesson from which the above extract has been taken.
- (a) Mother's Day
 - (b) Birth
 - (c) The Address
 - (d) None of the above
2. Who does 'She' refer to in the above extract?
- (a) Marga Minco
 - (b) Mrs. Pearson
 - (c) Mrs. S
 - (d) Mrs. Dorling
3. What was the narrator's mother worried about?
- (a) Her daughter
 - (b) Mrs. Dorling injuring her back from carrying crockery
 - (c) Losing everything
 - (d) Asking Mrs. Dorling to keep the antiques

4. What were the author's feelings towards Mrs. Dorling?
- (a) Hostility (b) Despise
(c) Empathy (d) Sympathy

Q Vii. Answer any two questions in 30-40 words each.

3x2=6 marks

1. Briefly explain the following statement from the Chapter 'Adventure'. "You neither travelled to the past nor the future. You were in the present experiencing a different world."
2. Why was the grandmother dissatisfied with the city's education?
3. Why did the tourist throng to see King Tut's tomb? Why did they seem nervous?
4. How does the author describe the Wavewalker?

Q Viii. Answer in 40-50 words (attempt any one out of two):

3x1 = 3 marks

1. What dilemma was faced by Andrew when he saw the still born child?
2. How did the choice of the person 'to be hanged' become ironical for the king?
(The Melon City)

Q iX. Answer any one question in 120-150 words. 1x6-6-Marks

6X1=6 marks

1. Elaborate on the bond of friendship between the author and his grandmother.
2. How did Rajendra Deshpande apply his theory of Catastrophic experience regarding the Battle of Panipat?

Q no. X Answer in 120-150 words (attempt any one out two):

6X1=6marks

1. Compare and contrast the role of a mother from the play 'Mother's Day' with that of modern-day mother.
2. How difficult was it for Andrew to deal with the case in 'Birth' while learning from his own experience?

MARKING SCHEME (PAPER-1)

SECTION A- Reading

Answers Question 1

1x10 = 10 marks

- 1 (d) it is against critical thinking and creativity.
- 2 (a) increased by computer literates.
- 3 (c) it has led to scientific discoveries of enduring interest
- 4 (d) it expands areas of the mind to greater possibilities
- 5 (b) these are easy to remember
- 6 (c) lasting
- 7 Rote learning in India is called remarkable because it has led to scientific discoveries of enduring interest.
- 8 Rote learning is advantageous as it expands areas of mind to greater possibilities.
- 9 Bhaskara's Lilavati illustrate how memorisation and creativity go together. These texts were created because these are easy to remember.
10. (a) Dichotomy
(b) Attributed

Answers Question 2

1x8 = 8 marks:

- 1(c) the causes of urban flooding are different.
- 2 (d) developed catchments increase faster flow times
- 3 (a) they are centres of economic activities with vital infrastructure
- 4 (c) These decrease the capacity of drain
- 5 (d) defeated
- 6 Urban areas need a round the clock vigil as they are the centres of economic activities with vital infrastructure.
- 7 The flood disrupts transport, power causing untold misery and hardships.
- 8 (a) Infrastructure

Answers: Question no.3

1. Title: Having a Healthy Heart

Notes:

1. World Heart Day. 24 Sept.

1.1 to control death & disability

1.2 to increase awareness

2. Causes of Heart Attacks

2.1 lack of phy' exercise

2.2 Wrong eating habits

2.3 Smoking & alcohol

2.4 Stressful lifestyle

3. Role of Physical Excse.

3.1 Prevents hrt attacks-longer life

3.2 isotonic-beneficial; isometric-harmful

3.3 walking: best excse.

3.3.1 30 to 60 mts. Brisk walk

3.3.2 No equipment, money, mat'l or membership of club

3.3.3 early morning: ideal for walking

3.4 Other beneficial excses

3.4.1 stay cycling

3.4.2 swimming

3.4.3 Walk'g on treadmill

4. Consult cardiologist before beginning an excse progrme.

4.1 To avoid any harm

Abbreviation	Word
1. Phy.	1. Physical
2. &	2. and
3. Excse.	3. Exercises
4. Sept.	4. September

5 marks

2. Summary

In recent times, heart attack is an epidemic disease that cause grave concern to the medical fraternity. To have control on increasing death and disability due to heart attacks, the World Health Organisation (W.H.O) and World Heart Federation has observed September 24th as the World Heart Day to focus on public awareness. According to health expert there are four main habits that cause heart attack, these are lack of physical exercise, wrong eating habits, smoking, excessive alcohol consumption and stressful lifestyle. The affects of heart attack can be reduced to greater extent with the help of regular exercise.

Section-B

3 marks

(Grammar and Creative Writing Skills)

Grammar

(i) Fill in the blanks- 1x4=4

A. who

B. That

(ii) Fill in the blanks:

a. Asked

b. was waiting

(ii) Do as directed (any three) 1X3=3 marks

a. Not many men would be cruel to a woman.

b. Her mother who is a patient, is confined to bed for ever.

c. She needs to work hard in order to pass the examination.

d. I gave the books to my best friend.

AnsV(i)

Ans (i) Advertisement

(3 marks)

Format 01 mark; Content 01 mark; Expression 01 mark.

FOR SALE

Available for sale,a fully furnished,spacious,3 BHK independent house in Friends colony, New Delhi,having separate servant quarter, well maintained lawn, ample parking facility, near metro station and Central Market owner going abroad, best location, prices negotiable. Contact Sushmita Shrivardhan between 5:00 p.m. to 7:00 p.m. on all working days .Contact number 9871XXXXXXX.

OR
SITUATION VACANT

Required a male,experienced,qualified, active, energetic and agile cricket coach for a reputed International school in Delhi. He must be a hardworking, dynamic, result oriented person, having good communication skills. Salary no bar for deserving candidates.Apply within seven days with passport size photograph and a copy of certificates to The Principal, Star International School, Alipur, New Delhi.Contact no.9868XXXXXX.

Ans V(ii) Poster Making

Format 01 mark; Content 01 mark; Expression 01 mark.

Suggested value points:

- * Mention the title and name of issuing authority
- * Take care of the planet Earth
- * Invest your time, Be constructive and creative
- * Raise awareness about
 - a) Rising level of pollution. April 22 EARTH DAY
 - b) Climate change
 - c) Global warming *Protect Environment

OR

Suggested value points

- * Be kind and gentle towards animals *Show love and affection to them
- * They are the best company to have *Let them feel safe and secure
- * Adopt a pet: secure a life

Q V(iii) speech writing 5 marks

Format 01 mark (opening address and conclusion with thanks giving)

Content 02 marks; Expression 02 marks

Note: no Title is required if a candidate writes a title no marks to be awarded for that.

