

**DIRECTORATE OF EDUCATION**  
**Govt. of NCT, Delhi**

**SUPPORT MATERIAL**  
**2025-2026**

**Class : XII**

**ENGLISH CORE**

Under the Guidance of

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पांडुरंग के. पोले, भा.प्र.से  
सचिव (शिक्षा)

PANDURANG K. POLE, IAS  
SECRETARY (Education)



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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 explanation 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 pattern 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 memorisation-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 emphases 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 affectively, 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 material to enhance learning and academic success.

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

  
(VEDITHA REDDY, IAS)

**Dr. RITA SHARMA**  
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D.O. No. **DE.S/228/Exam/Memo/SM/**  
**2019/570**  
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 : XII**

**NOT FOR SALE**

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**PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS**



# भारत का संविधान

भाग 4क

## नागरिकों के मूल कर्तव्य

### अनुच्छेद 51 क

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

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



# Constitution of India

Part IV A (Article 51 A)

## Fundamental Duties

It shall be the duty of every citizen of India —

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

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

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



## भारत का संविधान उद्देशिका

हम, भारत के लोग, भारत को एक <sup>1</sup>[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 <sup>2</sup>[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 <sup>1</sup>**[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 <sup>2</sup>[unity and integrity of the Nation];

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

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

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

**Session 2025-26**  
**LIST OF MEMBERS WHO REVIEWED**  
**SUPPORT MATERIAL FOR**  
**ENGLISH (CORE)**  
**CLASS XII**

**Team Leader**

**Ms. Mamta Saluja**

Vice Principal

**Dr B R Ambedkar**  
**CM SHRI SCHOOL**  
**KOHAT ENCLAVE**  
**(School I.D-1411259)**

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**Art Credits :** Swati Chaudhary

Lect. English

## **ENGLISH (CORE)**

**Code No. 301**

**(2025-2026)**

### **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. Additionally, for another large group, the higher secondary stage may be a preparation for entry into the professional domain. The Core Course caters 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.
- Recognize 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 inquiries meaningfully and adequately and to respond to inquiries for the purpose of traveling 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 news papers 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.
- summaries 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 - XII**

**2025-2026**

**Section A - 22 Marks**

**Reading Skills**

**I Reading Comprehension through Unseen Passage**

**(12+10 = 22 Marks)**

1. One unseen passage to assess comprehension, interpretation, analysis and inference. Vocabulary assessment will also be assessed via inference. 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 700-750 words.

Multiple Choice Questions / Objective Type Questions and Short Answer type Questions (to be answered in 40-50 words) will be asked.

**Section B - 18 Marks**

**Creative Writing Skills**

**(ii) Creative Writing Skills**

3. Notice, up to 50 words. One out of the two given questions to be answered. (**4 Marks**: Format: 1 / Content: 2 / Accuracy of Spelling and Grammar: 1).
4. Formal/Informal Invitation and Reply, up to 50 words. One out of the two given questions to be answered. (**4 Marks**: Format: 1 / Content: 2 / Accuracy of Spelling and Grammar :1 ).
5. Letters based on verbal/visual input, to be answered in approximately 120-150 words. Letter

types include application for a job with bio data or resume. Letters to the editor (giving suggestions or opinion on issues of public interest). One out of the two given questions to be answered . (5 Marks: Format : 1 / Organisation of Ideas: 1/Content : 2 / Accuracy of Spelling and Grammar :1 ).

6. Article/ Report Writing, descriptive and analytical in nature, based on verbal inputs, to be answered in 120-150 words. One out of the two given questions to be answered . (5 Marks: Format: 1 /Organisation of Ideas: 1/Content: 2 / Accuracy of Spelling and Grammar :1 ).

### **Section C - 40 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, interpretation, analysis, evaluation and extrapolation beyond the text.**

7. One Poetry extract out of two, from the book **Flamingo**, to assess comprehension, interpretation, analysis, inference and appreciation.  
(6x1=6 Marks)
8. One Prose extract out of two, from the book **Vistas**, to assess comprehension, interpretation, analysis, evaluation and appreciation.  
(4x1=4 Marks)
9. One prose extract out of two from the book **Flamingo**, to assess comprehension, interpretation, analysis, inference and evaluation.  
(6x1=6Marks)
10. Short answer type questions (**from Prose and Poetry from the book Flamingo**), to be answered in 40-50 words each. Questions should elicit inferential responses through critical thinking. Five questions out of the six given, are to be answered (d) (5x2=10 Marks)
11. Short answer type questions, from **Prose (Vistas)**, to be answered in 40- 50 words each. Questions should elicit inferential responses through critical thinking. Any two out of three questions to be done.  
(2x2=4 Marks)

12. One Long answer type question, from **Prose/Poetry (Flamingo)**, 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 the student. Any one out of two questions to be done. **(1x5=5 Marks)**
13. One Long answer type question, based on the chapters from the book **Vistas**, to be answered in 120-150 words, to assess global comprehension and extrapolation beyond the text. Questions to provide analytical and evaluative responses using incidents, events, themes, as reference points. Any one out of two questions to be done. **(1x5=5 Marks)**

## Prescribed Books

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

### Session 2025-2026

#### (Prose)

- The Last Lesson
- Lost Spring
- Deep Water
- The Rattrap
- Indigo
- Poets and Pancakes
- The Interview
- Going Places

#### (Poetry)

- My Mother at Sixty-Six
- Keeping Quiet
- A Thing of Beauty
- A Roadside Stand
- Aunt Jennifer's Tigers

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

- The Third Level
- The Tiger King
- Journey to the end of the Earth
- The Enemy
- On the face of It
- Memories of Childhood
  - : The Cutting of My Long Hair
  - : We Too are Human Beings

**INTERNAL ASSESSMENT**

Assessment of Listening Skills - 05 marks.