Suggested value points

- * Internet a gift of modern time

- * Detailed insight into studies
- * Helps in comparative studies and research
- * Online classes, interactive lectures
- * Effective and educative videos on each and every possible topic
- * Virtual tour to the place we are reading about
- * Collaborative learning
- * Sharpens knowledge
- * Use internet judiciously

OR

Suggested value points

- * Power is very important in our day to day life as it makes our life comfortable and smooth.
- * Innumerable uses in home, school and industries with the help of essential electrical appliances and gadgets.
- * It is very essential to save power
- * Use natural light whenever possible
- * Switch off fans, lights, geysers when not in use
- * Be vigilant, appoint power monitor in the class
- * Saving electricity fulfills double purpose helps stop global warming and saves money
- * Tell parents friends relatives and neighbours about this critical problem and seek their cooperation.

Ans.V(iv) Debate Writing (5 Marks)

Format 01 mark; Content 02 marks; Expression 02 marks.

Topic: Brain drain is not a Bane for a developing country like India.

Start with Introduction which includes salutation and the topic and the candidate's views whether he/she will speak for the motion or against it and conclusion.

For the motion

Suggested value points

- * It's true that large numbers of educated and skilled professionals migrate to other countries where they find better work and pay.
- * In India jobs are less as compared to other countries because of vast population.
- * No harm if our youth is getting better job opportunities elsewhere.
- * Research advocates that India is the highest recipient country in terms of Foreign currency as whatever they earn abroad comes back to our own country.
- * Sometimes after getting exposure Indians come back and work here.
- * Encourage reverse brain drain to make the best use of their potential expertise and experience.

Against the motion

Suggested value points.

- * Migration of people from India to developed countries is really critical
- * India educates them but the benefit of that education is cherished by other countries.
- * Our country requires their expertise to let it become a developed country
- * Brain drain is a challenge as it hits the sensitive spots of a Nation's economy in sectors such as health care, science and technology.
- * Provide better opportunities, high pay package, better standard of living to our youth in India only so that they stop thinking about going abroad.
- * Provide better opportunities to people of other countries also so that we gain brain and not lose it.

OR

Academic Excellence is the only requirement for a successful career

For the motion

Suggested value points.

- * Without education life becomes still.
- * Information cannot be converted into knowledge without education
- * An educated person has clear understanding and decision making abilities

- * Educated persons are always successful as they are competent to handle every situation.
- * They get good jobs in top companies as they have acquired higher education due to their academic excellence.
- * An educated person can easily plan his career and future and remains at peace throughout his life.

Against the motion

Suggested value points

- * It's not right to say that people who are successful in life are educated.
- * Most of the leaders who are successful today are college dropouts.
- * Simply acquiring degrees is not the criteria of attaining success.
- * An educated person may know everything theoretically but may lack practical knowledge and experience.
- * Highly successful people like Sachin Tendulkar, Bill Gates, Mark Zuckerberg were school and college dropouts.
- * It's the attitude towards Life and attitude of handling things that matters the most and makes one successful.
- * Academic robots are not the demand of the day, what matters is the ability of how to think and do, not what to think and sit.

Section C (Literature Text Book and Supplementary Reading Text)

Literature

Ans VI (I) A

- 1) (a) Rain changes several forms still it remains the same
- 2) (c) no definite shape
- 3) (d) both (b) and (c.)

Ans VI (I) B

- 1) (d) Alliteration
- 2) (c) The Bible
- 3) (b) No, he wants him to come back

Ans VI (II) A

- 1) (d) Took her loneliness calmly and accepted her fate
- 2) (c) when the author was given a separate room
- 3) (b) Both (ii) and (iii)

Ans VI (II) B

- 1) (a) Around 6 p.m. when winds dropped and sky grew darker
- 2) (b) A huge wave
- 3) (d) None of the above

Ans VI (III) A

1. (d) William Saroyan
2. (c) He was not rich enough to buy a horse
3. (c) He belonged to a tribe known for their honesty
4. (c) Both (a) and (b)

Ans VI (III) B

1. (c) The Address
2. (d) Mrs. Dorling
3. (b) Mrs. Dorling injuring her back from carrying crockery
4. (b) Despise

Ans VII 1**Suggested Value Points:**

- statement by Rajendra Prasad
- Professor Gaitonde made a transition from one world to another
- real-life experience for two days in an alternative reality
- neither travelled to the past nor the future
- was in the present all the time

Ans VII 2**Suggested Value Points:**

- they didn't teach about the scriptures and God

- couldn't accompany grandson to school
- instead taught science, the law of gravity etc. which was not of much importance to her
- taught music in school which according to the grandmother has lewd association

Ans VII 3

Suggested Value Points:

- came to pay their respects to King Tut
- admired the murals
- Tut's gilded face on his mummy-shaped outer coffin lid
- read from the guidebooks in whisper, stood silently
- pondered over Tut's untimely death
- dreading the pharaoh's curse befall those who disturbed him

Ans VII 4

Suggested Value Points:

- Wavewalker, name given to the narrator's boat
- It was professionally built.
- a 23-metre long, wooden-hulled 30-ton boat
- The narrator spent months fitting it out and testing it in the roughest weather

Ans VIII 1

Suggested Value Points:

- Andrew was a fresher. He did not have much experience.
- The case before him was very complicated.
- He had to choose between saving the mother and saving the still born child.

Ans VIII 2

Suggested Value Points:

- The king had decided that whosoever fits the noose will be hanged.
- One by one all men were measured, no one fit the noose.
- King was the tallest one. So he was hanged.

- King died of his own foolishness.

Ans IX 1

Suggested Value Points:

- parents left for the city leaving him to the care of his grandmother
- both good friends, woke him up each morning, bathed him, dressed him, plastered his wooden slate, gave him breakfast and walked him to school
- Grandson learnt his lessons, grandmother sat inside the temple reading scriptures.
- settled in the city, shared a common bedroom
- writer going abroad, she went to the railway station to see him off but did not speak a word, only kissed his forehead
- writer cherished this as their last physical contact
- Came back after five years, grandmother received him at the station
- collected women from the neighbourhood and beat the drum and sang for hours
- For the first time she missed her prayers.

Ans IX 2

Suggested Value Points:

- Gangadherpant narrated to Rajendra his experience at the Azad Maidan meeting
- For two days he was in coma. He had met with an accident
- asked Rajendra Prasad to explain where he had spent those days
- catastrophic theory before the collision and how it could change the history course
- He produced a page from the Bakhar to prove that his mind was working normally
- The page described that Vishwasrao had escaped the bullet
- It was just contrary to what his own history book said
- he wanted to know the facts.

Ans. X 1

Suggested value points:

Mrs. Pearson in 'Mother's Day':

- A dedicated mother and housewife

- Meek and obedient, worried for her family at all times
- Stereotypical housewife and mother
- Disrespected and taken for granted by family members
- No appreciation for her work

Modern day women:

- Aware of their self-respect
- Stereotypes are changing
- Modern women do not hesitate in asking for help from family members
- Modern women cannot tolerate disrespect and cannot be ordered around

Ans. X 2

Suggested value points:

- Andrew, a fresher, stuck in a difficult situation
- He faces a moral dilemma of deciding between serving the mother or reviving the still born child
- Difficult for him to make decision
- Took the decision to save the mother first
- Did not listen to Susan Morgan and her mother and gave Susan chloroform
- Did not leave them alone even knowing that it would take long even though he was very tired
- Took difficult decisions while administering treatment to the child.
- Did not give up hope and worked tirelessly towards his goal of saving both mother and child
- Grew as a doctor while attending to this case
- Gained self esteem and felt he had done something real at last
- It signifies the birth of a doctor while practising.

UNSOLVED SAMPLE PAPER FOR PRACTICE-I

ENGLISH CORE

Code No. 301

Class -XI

Time : 3 Hours

M.M. : 80 Marks

Section A (Reading)

Q. i. Read the following passage carefully and answer the questions that follow:

1. There are times when everyone has to face grief. When someone dear to oneself dies, one is left in a state in which shock and grief overcome the ordinary life. One is left in a situation when one feels there is nothing one can do. Grief and mourning are not always associated only with death. It also happens with other types of losses. It could be the loss of one's job, loss of one's house or the loss of a close friend or a partner.
2. The best people who are able to cope with these are those, who come from cultures that have strict, formal and intensive mourning rituals. In India, we have diverse rituals which nowadays are being discarded. But these help in crisis. The near and dear ones come to share the grief and apply balm with their words of solace. In mourning, it is an essential part of coming to terms with loss. There comes a time when one has to give up one's grief and rejoin the mainstream of life. Mourning in itself passes through these phases. Firstly, is in the nature of shock and disbelief. A feeling of numbness overtakes. The brain is not in a position to accept, it so happens that one expects the arrival of a loss thinking that nothing will change and he will be with the lost one. In second phase, one realizes the truth that the loss has actually happened, and was not a dream. It is now that one feels the pain. Now one recollects the old moments and the memory of guilt creeps in.
3. Here, the affected person displays odd behaviour and has difficulty in eating and is unable to sleep. One may remain in this stage for weeks, months and sometimes for years. In the next phase, reflect from pain and negative feelings creep in. This leads to the positive side. Now one feels one must make alternative arrangements or replacements. Here, one is ready to cope with the situation. One knows that one cannot recover what he or she has lost but is conscious of the future accepting the loss and is ready for the alternative.

4. On passing through all the stages of grief, it seems that time has passed like a river under the bridge. This shows that mourning has been successful. One cannot forget the loss but comes to terms with reality.
5. Grieve with the person who is bereaved. This shows that you too value the mourning person. This gives a helping support and the bereaved person starts believing you. Your support to the bereaved should not stop after a few days. It may be needed for months.

Assure the affected person that the feelings of grief will diminish and will not be the same always.

6. You will see, there comes a time when he or she has to be distracted from grief. Take him or her out for an outing especially away from the current situation. If he or she agrees, take the opportunity and let him or her join the leisurely ventures.
7. It is therefore, the duty of close relatives and friends to take the bereaved out of the depressing climate and give a fresh air of life and happy thoughts.
1. Answer the following ten questions by choosing the most appropriate option.

1x10 = 10 Marks

1.1 In the last phase of grief

- (a) There is a relief from pain and negative feelings
- (b) There is still pain and grief.
- (c) The person is ready to cope with the situations, ready to face reality.
- (d) Both (a) and (c)

1.2 One must grieve with the person who is bereaved to show

- (a) That you too value the mourned person.
- (b) That you can distract him/her.
- (c) You understand what your duty is .
- (d) You are his /her well wisher.

1.3 The person affected from grief displays

- (a) Sleeplessness.
- (b) Enjoys eating.
- (c) Difficulty in eating.
- (d) Both (a) and (c)

- 1.4 On passing through all the stages of grief
- (a) Time passes smoothly.
 - (b) Time passes with difficulty.
 - (c) Problems increase with time.
 - (d) The person accepts the reality.
- 1.5 What can be done to distract him/her from grief?
- (a) Eat good food
 - (b) Sleep for long hours
 - (c) Go for an outing
 - (d) Talk loudly
- 1.6 The duty of close relatives and friends is to
- (a) Help the bereaved financially
 - (b) Create difficulty for the bereaved.
 - (c) Take the bereaved out of difficulty.
 - (d) Mourn with the bereaved.
- 1.7 The best people who are able to cope with loss and grief are:
- (a) Those who are helped by their doctors
 - (b) Those who have a lot of relatives
 - (c) Those who come from cultures that have strict, formal and intensive mourning rituals
 - (d) Those who come from the Indian background
- 1.8 Which words in the passage mean the same as the following?
- (i) Overcome (Para 2)
 - (ii) Shows (Para 3)
- 1.9 According to the passage, all of these are reasons for grief, except:
- (a) Loss of a job
 - (b) Loss of one's house
 - (c) Loss of a close friend or a partner
 - (d) Loss of confidence

- 1.10 When does mourning become successful?
- (a) When you go for an outing
 - (b) When you have come to terms with reality
 - (c) When you have negative thoughts
 - (d) When someone supports you

CASE BASED PASSAGE

Q.ii. Read the passage given below:

1. Royal Bengal Tiger is the largest, the fiercest, and the most powerful member of the Big Cat family in India. Royal Bengal Tigers, also known as Indian Tiger and Bengal Tiger, constitute a large population of the tiger family in the world. It is the National animal of India and is found mostly in India, China, Bhutan, Bangladesh, and Burma.
2. The biological name of this Big Cat is *Panthera Tigris*, which comes under the Felidae family under Mammalia Category.
3. No two Bengal tigers look alike! Every Bengal Tiger has a unique stripe pattern. Their colour ranges from yellow to light orange, with stripes from dark brown to black. Some of the Bengal Tigers are white in colour. The tail is orange in colour with black rings. Unlike the other white tigers that have blue eyes, Bengal tigers have yellow irises. They live for 10 to 15 Years.
4. Being fierce in nature, Royal Bengal Tigers are not much friendly in nature and live a solitary life, except in winters when they can be seen in a group of 3 or 4. Bengal tigers are fast runners and good swimmers. Tigers attack their prey in a stealth mode. They are usually spotted in swamps, mangroves, and grasslands.
5. Royal Bengal Tigers have very sharp memories; they never forget the faces. Their memory is sharper than humans and other animals.
6. We can find the largest population of Royal Bengal Tigers in India. As per the latest tiger census report 2017, there are 3,786 Royal Bengal tigers in India. India has more than 75% of the total tiger Population in the world. Along with India, neighbouring countries to India holds a somewhat decent population of Royal Bengal Tiger in the world. The latest census of the tigers in India and neighbouring countries are shown in the table.