Assessment of Speaking Skills - 05 Marks

Project Work-10 Marks

**ENGLISH (CORE)**

**Code No. 301**

**2025-2026**

**English CORE XII**

<b>Section</b>	<b>Competencies</b>	<b>Total Marks</b>
<b>Reading Skills</b>	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.	22
<b>Creative Writing Skills</b>	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriate of style and tone, using appropriate format and fluency, inference, analysis, evolution and creativity.	18
<b>Literature Text Book and Supplementary Reading Text</b>	Recalling, reasoning, critical thinking, appreciating literary convention, influence, analysis, creativity with fluency.	40
	<b>TOTAL</b>	<b>80</b>
<b>Internal Assessment</b>	Assessment of Listening and Speaking Skills	<b>10</b>
	<ul style="list-style-type: none"><li>• Listening</li><li>• Speaking</li></ul>	5 + 5
	<ul style="list-style-type: none"><li>• Project Work</li></ul>	<b>10</b>
	<b>GRANT TOTAL</b>	<b>100</b>

## 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 and vocabulary)

A suggestive rubric is given below:

	1.	2.	3.	4.	5.
<b>Interaction</b>	<ul style="list-style-type: none"><li>• Contributions are mainly unrelated to those of other speakers</li><li>• Shows hardly any initiative in the development of conversation</li><li>• Very limited interaction</li></ul>	<ul style="list-style-type: none"><li>• Contributions are often unrelated to those of the other speaker</li><li>• Generally passive in the development of conversation</li></ul>	<ul style="list-style-type: none"><li>• Develops interaction adequately, makes however minimal effort to initiate conversation</li><li>• Needs constant promoting to take turns</li></ul>	<ul style="list-style-type: none"><li>• Interaction is adequately initiated and developed</li><li>• Takes turn but needs some promoting</li></ul>	<ul style="list-style-type: none"><li>• Initiates &amp; logically develops simple conversation on familiar topics</li><li>• Takes turns appropriately</li></ul>

<b>Fluency &amp; Coherence</b>	<ul style="list-style-type: none"> <li>Noticeably/long pauses; rate of speech is slow</li> <li>Frequent repetition and/or self-correction this is all right in informal conversation</li> <li>Links only basic sentences; breakdown of evident.</li> </ul>	<ul style="list-style-type: none"> <li>Usually fluent; produces simple speech fluently, but loses coherence in complex communication</li> <li>Often hesitates and/or resorts to slow speech</li> <li>Topics partly developed; not always concluded logically</li> </ul>	<ul style="list-style-type: none"> <li>Is willing to speak at length, however repetition is noticeable</li> <li>Hesitates and/or self corrects; occasionally loses coherence</li> <li>Topics developed, but usually not logically concluded</li> </ul>	<ul style="list-style-type: none"> <li>Speakers without noticeable effort, with a little repetition</li> <li>Demonstrates hesitation to words or use correct grammatical structures and/or self-correction</li> <li>Topics not fully developed to merit.</li> </ul>	<ul style="list-style-type: none"> <li>Speakers fluently almost with no repetition &amp; minimal hesitation Develops topic fully &amp; coherently</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>Frequent inaccurate pronunciation</li> <li>Communication is severely affected</li> </ul>	<ul style="list-style-type: none"> <li>Frequently unintelligible articulation</li> <li>Frequent phonological errors</li> <li>Major communication problems</li> </ul>	<ul style="list-style-type: none"> <li>Largely correct pronunciation &amp; clear articulation except occasional errors</li> </ul>	<ul style="list-style-type: none"> <li>Mostly corrected pronunciation clear articulation</li> <li>Is clearly understood most of the time; very few phonological errors</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation correctly; articulates clearly</li> <li>Is always comprehensible</li> <li>uses appropriate intonation</li> </ul>
<b>Vocabulary &amp; Grammar</b>	<ul style="list-style-type: none"> <li>Demonstration almost no flexibility, and mostly struggles for appropriate words</li> <li>Many Grammatical errors impacting communication</li> </ul>	<ul style="list-style-type: none"> <li>Is able to communicate on some of the topics, with limited vocabulary.</li> <li>Frequent errors, but self-corrects</li> </ul>	<ul style="list-style-type: none"> <li>Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>Is able to communicate on most of the topics with appropriate vocabulary</li> <li>Minors errors that do not hamper communication</li> </ul>	<ul style="list-style-type: none"> <li>Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions No grammatical errors</li> </ul>

(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: 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 planing, preparation and viva-voce of ALS based projects.
- The final assessment of the skills may be done on the basis of parameters suggested by the Board. Language teachers, however, have the option to adopt/modify these parameters according to their school specific requirements.

#### **(ii) Suggestions for Project Work:**

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

(a) Interview-Based research:

#### **Example:**

- Students can choose a topic on which to do their research/interview, e.g. a student can choose the topic : "Evolving food tastes in my neighbourhood" or "Corona pandemic and the fallout on families." Read the available literature.
- The student then conduct interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions base on the preliminary research/background.

#### **2. Vocabulary:**

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

### 3. Accuracy:

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

### 4. Communication:

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

### 5. Interaction:

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

### 6. Fluency:

- Fluency may be the easiest quality to judge in the students' speech: How comfortable are they as they speak and express themselves? How easily do the words come out? Are there inappropriate pauses and gaps in the way a student speaks?

- **Fluency** is a judgement of this communication and is an important criterion when evaluating speaking skills. These criteria: pronunciation, vocabulary, accuracy, interaction and fluency are all the hallmarks of a student's overall speaking abilities.
- Teachers must also remember that some **students may excel in one area and struggle in another**. Helping the students understand these issues will enable them to become effective speakers in future. Let your students know that you will be assessing them in these various areas when you evaluate their progress and encourage them to work and improve in these areas.
- **Finally**, teachers must remember that a proper evaluation of the students will take into consideration **more than just one oral interview on the final ASL 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.
  - The student will then write an essay/write up/ report etc., up to 1000 words on his/her research and submit it. He / She will then take a viva on the research project. The project can be done in individually or in pairs/groups
- (b) 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 and 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 21<sup>st</sup> 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 page criteria on which you will grade students and list them among the left side of the page.
  - Create an even number of column along the top of the page. These columns will represent potential skill levels of the students.
  - Assessing students on four/five criteria is an easy way to begin. For each criterion, define the ability that a student would exhibit at each of the levels.

- The more detailed you make your criteria, the easier it will be 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:-**

**2. 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.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Students 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 time line
- Content in respect of (spellings. grammar punctuation)



	<ul style="list-style-type: none"> <li>The final draft of the project portfolio / report is prepared and submitted for evaluation.</li> </ul>
<b>January-February</b>	<ul style="list-style-type: none"> <li>Students are assessed on their group/pair/individual presentations on allotted days. Final Viva is conducted by the External/Internal examiner.</li> </ul>
<b>February-March or as per the time lines given by the Board</b>	<ul style="list-style-type: none"> <li>Marks are uploaded on the CBSE website.</li> </ul>

**SAMPLE RUBRIC FOR ALS Project Work  
(For Theatre/Role Play/Oral  
presentation/Interview/Podcast)**

CATEGORY	1.	2.	3.	4.	5.
<b>TIME LIMIT</b>	Presentation is less than or more than 5 minutes long	Presentation exceeded or less than specified time unit 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
<b>CONTENT/ SCRIPT/ QUESTIONAIRE</b>	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 good understanding of subject topic	Well written script/content shows full understanding of subject topic
<b>CREATIVITY</b>	No props/ costumes/stage presentation lack-lustre	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
<b>PREPAREDNESS</b>	Student/group seem 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
<b>CLARITY OF SPEECH</b>	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

<b>USE OF PROPS (Theatre/Role Play)</b>	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
<b>EXPRESSION BODY LANGUAGE</b>	Very little use of facial expressions/ body language, does not generate much interest	Little use of facial expressions and body languages	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
<b>PORTFOLIO- PRESENTATION</b>	Inadequate & unimpressive	Somewhat suitable & convincing	Adequate & relevant	Interesting enjoyable & relevant	Brilliant creative & exceptional

### **Dear Students**

The National Education Policy 2020 focuses on creative learning and teaching methods. CBSE has introduced competency based questions in accordance with it.

#### **What are competency-based questions?**

Competency-based questions are based on case studies, reasoning and assertion, response-based, objective type etc. These questions test the application of learning in real-life situations through various mediums, thereby understanding students' higher-order thinking skills (HOTS).

#### **Why competency-based questions?**

The aim is to make students think out of the box, critically and analytically. There is a paradigm shift from content-based learning to conceptual, relatable and application-based learning.

#### **What is expected from students?**

Competency-based questions test understanding of content/skill/concept learned and its application in a similar scenario. It helps to assess and examine true understanding and potential as opposed to rote learning.

**Class XII English Core (301)**  
**Support Material 2024-25**  
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## SECTION-A

### READING COMPREHENSION

**Reading Comprehension** is the ability to -

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

#### **Tips to attempt comprehension during exam**

- read the passage at a reasonable pace to get the general idea of the text.
- do second reading at a slow pace to get the specific meaning
- underline the key words, phrases and sentences to identify antecedents and references in it.
- manage your time accordingly. A lot depends on how well you time yourself. Make sure, while you attempt the comprehension passages in the examination it should be in the limit of 18 to 20 minutes. If you spend too much time on the passage, you may run out of time while answering other questions.

- go through the questions in the beginning and while reading the passage keep the questions in mind. It would help you locate the answers easily.
- understand the questions and locate the answers,
- it is of utmost importance that you give your complete attention to the passage at hand.
- be accurate while opting the answer in multiple choice questions.
- The correct way to answer MCQ is by writing the part of the Q. No along with the correct statement only.

### **SOLVED UNSEEN PASSAGE -1 (FACTUAL)**

Read the following text.

(12 Marks)

Gone are the days when malnutrition would mean a sickly thin child. Now it covers a spectrum that refers to deficiencies, excesses, or imbalances in a child's intake of energy or nutrients. The new century is a harbinger of new sights and technology. Keeping up with the times is also the changing face of malnutrition in kids. In the 21st Century, malnutrition has taken the form of an ugly three-headed monster - the one that combines under nutrition, poor vitamin and mineral status, and overweight.

Under nutrition which includes low weight-for-height or wasting, low height-for-age or stunting and underweight which is low weight-for-age. Under nutrition makes children vulnerable to all kinds of diseases and can even be life-threatening. This is usually treatable and preventable too. Low weight-for-age means the child has recently undergone severe weight loss, either due to diarrhea or any other health condition. Low height-for-age usually means long standing lack of nutritious food. This can be traced back to poor nutrition when the child was in the mother's womb, poor nutrition as a child and frequent illness. Stunting can severely limit a child in terms of its intelligence and physical capabilities. Underweight children can be so either due to stunting or wasting or due to both.

Micro nutrient malnutrition is deficiency of vitamins and minerals which are collectively called micro nutrients and they are required for healthy growth and development. Children who display difficult eating behavior or those who do not consume a variety of foods might not be meeting their vitamin and mineral requirements. Most of the times, absorption could also be an issue. Deficiencies of iodine, vitamin A and iron is a global health problem with many children deficient in them.

Gone are the days when a cherubic baby was a sign of a healthy baby. Overweight or obesity means a child is much too heavy for their age. This predicament is because there is an imbalance between consumption of calories and expenditure. Sugar and fat laden drinks and snacks are responsible for this. Excess fat can impair health.

The big three faces of malnutrition pose many issues at the individual and at the country level. For starters, all forms of malnutrition can lead to diet-related non-communicable diseases such as heart attacks and stroke, and often linked with high blood pressure. At a country level, lack of productivity from malnourished individuals and increase in healthcare costs pose an economic burden on the country.

Nation-wide efforts are needed to tackle this problem of malnutrition. Access to safe, nutritious foods even to the economically disadvantaged societies, providing nutrition education for families to make the correct dietary choice and improving assessment and nutrition monitoring can help weed and rectify malnutrition early. Source ( Hindustan Times/ Malnutrition and its three big forms parents must be wary of/ By Dr Pankaj Garg / Oct 07, 2021 /444 words)

Answer the following questions, based on the passage above.

- (i) Select the option that classifies writer's view on changing definition of emerging causes of malnutrition in wake of 21st century ( 1 Mark)
- Poverty and starvation
  - Lack of nutrition literacy
  - Opulent resources
  - Lack of resources
- (ii) Pick the option that correctly indicates a condition of a malnourished child : (1 Mark)
- Wasted
  - Obese
  - Normal
  - Stunted
- 2,3,4
  - 1,2,3
  - 1,2,4
  - 1.3.4
- (iii) Share evidence from the text to support the view that the writer is urging for immediate intervention, detection and prevention of malnutrition. (2 Marks)
- (iv) Match the conditions appropriately: ( 1 Mark )

	<b>Column I</b>		<b>Column II</b>
1	Stunting	(i)	Thinner than normal weight
2	Obese	(ii)	Shorter than normal height
3	Wasting	(iii)	Overweight than normal
4	Underweight	(iv)	both thinner and shorter than normal

- 1-iv, 2-iii, 3-ii, 4-i
- 1-i, 2-ii, 3-iii, 4-iv
- 1-ii, 2-iii, 3-i, 4-iv
- 1-iii, 2-ii, 3-iv, 4-i

- (v) Who are the ugly three-headed monster that the writer blames for malnutrition (1 Mark)
- (a) Under nutrition, micro nutrient related deficiency and overweight
- (b) Micro nutrient adequacy, obesity and stunting
- (c) wasting, overweight and vitamin adequacy
- (d) stunting, excess nutrition and minerals adequacy.
- (vi) Explain, why a cherubic baby is no longer considered a healthy baby. (2 Marks)
- (vii) How malnutrition could be a threat to economic growth of a nation ? (1 Mark)
- (viii) "Nation needs to tackle malnutrition holistically ". What strategies need to be employed to prevent malnutrition and improve nutrition among children. (1 Mark)
- (ix) Identify the relation among the given set of words/ phrase and fill the blank with the appropriate won phrase (1 Mark)

Nutrition literacy : healthy child : Nutrition ignorance : -----

- (x) Choose One of the following statements that aptly reflects the point of view of the writer. (1 Mark)
- (a) Malnutrition and obesity are mutually exclusive conditions.
- (b) Malnutrition encompasses both under nutrition and over nutrition.