S. No.	Name of country	Minimum	Maximum
1.	Bangladesh	300	460
2.	Bhutan	80	460
3.	China	30	35
4.	India	2500	3800
5.	Nepal	150	250

7. To know about the latest tiger population is always government's concern as they want to save this majestic animal from getting extinct. India has lost 97% of its Royal Bengal tiger population in the last century. The main reason is Hunting, Poaching, Urbanization, Habitat loss and Illegal wildlife Trade. Poaching means to illegally trade the tiger made products like tiger skin, tiger made jewellery etc. These skin and jewellery are sold for millions in the international market. Poaching has reduced the number of tigers to just 3800 from 1,00,000 in the starting of the 20th century.

Based on your understanding of the above passage, answer the eight questions given below by choosing the most appropriate option: 1x8=8 Marks

1. Which of these is the other name of the Royal Bengal Tiger?
 - (i) Chinese Tiger
 - (ii) Nepalese Tiger
 - (iii) Indian Tiger
 - (iv) Burmese tiger

2. In which of these neighbouring countries of India, the Royal Bengal Tiger is not found?
 - (i) China
 - (ii) Bangladesh
 - (iii) Bhutan
 - (iv) Sri Lanka

3. The biological name of Bengal Tiger is Panthera _____.
 - (i) Tiger
 - (ii) Tigress
 - (iii) Tigris
 - (iv) Tigers

4. The stripes of the Bengal Tiger are of _____ Colour.
 - (i) Yellow
 - (ii) Light orange
 - (iii) White
 - (iv) Dark brown

Q.III. Read the following passage and answer the questions that follow:

1. Every code of etiquette has contained three elements: basic moral duties; practical rules which promote efficiency; and artificial optional graces such as formal compliments to say, superiors on their generosity and importance.
2. In the first category, consideration for the weak and respect for age. Among the ancient Egyptians, the young always stood in the presence of older people. Among the Mpongwe of Tanzania, the young men bow as they pass the huts of the elders In England, until about a century ago young children did not sit in their parents' presence without taking permission.
3. Practical rules are helpful in such ordinary occurrences of social life as making proper introductions at parties or other functions so that people can be brought to know each other. Before the invention of the fork, etiquette directed that, the fingers should be kept as clean as possible; before the handkerchief came into common use, etiquette suggested that, after spitting, a person should rub the spit inconspicuously underfoot.
4. Extremely refined behavior, however, cultivated as an art of gracious living, has been a characteristic only of societies with wealth and leisure, which admitted women as the social equals of men.
5. In fourteenth and fifteenth centuries, a wealth and leisure society developed an extremely complex code of manners, but the rules of behavior of fashionable society had little influence on the daily life of the lower classes. Indeed many of the rules, such as how to enter a banquet room, or how to use a sword or handkerchief for ceremonial purposes, were irrelevant to the way of life of the average working man who spent most of his life outdoors or in his own poor hut and most probably did not have a handkerchief certainly not a sword, to his name.
6. Yet the essential basis of all good manners does not vary. Consideration for the old and the weak and the avoidance of harming or giving unnecessary offence to other is a feature of all societies everywhere and at all levels from the highest to the lowest. You can easily think of dozens of examples of customs and habits in your own daily life which come under this heading.
 - (a) On the basis of your reading of the above passage, make notes using headings and subheadings. Use recognizable abbreviations, wherever necessary (minimum 4)
Also apply an appropriate title to it. 5 marks
 - (b) Write a summary of the above passage in about 50 words. 3 marks

Section B

(Grammar and writing)

Question iV

1x3 = 3 Marks

(i) Fill in the correct form of verb

1. Three Persons _____(kill) in a fatal road accident yesterday.
2. Lata Mangeshkar _____ (pass) away at the age of 93
3. The schools _____ (open) next month.

ii) Attempt any four of the following :

(1x4=4 Marks)

(A) Rearrange the sentences:-

1. Art/are/temples/ Indian/storehouse/a/culture/of/and
2. The temple/form an/ architecture/of/ the sculptures/ essential part/and paintings

B) Transform the sentences

1. Change to past continuous tense – ‘we are celebrating our success.’
2. Change to negative sentence ‘they helped me in my difficult times.’
3. Change to active voice ‘cricket is played by me’.

Question V

(i) A.K International school, Noida is looking for a receptionist for their school. Write an advertisement on behalf of the administrative officer to be published in the classified columns of the local newspaper giving necessary details in not more than 50 words

Or

You plan to sell your car as you are going abroad. Draft a suitable advertisement in not more than 50 words to be published in the classified columns of ‘the Hindustan Times’ Give necessary details of the car. You are Suman/Sushil of 15, Greater Kailash, New Delhi

3 Marks

(ii) You are Roshan / Roshni, a social worker much concerned about the increase in number of road accidents. Draft a poster to create awareness about road safety and how careless driving can cost life and property

Or

These is an exhibition of handicraft items at Dilli Haat, Delhi. Prepare a poster inviting people to see the exhibition on behalf of Cultural Minister of India Give a suitable title to your poster. 3 Marks

- (iii) It is said that ‘cleanliness is next to Godliness’ A clean India would be the best tribute Indians could pay to the nation. As Manas/Mansi, write a speech to be delivered in the morning assembly highlighting the issue of lack of cleanliness in our country. Also give suggestions to improve it. 5 Marks
- (iv) You are Manan/Mansi of XI Class Studying in Nalanda International School, Alipur. Write a debate in 120-150 words either in favour or against the topic ‘Internet cannot replace a classroom teacher?’

Or

You are Roshan / Roshni of XI class. Write a debate in 120-150 words either in fovour or against the topic ‘Examinations should be banned for all classes’ 5 Marks

Section C (Literature)

- Q.VI.** (i) Read the stanza given and answer the questions that follow : (Any one)
3x1=3Marks

All three stood still to smile through their hair
At the uncle with the camera. A sweet face.
My mother’s. that was before I was born.
And the sea, which appears to have changed less,
Washed their terrible transient feet.