**Answer key :**

- (i) (b) Lack of nutrition literacy
- (ii) (c) 1,2,4
- (iii) Writer has urged that malnutrition now is not limited to poverty only and now it covers a spectrum o deficiencies, excesses, or imbalances in a child's intake of energy or nutrients which is alarming.
- (iv) (c) 1-ii, 2-iii, 3-i, 4-iv
- (v) (a) Under nutrition, micro nutrient related deficiency and overweight.
- (vi) A cherubic child is likely to suffer from obesity. Overweight or obesity is an imbalance between consumption of calories and energy expenditure. Sugar and fat laden drinks and snacks can impair health.
- (vii) Lack of productivity from malnourished individuals and increase in healthcare costs pose an economic burden on the country.

- (viii) Nation-wide efforts such as access to safe, nutritious foods, providing nutrition education for families regarding dietary choice and improving assessment and nutrition monitoring can help weed and rectify malnutrition early.
- (ix) Malnourished child
- (x) Malnutrition encompasses both undernutrition and overnutrition.

### **SOLVED UNSEEN PASSAGE-2 (FACTUAL)**

**Read the passage given below.**

**(12 Marks)**

1. The lack of space in urban locales, people's preference for fresh vegetables and some bit of out-of-the-box thinking has helped create businesses based on an indoor green revolution. These new-age nouveau farmers are growing romaine lettuce, oak leaves, mint, kale, basil etc. in their vertical plants in urban localities. There are Petri dishes that hold plants, there is artificial light and the setup has its humidity and temperature monitored and strictly controlled. This soil-less farming is called hydroponic (sustained on water and nutrients) farming, not a new idea at all. but one that is now being widely adopted.
2. Hydroponics is the art of gardening without soil. Instead of using soil, water is deployed to provide nutrients, hydration, and oxygen to plant life. It requires very little space, 90 to 95% less water than traditional agriculture, and helps grow a garden full of fruits and flowers in half the time.
3. Hydroponics cultivation yield reflects rapid growth, stronger yields, and superior quality. Since no soil is used, there are no pests and therefore no insecticide/pesticide is required.

Grown in an environment that is controlled in terms of water at the plants' roots, moisture in the air, humidity in the air, ambient light (same spectrum as of sunlight) etc. the food thus grown is cleaner in physical, chemical, and biological nature.

4. The global population is predicted to reach 9.7 billion by the year 2050 and to feed everyone, it's estimated that global food production will need to increase by up to 70% in the next 30 years. This method will decentralize supply chains and give more business to local suppliers, thereby cutting fuel costs and carbon emissions.

5. The indoor farming technology market was valued at \$23.75 billion in 2016 and is projected to reach \$40.25 billion by 2022, as per a report in The Forbes. Indoor green farms may be an idea whose time has come.

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

- (i) Which of the following statements DO NOT substantiate the benefits of hydroponic farming over traditional farming? (1 Mark)
- (a) Requires less space and water.
  - (b) Gives better yield
  - (c) Requires abundance of water.
  - (d) Yield is chemical free.
- (ii) Explain how hydroponic farming addresses the challenges of traditional agriculture support your answer with ONE textual evidence from the passage. (2 Marks)
- (iii). "Grown in an environment that is controlled". DOES NOT means that hydroponic cultivation is (1 Mark)
- (a) nutrition less without natural environment
  - (b) done under 'strictly' monitored humidity and temperature.
  - (c) chemical and pest free.
  - (d) of superior quality.

- (iv) Pick the option that correctly states what IS NOT the reason for adopting hydroponic farming (1 Mark)
- (a) It is just one of the current fashion trends.
  - (b) lack of space in urban areas
  - (c) Preference for fresh vegetables.
  - (d) It promotes idea of sustainable living.
- (v) Select a suitable phrase from paragraph 5 to complete the following sentence appropriately. (1 Mark)
- Electric vehicles are future of the automobile and their\_\_\_\_\_.
- Projected sales are expected to leap to 40% by 2030.
- (vi) As per a report in The Forbes, which is the option that correctly displays the projected farming technology market from 2016 to 2022: (1 Mark)
- (a) exactly double .
  - (b) more than double.
  - (c) exactly half.
  - (d) little less than double.
- (vii) "Global food production will need to increase by up to 70% in the next 30 years". DOES NOT indicate: (1 Mark)
- (a) We need alternative cultivation practices to meet demand.
  - (b) We need environment friendly methods.
  - (c) Local supply will result in high fuel cost.
  - (d) Decentralized supply can reduce carbon emission.
- (viii) Which option represents the correct method of hydroponic farming? (1 Mark)
- (a) Soil & Water.
  - (b) Water & Nutrient.
  - (c) Nutrient & Soil.
  - (d) Water only.

(ix) According to passage, what factors contributed to the rise in popularity of hydroponic farming? (1 Mark)

(x) In what ways hydroponic farming contribute to a more sustainable future, especially in context of growing population demands? (2 Marks)

**Answer Key:**

- (i) (c) Requires abundance of water.
- (ii) Hydroponic farming tackles many challenges of traditional agriculture by eliminating the need for soil, there by reducing the risk of pests and the necessity for pesticides. It uses 90-95% less water, making it suitable for water-scarce regions. It requires less space and produces faster, better yields.
- (iii) (a) nutrition less without natural environment.
- (iv) (a) It is just one of the current fashion trends.
- (v) time has come.
- (vi) (d) little less than double.
- (vii) (c) Local supply will result in high fuel cost.
- (viii) (b) Water & Nutrients.
- (ix) Lack of space in urban locales, people preference for fresh vegetables and clean, healthy food has contributed to the rise of hydroponic farming.
- (x) Hydroponic farming supports sustainability by using less water and space while yielding more produce in less time. It reduces dependency on long-hall transportation, there by cutting fuel use and carbon emissions. As the global population is expected to reach 9.7 billion by 2050, hydroponics can help increase food production by upto 70% to meet future demand.

### **SOLVED UNSEEN PASSAGE -3 ( FACTUAL)**

Read the passage given below.

(12 Marks)

Everything you do in your day-to-day life has an impact on the planet, from the food you eat to the car you drive. Sustainable living includes prioritizing the use of natural and renewable resources instead of creating excess waste and depleting resources for future generations. At the moment, we are producing resources, using energy and creating waste at a rate which isn't sustainable. This leads to environmental issues, such as pollution and climate change, which cause harm to the environment, wildlife and humans. By making some small changes to your lifestyle, you can reduce your carbon footprint and help to tackle these issues.

By using less energy, you can help to reduce carbon emissions. There are a number of ways you can save energy at home, including switching off standby appliances and hanging clothes to dry instead of using a drier.

Single-use products, particularly plastic ones, tend to end up in landfill and the ocean, causing harm to wildlife and the environment. Prevent this by choosing to use reusable and eco-friendly alternatives instead.

To avoid wasting paper, choose to receive letters over email and only print off documents if necessary. Make sure you're recycling by putting your rubbish in the correct bins. Also, try to reuse products and items as many times as possible before binning them to reduce waste. If you don't use a product or wear a piece of clothing anymore, give it to a charity shop or someone you know would make use of it to help reduce waste.

You can save water in and around your home by making a number of small changes. Walk or ride a bike to your destination instead of driving if it's close enough - it's better for the environment and your health. Using public transport is another good way to help reduce greenhouse gas emissions.

If you have leftovers, don't throw them away. However, if they do go off, use them to create compost for you garden.

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

- (i) What does it mean to live in a sustainable way ? (1 Mark)
- (ii) "...hanging clothes to dry instead of using a dryer." Pick the option in which the meaning of 'hang(ing)' is the same as it is in the passage. (1 Mark)
- (a) I am going to have a Christmas tree and hang all my gifts upon it.
- (b) I will go to market to hang out after finishing my work.
- (c) I'll text you when we hang up next.
- (d) It's a lot of fun to hang out with friends.
- (iii) Pick the option that correctly lists the idea of sustainable living (1 Mark)
1. reduce wastage.
  2. use non-renewable resources
  3. use renewable resources
  4. recycle rubbish
  5. increase green house gas emissions
  6. misuse energy
- (a) 1, 3 and 4
- (b) 2, 5 and 6
- (c) 3, 4 and 6
- (d) 1, 2 and 3
- (iv) The narrator says that we can prevent this by choosing to use reusable and eco-friendly alternatives instead. Not preventing means \_\_\_\_\_ . (1 Mark)
- (a) hindering.
- (b) averting.
- (c) promoting.
- (d) forbidding.

(v) Pick the option that is NOT TRUE in respect of “Hanging clothes to dry instead of using a dryer”:  
(1 Mark)

- (a) It saves energy.
- (b) It is an outdated practice.
- (c) It is a better use of renewable resource.
- (d) It saves money.

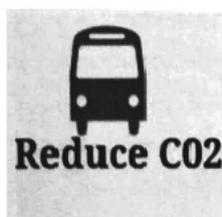
(vi) Pick the option that lists statements that are NOT TRUE according to the passage with respect to leftover food.  
(1 Mark)

- 1. It is miserable to reuse it.
- 2. It can be reused as food.
- 3. It can be used for compost.
- 4. It can only be thrown away.

- (a) 1 & 2
- (b) 3&4
- (c) 2&3
- (d) 1 &4

(vii) Explain how small lifestyle changes can make a big difference in reducing your carbon footprint.  
(2 Marks)

(viii) Based on the passage, choose the option that is NOT one of the steps towards sustainable living (1 Mark)



OPTION 1



OPTION 2



OPTION 3



OPTION 4

(a) Option (1)

(b) Option (2)

(c) Option (3)

(d) Option (4)

- (ix) Complete the sentence appropriately (1 Mark)

"By making some small changes to your lifestyle, you can reduce your carbon footprint" By 'making small changes', the writer refers to \_\_\_\_\_.

- (x) List negative effects of using single-use plastic products, as highlighted in the passage. (2 Marks)

**Answer Key:**

- (i) Sustainable living is prioritizing the use of natural and renewable resources instead of creating waste and depleting resources for future generations.
- (ii) (a) I am going to have a Christmas tree and hang all my gifts upon it.
- (iii) (a) I, 3 and 4
- (vi) (c) promoting.
- (v) (b) It is an outdated practice
- (vi) (c) 2&3
- (vii) Small lifestyle changes like switching off stand by appliances, walking or biking instead of driving, recycling waste, or drying clothes naturally can collectively lead to a significant reduction in carbon emissions.
- (viii) (b) OPTION(2)
- (ix) switching to sustainable living
- (x) Single use plastic products often end up in landfills or oceans, where they can take hundreds of years to decompose. This leads to pollution, harms wildlife and contributes to environmental degradation.

## UNSEEN PASSAGE - 4 (DESCRIPTIVE)

Read the passage given below.

(12 Marks)

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

5. Are there other reasons to switch to a plant-based milk alternative? Plant-based milks are superior to cow's milk when it comes to the environment. Plant-based products are less environmentally taxing than animal-based products. So, if you're looking to reduce your carbon footprint, plant-based may be the way to go.

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

- (i) Pick the option that correctly states what IS NOT the reason for the recent shift to plant based milk Plant based milk is: (1 Mark)
- (a) one of the steps in reducing carbon footprints.
  - (b) more environment friendly option.
  - (c) a better substitute for lactose intolerant people.
  - (d) more nutritious and healthy option.
- (ii) "If you are going to switch to a plant-based milk". Pick the option in which the meaning of 'switch' is NOT the same as it is in the passage. (1 Mark)
- (a) The machine got switched off automatically.
  - (b) They switch their furniture nearly every year.
  - (c) Switching Diet plans for weight loss is a common practice.
  - (d) People keep switching to different jobs for a salary raise.
- (iii) Pick the option that lists statements that are NOT TRUE according to the passage. (1 Mark)
- 1. Plant- based milk is superior to Cow's milk when it comes to nutrients.
  - 2. There is no nutritional requirement to drink milk or consume dairy products specifically.
  - 3. Cow's milk is a good dietary source of necessary vitamins and minerals.