1. The word ‘eternity’ in these lines symbolizes _____
- (a) Beach (b) Sea
(c) Photograph (d) Camera
2. The poetic device used in the first line of this stanza is
- (a) Alliteration (b) Metaphor
(c) Simile (d) Personification

3. The feet of the girls in these lines are called transient as their feet are-
- (a) Very small (b) Eternal
(c) Temporary (d) Ever-changing

Or

When did my childhood go?
Was It when I found my mind was really mine
To use whichever way I choose,
Producing thoughts that were not those of other people
But my own and mine alone

1. The poet wants to know.
- (a) When his mind will be his own.
(b) When will he become an adult
(c) When did he lose his childhood
(d) When life will become loving
2. The phrase “ to use whichever way I choose”, means:
- (a) The poet has become aware of his rights to take decisions
(b) The poet wants to use his right unconditionally
(c) The poet feels thrilled to use his own mind.
(d) The poet chose to use his mind from his childhood.
3. What has the poet decided?
- (a) To follow the advice given to him by adults
(b) To stop being influenced by the thoughts of other people
(c) To leave his childhood behind and act as an adult
(d) All of the above

Vi. (ii) Read the extract given and answer the questions that follow. (ANY one) 3x1=3

When I went up to the university, I was given a room of my own. The common link of friendship was snapped. My grandmother accepted her seclusion with resignation. She rarely left her spinning-wheel to talk to anyone. From sunrise to sunset, she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while

to feed the sparrows. While she sat in the veranda breaking the bread into little bits, hundreds of little birds collected round her creating a veritable bedlam of chirruping.

1. 'Accepted her seclusion with resignation', means that the grandmother
 - (a) Resigned from her duties of a grandmother.
 - (b) Accepted her loneliness with much difficulty.
 - (c) Accepted her resignation with force.
 - (d) Took her loneliness calmly and accepted her fate.
2. When did the common link of friendship between the grandmother and grandson break?
 - (a) When she started to accept her seclusion
 - (b) When she spent all her time spinning the wheel
 - (c) When the author was given a separate room
 - (d) When she fed the sparrows
3. The happiest hour of the day for the grandmother was when:
 - (i) She spun her wheel
 - (ii) She fed the sparrows
 - (iii) The sparrows sat on her head and shoulders
 - (iv) When she kept quiet

(a) Both (i) and (ii)	(b) Both (ii) and (iii)
(c) Only (iii)	(d) Only (ii)

Or

'All afternoon the usual line of tourists from around the world had descended into the cramped, rock-cut tomb some 26 feet underground to pay their respects. They gazed at the murals on the walls of the burial chamber and peered at Tut's gilded face, the most striking feature of his mummy-shaped outer coffin lid.

1. To whom had the tourists come to pay respect to?
 - (a) Tomb of Tutankhamun
 - (b) Mummy of Tutankhamun
 - (c) Funerary treasures of Tutankhamun's tomb
 - (d) Main coffin of tutankhamun

2. What does the word 'murals' depict in the passage?
- (a) Mummified body of Tutankhamun
 - (b) Funerary treasures in the tomb
 - (c) Artwork on the coffin lid
 - (d) Artwork on the walls of the tomb
3. Where was Tut's gilded face?
- (a) On the burial chamber walls
 - (b) Under the ground
 - (c) Coffin lid
 - (d) On the murals

Vi (iii) Read the following extract and answer the questions that follow. Attempt any one: (4x1=4Marks)

I looked up. The girl put cups ready on the tea-table. She had a broad back. Just like her mother. She poured tea from a white pot. All it had was a gold border on the lid. I remembered. She opened a box and took some spoons out.

"That's a nice box'. I heard my own voice. It was a strange voice. As though each sound was different in this room. 'Oh, you know about them?' She had turned round and brought me my tea. She laughed. 'My mother says it is antique. We've got lots more.' She pointed round the room. 'See for yourself'.

1. What similarity did the author notice in the girl and her mother?
- (a) Similar face
 - (b) Similar broad back
 - (c) Similar accent
 - (d) Similar walk
2. How did the Author recognize the tea pot?
- (a) By its colour
 - (b) By the shape of the lid
 - (c) By the gold border on the lid
 - (d) By its weight

3. Why did the author say “that’s a nice box.”?
- (a) It looked beautiful
 - (b) It had nice paint on it
 - (c) Author had recognized it
 - (d) These words were merely a compliment
4. How did the girl know that those things were antiques?
- (a) She was knowledgeable
 - (b) Her mother had told her
 - (c) Author had taught her
 - (d) Author’s mother had informed her

OR

And then, as by a miracle, the pigmy chest, which his hands enclosed, gave a short, convulsive heave, another...and another... Andrew turned giddy. The sense of life springing beneath his fingers after all that unavailing striving, was so exquisite it almost made him faint. He redoubled his efforts feverishly. The child was gasping now, iridescent deeper and deeper. A bubble of mucus came from one tiny nostril, a joyful iridescent bubble.

1. What made Andrew turn giddy?
- (a) His personality
 - (b) His efforts
 - (c) His behaviour
 - (d) His attention to Susan’s mother
2. What happened to the child in the end?
- (a) He was revived by Manson
 - (b) He was killed by Manson
 - (c) He was given anesthetic by Manson
 - (d) He was thrown under the bed by Manson.

3. What does the adjective 'Pigmy' mean?

- (a) Small
- (b) Green in colour
- (c) Huge
- (d) Black in colour

4. What does the word 'striving' mean?

- (a) Working normally
- (b) Working slowly
- (c) Working tirelessly again and again
- (d) Working smartly

Q.Vii. Answer ANY TWO questions in 30-40 words each : 3x2 = 6 Marks

1. What was the turning point in the author's and the grandmother's relationship?
2. "But our respite was short-lived." Why does the narrator say so?
3. Behind the apparent simplicity, the poem, the Voice of the Rain, hides a deep meaning. What exactly does the poem convey to the reader?
4. How did Carter separate Tut's mummy from coffin?

Q.Viii. Answer in 40-50 words (attempt one out of two) 3 x 1=3 marks

"I couldn't believe what I saw", says Aram. What was unbelievable? Why?

Or

Who had given Mrs. Dorling's address to the narrator? Why?

Q. ix. Answer Any ONE question in 120-150 words : 1x6=6 Marks

How did Rajendra Deshpande explain the concept of reality with the example of Movement of an electron?

Or

What values do you learn from goldfinch in the poem 'the 'Laburnum Top'?