4. Cow's milk is superior to plant based milk when it comes to the environment.
- (a) 1 & 2
  - (b) 3 & 4
  - (c) 2 & 3
  - (d) 1 & 4
- (iv) The word 'meticulously', as used in paragraph, means the same as (1 Mark)
- (a) 'negligently'
  - (b) 'carelessly'
  - (c) 'carefully'
  - (d) 'vaguely'
- (v) Do you agree that plant-based milks are a healthier choice than cow's milk? Justify your answer with reference to the passage. (2 Marks)
- (vi) According to the passage, "there is no nutritional requirement that you drink milk or eat dairy products specifically", specifies that: (1 Mark)
- (a) It is futile to drink Cow's milk.
  - (b) It is unhealthy to drink a plant based milk.
  - (c) It is unhealthy to drink Cow's milk.
  - (d) Cow's milk isn't the only source of required nutrients
- (vii) The narrator talks about milk allergy or lactose intolerance. NOT having intolerance means, having (1 Mark)
- (a) Resistance.
  - (b) Proneness.
  - (c) Weakness.
  - (d) Sensitivity.

- (viii) Based on the passage, assess how plant based products are less environmentally taxing than animal-based products. (2 Marks)
- (ix) Choose the option that lists the statements that are TRUE with respect to consumption of dairy products to build bones: (1 Mark)
1. It is a myth and does not ensure protection from fracture.
  2. It does ensure protection from fracture.
  3. Lacks strong evidence to support.
  4. A universal truth which can't be denied.
- (a) 1 and 3
- (b) 2 and 3
- (c) 1 and 4
- (d) 2 and 4
- (x) While choosing right plant based milk, one should ensure that: (1 Mark)
- (a) It must contain lesser vitamins and minerals as cow's milk
  - (b) It should have at least 8 or 9 grams of protein per serving.
  - (c) Its label must mention high prices.
  - (d) Its label must mention added flavors.

## UNSEEN PASSAGE 5 (LITERARY)

Read the extract given below

(12 Marks)

1. From the moment a baby first opens its eyes, it is learning, sight and sensation spark off a learning process which will determine in large measure the sort of person it will become. Language stands head and shoulders over all other tools as an instrument of learning. It is language that gives man his lead in intelligence over all other creatures. Only man can stand off and contemplate his own situation. No other creature can assemble a list of ideas, consider them, draw conclusions and then explain its reasoning. Man can do all this because he possesses language. And if thought depends on language, clearly the quality of an individual's thought will descend on that person's language-rudimentary or sophisticated, precise or approximate, stereotyped or original.
2. Very young babies are soothed by human voice comforting words close to them. This essentially emotional response provides early evidence that feeling is an important component of language learning. Children learn to use language in interaction with other human beings, and this learning precedes best against a background of affectionate feedback from the person who is closest to them. This is seen to perfection in the interaction between parent and baby: eyes locked together, the adult almost physically drawing 'verbal' response from the baby, both engulfed by that unique experience of intimate and joyful 'connecting' which sets the pattern of relationships between two people.
3. Thus, long before they can speak, children are involved in a two way process of communication which is steadily building a foundation on which their later use of language will be based. Constantly surrounded by language, they are unconsciously building structures in their minds into which their speech and reading will later fit-grammatical constructions, tense sequences and so on. The forms of these structures will depend on the amount and complexity of speech they hear. The fortunate children are those who listen to articulate adults expressing ideas and defending opinions. They will know, long before they can contribute themselves that relationships are forged

through this process of speaking and listening; that warmth and humor have a place in the process, as have all other human emotions.

- 4 . Using books is the most important means of ensuring a child's adequate language development. None of us can endlessly initiate and maintain speech with very small children: we run out of ideas, or just get plain sick of it. Their lives are limited and the experience just isn't there to provide the raw material for constant verbal interaction . without inevitable boredom on the child's part and desperation on the adult's. (Adapted from Babies Need Books by Dorothy Butler).

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

- (i) Of all other creatures man leads in intelligence due to (1 Mark)
- (a) ideas.
  - (b) conclusions.
  - (c) reasoning.
  - (d) language.
- (ii) For very young babies an important component of language learning is (1 Mark)
- (a) feelings.
  - (b) interaction.
  - (c) experience.
  - (d) feedback.
- (iii) Based on your understanding of the passage, choose the option that lists the correct sequence of the process of language (1 Mark)
- 1. Can assemble a list of ideas.
  - 2. Draw conclusion.
  - 3. Consider listed ideas.
  - 4. Explain his reasoning

- (a) 4, 2, 1, 3
  - (b) 1, 3, 2, 4
  - (c) 4, 1, 3, 2
  - (d) 1, 2, 4, 3
- (iv) The narrator says that "The fortunate children are those who listen to articulate adults expressing ideas and defending opinions. NOT being articulate means : (1 Mark)
- (a) expressive.
  - (b) fluent.
  - (c) incoherent.
  - (d) coherent.
- (v) Based on the passage explain how the early exposure to articulate speech influences a child's future ability to form relationships and express emotions. (2 Marks)
- (vi) Provide textual evidence with reference to passage to support, books are considered essential for a child's language development. Also list, one challenge that adult face in maintaing constant verbal interaction with children. (2 Marks)

- (vii) Feeling is an important component of language learning among: (1 Mark)
- (a) Adults
  - (b) Teenagers
  - (c) Young babies
  - (d) Parents
- (viii) What are the most important means of ensuring a child's adequate language development? (1 Mark)
- (a) Using books
  - (b) Two-way process of communication
  - (c) Uttering comforting words
  - (d) Drawing verbal response.
- (xi) Pick the option that correctly lists the process that sparks learning among babies just from birth. (1 Mark)
- 1. verbal interaction
  - 2. sight
  - 3. loud cries
  - 4. sensation
- (a) 1 and 3
  - (b) 3 and 4
  - (c) 2 and 4
  - (d) 1 and 2
- (x) Pick the option that lists statements that are NOT TRUE according to the passage for language development in young babies. (1 Mark)
- 1. It is not possible as they are too small to speak.
  - 2. It is visible as interaction between parents and babies.
  - 3. It forms an intimate and joyful relationship.
  - 4. babies show no affection and expression at all.

- (a) 1 & 2
- (b) 3 & 4
- (c) 2 & 3
- (d) 1 & 4

### **SOLVED UNSEEN PASSAGE-6 (CASE-BASED)**

Read the following text.