Q. X. Answer in 120-150 Words (Attempt any one out of two) 1x6=6 Marks

It is not easy to let off past memories and possessions. Do you agree on the basis of "The Address"? Why/Why not?

Or

A mother's work is never done. Do you agree? Explain on the basis of the play 'Mother's Day' and your day to day life.

COMMON ANNUAL SCHOOL EXAMINATION

ENGLISH CORE

CODE NO. 301

CLASS-XI (2024-2025)

Time : 3 hours

MM: 80 Marks

SECTION - A

READING COMPREHENSION

1. Read the following passage :

Lionel Messi, born on June 24, 1987, in Rosario, Argentina, is celebrated as one of the most talented footballers in history. From a young age, his passion for football was evident, but he faced a significant obstacle when diagnosed with a growth hormone deficiency. At age 13, Messi moved to Spain to join FC Barcelona's famed La Masia academy, which offered to cover his medical expenses. His journey in Barcelona's youth system honed his skills, and he debuted with the senior team at just 17.

Messi's career skyrocketed as he broke numerous records. In 2009, he led Barcelona to a historic treble, winning La Liga, Copa del Rey, and the UEFA Champions League. His dribbling ability, vision, and precision made him virtually unstoppable, leading him to win the Balloon d'Or, awarded to the world's best player, multiple times. By 2012, he had scored an unprecedented 91 goals in a calendar year, a record that cemented his place in football history.

In 2021, after 21 years with Barcelona, Messi made the difficult decision to leave due to financial constraints at the club. Joining Paris Saint Germain (PSG), he adapted to new teammates and continued to dazzle fans worldwide. Internationally, Messi faced challenges with the Argentine national team, initially struggling to win major titles. However, in 2021, he achieved a long awaited victory, leading Argentina to win the Copa America, his first major international title.

In December 2022, Messi's journey reached its pinnacle when he captained Argentina to a FIFA World Cup victory, fulfilling his lifelong dream and further elevating his legendary status. Known for his humility and dedication, Messi's career serves as an inspiring story of resilience, talent, and passion for the sport.

On the basis of your reading of the passage answer the following questions :

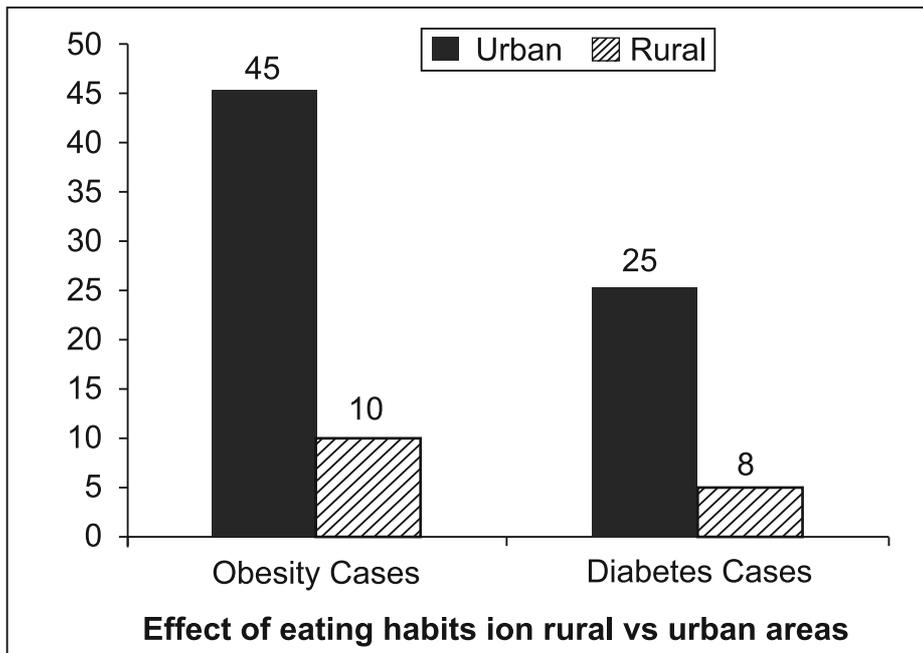
1. When Lionel was 13 he moved to Spain to join _____.
(A) FC Barcelona (B) La Masia Academy
(C) Madrid Spain (D) Roserio Argentina
 2. At what age did Messi debut for FC Barcelona's senior team? 1
(A) 16 (B) 17
(C) 18 (D) 19
 3. Which award did Messi win multiple times for being the best player in the world? 1
(A) FIFA Best Player (B) Pichichi Trophy
(C) Ballon d'Or (D) Golden Boot
 4. Messi left FC Barcelona in 2021 _____. 1
(A) to retire
(B) due to financial issues at the club
(C) To join the Argentine national team fulltime
(D) He wanted to play in Italy
 5. Which club did Messi join after leaving Barcelona? 1
(A) Manchester City (B) Juventus
(C) Paris Saint Germain (D) Inter Milan
 6. What helped Lionel Messi to cement his place in football history? 1
 7. What major obstacle did Messi face in his early life, and how did he overcome it? 1
 8. What qualities make Messi's career an inspiring story? 1
- 2. Read the following text and answer questions that follow : 8**

India's eating habits are as diverse as its cultures, influenced by regional preferences, religious beliefs, and climate. Traditional Indian diets are primarily plantbased, with vegetables, grains, and pulses as staples in most households. In the northern regions, wheatbased foods like roti and naan are popular, while in the southern states, rice and lentils form the foundation of daily meals. Coastal regions have a diet rich in seafood due to easy access, whereas people in mountainous areas incorporate more meat and dairy to combat cold climates.

With globalization and urbanization, fast food and packaged snacks have gained popularity, especially among younger generations. These foods, often high in sugar, salt, and unhealthy fats, have contributed to an increase in health issues, including obesity, diabetes, and heart disease. Rural areas still retain more traditional diets, with seasonal, fresh produce making up the majority of their food intake, resulting in lower instances of lifestyle related health issues.

The contrast in eating habits is evident in urban and rural health statistics. According recent studies, urban areas see 35% more cases of obesity and 20% more diabetes case than rural areas. Furthermore, the growing demand for processed food has led to environmental concerns due to increased packaging waste and a higher carbon footprint associated with production and transportation.

India's eating habits continue to evolve, but balancing traditional diets with modern preferences is essential for better health outcomes and sustainability.



Answer the following questions based on the given passage:

1. What is the primary staple food in northern India?
(A) Rice (B) Roti
(C) Fish (D) Lentils

1

2. Coastal regions in India mainly consume _____. 1
 (A) Dairy products (B) Meat
 (C) Seafood (D) Fast food
3. What effect does the processed food has on health and environment? 2
4. _____ is primarily the basis of Rural diets in India. 1
5. What does the recent study show in regard to the effect of the contrast in eating habits in urban and rural statistics? 2
6. With ever evolving Indian eating habits, better health and sustainability can be attained by _____. 1

3. Read the following text and answer questions that follow :

Music has been a universal part of human culture for centuries, providing a source of joy, expression, and connection. From traditional folk songs to contemporary pop, music spans countless genres, each offering unique effects on listeners. Studies show that listening to music can significantly impact our mood, stimulating the release of dopamine, a hormone associated with pleasure and reward. This is why music is often used as a mood booster, helping people feel more relaxed, energized, or happy depending on the genre and tempo.

The physical benefits of music are equally compelling. Music with a strong beat can stimulate movement and improve exercise performance, often used in gyms and physical therapy settings. Studies indicate that people who exercise to music tend to feel less fatigue and show improved endurance. Slow, calming music, on the other hand, has been found to reduce blood pressure and heart rate, helping people manage stress and physical tension more effectively. This makes music a valuable tool in promoting cardiovascular health and managing chronic pain.

The mental health benefits of music are profound. Listening to music has been shown to alleviate symptoms of anxiety and depression, providing a healthy outlet for emotions. It can enhance focus, improve memory, and even aid in meditation and mindfulness practices. Many therapists now use music therapy as part of treatment plans for those dealing with trauma, stress, and other mental health challenges.

In conclusion, music is a powerful tool that supports both physical and mental wellbeing, enhancing quality of life and offering therapeutic benefits across all age

groups. Its ability to affect mood, movement, and mental health underscores its invaluable role in promoting holistic health.

- A. On the basis of your reading of the above passage make notes on it, headings and subheadings. Also use recognizable abbreviations, where necessary (minimum 4). Supply an appropriate title to it.
- B. Write a summary of the above passage in about 50 words.

SECTION-B
CREATIVE WRITING SKILLS AND GRAMMAR

GRAMMAR

Attempt any 7 out of the 8 questions given in question 4 and question 5. 1 × 7 = 7

- 4. Complete the following sentences by filling in the gaps with appropriate choice:
 - (i) By the time we arrived, the movie _____ (start) already.
 - (ii) She _____ (practice) the piano every day for the last two weeks to prepare for her recital.
 - (iii) While he _____ (read) the book, he realized it was different from the movie adaptation.
- 5. Do as Directed:
 - (iv) Choose the correct passive form of the sentence: "The chef prepared a delicious meal."
 - (A) A delicious meal is prepared by the chef.
 - (B) A delicious meal was prepared by the chef.
 - (C) A delicious meal has been prepared by the chef.
 - (D) A delicious meal will be prepared by the chef.
 - (v) Choose the correct active form of the sentence: "The homework was completed by Sarah."
 - (A) Sarah completes the homework.
 - (B) Sarah has completed the homework.

(C) Sarah completed the homework000000000000.

(D) Sarah will complete the homework.

Rearrange the following to form a meaningful sentence :

(vi) when/exams/studying/have/students/should/they/focus/on

(vii) the/she/entire/finished/novel/reading

(viii) the/sparrow/from/city/it/disappeared/house/has/seems/common/the/that

6. Attempt any one of the two: (50 words) 3

A. Your company, BLB Ltd. Noida, is hiring a Manager for its operations department. Prepare an advertisement for the vacant post to be published in a leading newspaper. Ensure that it includes the job title, key responsibilities, qualifications required, and how to apply.

OR

B. You are Ankit/Ankita, shifting permanently to Bangalore from Delhi. Before leaving you want to sell your house. Draft a classified advertisement for your house that is up for sale. Include details such as the type of property, location, price, and contact details.

7. Attempt any one of the two : (50 words) 3

A. Design a poster highlighting ways to take care of your health in the face of rising air pollution. Include tips such as wearing masks, staying indoors during high pollution levels, using air purifiers, and maintaining a healthy diet. Use creative visuals and slogans to effectively communicate the message.

OR

B. Design a poster to promote the upcoming 'Annual school fair'. Include details such as the date, time, venue and the exciting activities that will be available in the fair, being organised by PATHSEEKERS INTERNATIONAL SCHOOL, NOIDA.

8. Attempt any one of the two in 120-150 words.

A. Write a speech on 'Cyberbullying Awareness' to be delivered at your school assembly. In your speech, define what cyberbullying is, explain its harmful

effects on individuals, and suggest steps to be taken to prevent it. You are Sama/Samay of Class XI.

Ensure your speech is persuasive, informative, and encourages students to stand against cyberbullying.

OR

- B. Write a speech on the topic ‘Following One’s Dreams’ for your school assembly. In your speech, discuss the importance of setting goals, overcoming obstacles, and staying motivated despite challenges, You are Tanu/Tanmay of Class XI.

Make your speech motivating and uplifting, encouraging everyone to pursue their passions and follow their dreams no matter what.

9. Attempt Any One of Two in 120-150 words.

5

- A. You wish to participate in an inter-school debate competition. The topic for the debate is “Should mobile phones be allowed in the classroom for educational purposes?” Write a debate expressing your views for or against the motion.

Hints for Writing:

Favour

- Access to Learning Resources
- Interactive Learning
- Skill Development
- Digital Collaboration
- Special Needs Support

Against

- Distraction
- Cheating
- Dependency on Technology
- Social Inequality

- B. You wish to participate in an inter school debate competition. The topic for the debate is “Should plastic be completely banned?”

Write a debate expressing your views for or against the motion.

Hints for Writing :

- For a Complete Ban on Plastic:
- Environmental Damage
- Non Biodegradable
- Health Hazards
- Alternatives Exist
- Global Climate Impact

Against a Complete Ban on Plastic:

- Practical Utility
- Economic Impact
- Cost of Alternatives
- Recycling Potential
- Accessibility

SECTION-C
LITERATURE TEXT BOOK AND SUPPLEMENTARY
READING TEXT

10. Read the given stanza and answer ANY ONE set of questions that follow: 1 × 3 = 3

A. “The cardboard shows me how it was

When the two girl cousins went paddling,

Each one holding one of my mother’s hands,

And she the big girl-some twelve years or so.

All three stood still to smile through their hair

At the uncle with the camera, A sweet face,

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

1. What does the photograph primarily depict?
 - (a) A family portrait at a party
 - (b) The mother and her cousins paddling in the sea
 - (c) A serene countryside view
 - (d) The speaker's childhood memories
2. What does the poet mean by "terribly transient feet"?
 - (a) Feet that were injured
 - (b) The temporary nature of life
 - (c) The movement of the sea
 - (d) The act of walking on sand
3. What does the unchanged sea symbolize in the poem?
 - (a) Permanence in contrast to human life
 - (b) The vastness of nature
 - (c) The beauty of the nature world
 - (d) The inevitability of time

OR

- B. When did my childhood go?
Was it the day I ceased to be eleven,
Was it the time I realized that Hell and Heaven
Could not be found i Geography,
And therefore could not be,
Was that the day!