(10 Marks)

A recent study cites around 37.15% of children experienced reduced levels of concentration due to smartphone use, and 23.80% of children use smartphones while they are in bed, before going to sleep. Increase usage of mobile phones among children during the Covid-19 pandemic is resulting in internet addiction. The use of smartphones before sleeping is not the only ill-effect of such devices having an adverse impact on children. Checking mobile phones while studying is another menace that is a prominent source of lapses in concentration and weakening of attention span, among children, the study said.

The study's data showed that 42.9% of children confessed to having a social networking account. Among those children who have accounts on the major social networking apps/sites which they use. In the age-wise distribution of children having social media accounts, it was found that children of all ages operate social media accounts. A large proportion of 10-year-olds have such accounts. As per the data collected. 78.90% of children said that they spend between 0-2 hours on smartphones using the internet, playing games, listening to music, chatting etc.

When asked about the features/facilities that children like to use or enjoy using on smartphones, internet devices. 52.9% answered as chatting. While the most common purpose is using internet-enabled device for online learning/classes, only 10.1% of children like to use smartphones for online learning and education. The data showed that the most prominent means to access smartphones and the internet for the children is through their parents' phones (62.6% of all valid respondents used their parents' phones). It is also interesting to note that 30.2% of the children of all age groups (8 to 18 years) already possess their own smartphones and use the same for all purposes.

"Experts working for early detection and prevention of internet addiction at AIIMS Behavioral Addiction clinic suggest that parent's supervision of their child is of paramount importance. Parents must introduce other life skills to children to ensure a reduction in screen time. The parents can encourage social interaction of the child. More internet de-addiction centers need to be established in the country. (Source: The federal/ March25/2022/350 word)

Answer the following questions, based on the passage above.

- (i) The survey mentions ill-effects of increased usage of mobile phones among children. What are they? Give any two.(1 Mark)
- (ii) Increasing usage of phone "with age" indicates here in passage that there is an increasing \_\_\_\_\_ among children.(1 Mark)
  - (a) Internet addiction
  - (b) Internet requirement
  - (c) Concentration and focus
  - (d) Internet literacy
- (iii) What do the survey suggest regarding access to smartphones and internet usage in respect of smartphones ownership and possession among children of all age groups. (1 Mark)
- (iv) Identify an internet addict child from the following statements : (1 Mark)
  - (a) Sania -I turn off my notifications when studying or spending time with friends and family.
  - (b) Adil - Gosh! I can't keep my hands off from checking my notifications.
  - (c) Kanti - My screen timer alerts me when it's time to stop watching.

- (v) Complete the sentence appropriately The real intended reason for promoting access to mobile phone: during COVID pandemic was to facilitate \_\_\_\_\_ among children.(1 Mark)
- (a) Online chatting.  
(b) Online music listening.  
(c) Online learning.  
(d) Online gaming.
- (vi) "children of all ages operate social media accounts". What concerns does this findings raise ? (2 Marks)
- (vii) How parents can play a pivotal role in curbing the rising menace of internet addiction among children? (2 Marks)
- (viii) State TRUE or FALSE. (1 Mark)
- The title. 'Effects of Use of Mobile Phone & Other Devices with Internet on School Children', is appropriate for this passage

### **SOLVED UNSEEN PASSAGE - 7 ( CASE STUDY)**

**Read the passage given below.** (10 Marks)

1. The Ministry of Education rolled out a new School Bag Policy for 2020 in which it is stated that the school bag weight for students should weigh 10 % of their body weight. This suggestion was on the basis of surveys and studies conducted by the NCERT.
2. Along with slashing the weight for school bags, the policy also suggests that no homework up to class 2. For classes 3. 4, and 5 homework hours should be limited to 2 per week For classes 6. 7 and 8 a maximum of 1 hour per day. From classes. 9 to 12 two hours per day should be allocated for homework.
3. The policy said there should be no bags in pre-primary For classes I and II the bag weight range should be between 1.6 kg to 2.5 kg. Likewise it should be 1.7 kg to 2.5 kg, 2 kg to 3 kg, 2.5 to 4 kg, 2.5 kg to 4.5 kg and 3.5 kg to 5 kg for classes I to V, classes VI and VII, class VIII, classes IX and X and classes XI and XII respectively.

### BODYWEIGHT AND WEIGHT OF SCHOOL BAG

Class	Average body Weight in kg	Bag weight range in kg (recommended)
Pre Primary	10-16	No bag
Class I	16-22	1.6-2.2
Class II	16-22	1.6-2.2
Class III	17-25	1.7-2.5
Class IV	17-25	1.7-2.5
Class V	17-25	1.7-2.5
Class VI	20-30	2-3
Class VII	20-30	2-3
Class VIII	25-40	2.5-4
Class IX	25-45	2.5-4.5
Class X	25-45	2.5-4.5
Class XI	35-50	3.5-5
Class XII	35-50	3.5-5

4. The new policy suggested that the homework given must suit the individual interests of students. In other words, teachers should create 'interesting homework'. To ensure that optimal weights of school bags are followed, the policy suggested that every school must have a digital weighing machine to ascertain the weight of the bag.
5. Heavy School Bags are a serious threat to the health and well being of the students. It has a severe, adverse physical effect on the growing children which can cause damage to their vertebral column and knees. It also causes anxiety in them. Moreover, in the schools which are functioning in multistoried buildings, the children have to climb the steps with heavy School Bags, which further aggravates the problem and health consequences.
6. This heavy load is caused by the fact that the children bring textbooks, guides, homework notebooks, rough work notebooks etc., to the classroom every day. Therefore, clear Guidelines of what school item must be brought every day must be clearly outlined. One of the suggestions made by the policy is that a school bag needs to be light-weight with proper compartments, and should contain two padded and

adjustable straps that can squarely fit on both the shoulders Wheeled carriers should not be allowed as it may hurt children while climbing stairs.