1. What does the poet imply when he says “Hell and Heaven could not be found in Geography”?
 - (a) He learned Geography in school.
 - (b) He realised that Hell and Heaven were imaginary concepts.
 - (c) He believed in Hell and Heaven.
 - (d) Geography was his favourite subject.
 2. What is the poet reflecting on in this excerpt?
 - (a) The joys of childhood
 - (b) The loss of innocence and belief
 - (c) The power of imagination
 - (d) The beauty of nature
 3. According to the poet, the childhood ends when _____.
 - (a) one stops believing in myths
 - (b) one learns geography
 - (c) one becomes an adult
 - (d) one turns 12 years old
11. Read the extract and answer any one out of A and B.
- A. Hor was a grim, miserable place. There was no vegetation whatsoever, just dust and rocks, liberally scattered with years of accumulated refuse, which was unfortunate given that the town sat on the shore of Lake Mansarovar, Tibet’s most venerated stretch of water. Ancient Hindu and Buddhist cosmology pinpoints Mansarovar as the source of four great Indian rivers : the Indus, the Ganges, the Sutlej and the Brahmaputra. Actually only the Sutlej flows from the lake, but the headwaters of the others all rise nearby on the flanks of Mount Kailash.
- (i) What was unfortunate?
 - (ii) What do you mean by the word ‘Venerate’.
 - (a) insulted
 - (b) worshipped
 - (c) offended
 - (d) ancient

- (iii) Hindu and Buddhist cosmology pinpoints Mansarovar as an important part of Mount Kailash for it being _____.

OR

- B. “Professor Gaitonde looked around in amazement. He was in Bombay, but it was not the Bombay he remembered. The buildings were the same, but the people dressed differently, and the streets had an unfamiliar feel to them. He noticed a newspaper stand and picked up a copy. As he read the headlines, he was stunned—India had not been colonized by the British. Events in history seemed to have taken an alternative route. Could this be another reality? Another world? The professor felt a strange thrill and apprehension as he wondered where the adventure would lead him.”
- (i) What was surprising about the Bombay that Professor Gaitonde found himself in?
- (a) The people spoke a different language.
 - (b) The city had new buildings.
 - (c) India had never been colonized by the British.
 - (d) The streets were deserted.
- (ii) How did Professor Gaitonde feel as he realized he was in an alternate version of reality?
- (a) He was indifferent.
 - (b) He was thrilled and apprehensive.
 - (c) He was frightened and angry.
 - (d) He was confused and angry.
- (iii) Which clue first made Professor Gaitonde suspect that he was in a different version of Bombay?
- (a) Beautiful landscape
 - (b) Clean streets
 - (c) A newspaper headline
 - (d) A strange building
12. Read the extract and answer any one out of A and B. 1 × 4 = 4
- A. Again I heard the unnatural sound of my voice and I went on : ‘I remember my mother once asked me if I would help her polish the silver. It was a very long time ago and I was probably bored that day or perhaps I had to stay at home because I was ill, as she had never asked me before. I asked her which silver she meant and she replied, surprised, that it was the spoons, forks and knives, of course. And that was the strange

thing. I didn't know the cutlery we ate off every day was silver. The girl laughed again.

- (1) Why was the sound of narrator's voice unnatural?
 - (a) She had identified her belongings but now realised that they no longer belonged to her.
 - (b) She was being kind to the girl.
 - (c) She was ill and not feeling well.
 - (d) She was getting bored
- (2) Why did the mother asked the narrator to help?
- (3) I didn't know the cutlery we ate off everyday was silver. What is the tone of the speaker here?
 - (a) surprise
 - (b) indifference
 - (c) gratitude
 - (d) both (b) and (c)
- (4) Why did the girl laugh?

OR

(B) In the city of which I sing
There was a just and placed king
The king proclaimed an arch should be
Constructed, that triumphantly
Would span the manor through fare
To edify spectators there
The arch was built too low. A frown
Appeared upon his placed face
The king said, "This is a disagree."

- (i) The purpose of building the arch, according to the king was to _____
 - (a) celebrate the king's birthday
 - (b) improve the city's architecture
 - (c) educate citizens morally
 - (d) honour the king's ancestors

- (ii) What was a disgrace?
- (iii) “There was a just and placid king”. Identify the figure of speech.
- (a) Personification
 - (b) Irony
 - (c) Simile
 - (d) Metaphor
- (iv) The manner in which the king acts in the poem, shows his ____.
- (a) wisdom
 - (b) impulsiveness
 - (c) kindness
 - (d) indifference

13. Answer any two out of the following four questions in 40-50 words : 2 × 3 = 6

(A) Why was Tutankhamun’s death a mystery?

OR

(B) How did Gordon Cook and his family show courage and resilience during the storm?

(C) How does the poet describe the relationship between the bird and the tree?

OR

(D) How does the father express his feelings about the lack of understanding between him and his son?

14. Answer any one of the following question in about 40 to 50 words. 1 × 3 = 3

1. How does Dr. Andrew Manson successfully save the baby in the story Birth?

2. Why did Aram find it hard to believe that Mourad had stolen the white horse?

15. Answer any one of the following questions in 120 to 150 words 1 × 6 = 6

A. You are Sama / Samay of Class XI-E. After reading the poem. “The Voice of the Rain”, you realise, what vital role rain water plays to sustain life on Earth. You want to share your views with your classmate. Write a speech to be presented in your class.

OR

B. Imagine you are a friend of Khushwant Singh the narrator of the ‘Portrait of a Lady’. You visit his home and observe the bond between the grandmother and the animals. Write a conversation you might have with the grandmother about her connection with animals and how it affects her daily life. You may write in the form of dialogues or an article.

16. Answer any one of the following questions in 120 top 150 words. 1 × 6 = 6
- A. Imagine yourself as Mrs. Pearson from ‘Mother’s Day’ by J.B. Priestly. You have understood how important self love is and you deserve respect and love from your family. You are invited as a motivational speaker in a talk show. Prepare a speech on “Significance of Self Love and Self Respect”.

OR

- B. Imagine yourself as Aram, the narrator of the story ‘The Summer of the Beautiful White Horse’. Write a diary entry sharing your experience and events surrounding the horse. You may write about the significance of the horse in your life and how it impacted your personality.