(Source: D.O.E circular No. DE.23(548)/School Branch/2020/13 dated Jan 4,2021/480 words)

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

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

- (b) 'intensify'
  - (c) 'appease'
  - (d) 'alleviate'
- (iv) List one reason, why the policy discourages the use of wheeled school bags. What one the suggested features of an ideal school bag according to the policy? (2 Marks)
- (v) "Every school must have a digital weighing machine to ascertain the weight of the bag", is suggested to (1 Mark)
- (a) fix responsibility of school only.
  - (b) ensure school bag weight is not more than the recommended percentage.
  - (c) ensure digital measuring system for checking school bag weight.
  - (d) to encourage child to carry technically prescribed weight.
- (vi) Based on the given graphical representation of data in the passage, choose the option that lists the statements that are TRUE with respect to (1 Mark)
1. Pre -primary students can carry minimum 1.6 kg school bag.
  2. A Senior Secondary student average body weight is 35-50 k.g.
  3. A class XIIth student can carry school bag of 5 k.g or more.
  4. Minimum average body weight of a class Xth student is same as class VIIIth student.
- (a) 1 and 3
  - (b) 2 and 4
  - (c) 1 and 2
  - (d) 3 and 4

- (vii) How can heavy school bags negatively affect the physical and mental health of students? Use evidence from the passage to support your answer. (1 Mark)
- (viii) Which of the following statements is NOT substantiated by information in passage? (1 Mark)
- (a) Maximum two homework per week for class 4 students.
  - (b) No school bags at all upto class 2.
  - (c) Maximum homework two hours per day for class 9 student.
  - (d) No school bag for Pre-Primary students.

**SECTION B**  
**CREATIVE WRITING SKILLS (18 MARKS)**  
**SHORT WRITING SKILLS**

**1. NOTICE**

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

**Where is it used?** Schools, organisations, residential complexes, clubs, associations etc, Why is it used: to inform people about various events, issues and public instructions.

**MARKS ALLOTTED:4**

**Distribution of Marks**

**Format:** Name of the Institution, Notice, Title, **Date, Writer's Name with Designation** (1 Mark)

**Content:** Main body- Answer - What, When, Where, How, For Whom and Whom to contact. Any other relevant information if required. (2 Marks)

**Expression / Organisation:** Accuracy of spelling and grammar (1 Mark)

**Points to Remember**

- Begin with writing the name of the issuing authority / institution / organisation, school or society in the centre.
- Write the word 'NOTICE'(centrally aligned).
- Then write date in words( 5 March 2023/March 5 2023) on the left hand side.
- Body of the Notice- Mention Purpose of Notice, Date, Time, Venue, duration of programme or any other required information.
- Mention the name and designation of the person issuing the notice on the left hand side
- Notice should always be written in a box.
- Word limit 50 words

## FORMAT OF NOTICE

INSTITUTION NAME, ADDRESS
NOTICE
DD/MM/YYYY
Topic/Heading
body of the notice (50-60 words)
• in 3rd person
• must answer
- What?
- When?
- Where?
- How?
- Who?
Name
Designation

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

<p style="text-align: center;"><b>SKV LAKSHMI NAGAR, Delhi</b></p> <p style="text-align: center;"><b>NOTICE</b></p> <p><b>7 January 2025</b></p> <p style="text-align: center;"><b>Inauguration Ceremony</b></p> <p>All the students are hereby informed that the new school auditorium is going to be inaugurated on 15 January 2025 at 10 am by Honorable Deputy CM of Delhi. All the students alongwith their parents are invited to attend the programme</p> <p>All guests are requested to occupy their seats by 9.30 am.</p> <p>Sahil/ Srishti</p> <p>Head Boy /Headgirl</p>
--

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

**AMBEDKAR SOSE NARELA  
NOTICE**

**13 November 2025**

**Performing Arts Competition**

This is to inform the students of Ambedkar SOSE Narela that the school is hosting a performing arts competition for all SOSEs on November 20, 2025 from 11 a.m. to 2 pm at the school auditorium. The events shall include classical dance, vocal music, western dance. The age groups are from 12 to 16 years.

Those who are interested or have any queries, may contact the undersigned latest by 16 November 2025.

Archie/Archit  
President

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

**Residents Welfare Association, A Block Vasant Kunj. Delhi**

**NOTICE**

8 August. 2025

**WATER CRISIS**

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

President  
Resident Welfare Society A Block, Vasant Kunj, Delhi

### Questions for Practice

- (a) You are Priyanshu / Priyanka. the President of Welfare society of your community. You wish to organize a Cleanliness Drive in your society. Draft a notice inventing details in not more than 50 words.
- (b) Delhi Government has launched a programme for all residents where in a yoga teacher is being sent to societies where at least 25 people want to learn yoga. In the capacity of the President of RWA Mayur Vihar. Delhi, write a notice in about 50 words informing all the residents about the scheme and motivating them to register their names soon so that the classes may begin soon.
- (c) DDA Sports Complex will remain shut for normal activities till June 15, 2025 because of Ranji Trophy matches that are going to be held in the ground of the Complex . Draft a notice informing its members about the closure. You are Keshav/ Kashvi, Manager of the Sports Complex.
- (d) Your school is successfully running the Business Blaster Programme and is organizing an exhibition of the products prepared by the students. The SMC members are going to be the guests of honour. Write a notice on behalf of XII class students inviting the school students to enjoy the exhibition. You are Anshika/ Akshay monitor of Class XII A.
- (e) Two students of your school. R.P.V.V. Surajmal Vihar. Delhi, have become IAS officers and are coming to the school as Chief Guests in the School Alumini Meet. As Secretary of the Alumni association of your school, write a notice in not more than 50 words, informing and inviting the students to participate in an interactive session with them. You are Rudraksh/ Rashika.

## INVITATIONS AND REPLIES

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

**MARKS ALLOTTED:4**

**Format: (1 Mark)**

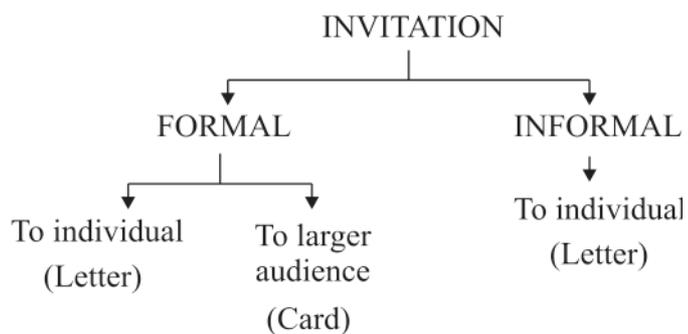
**Content:** Main body- What, When, Where, How, for Whom and Whom to Contact. (2 Marks)

**Accuracy of spelling and grammar** (1 Mark)

**Types of invitation:** (a) Formal (b) Informal

### FORMAL INVITATION

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



## FORMAL INVITATION

### 1. LETTER FORMAT

Written to an individual

Format:

ABC Vasant kunj Delhi 1100XX ]→ Sender's address

[DD/MM/YYYY] ]→ Date

**Sub:**

Sir/Madam ]→ Salutation

Body in 3 paragraphs ]

### 2. PRINTED [CARD]

- Written to group of individuals
- Inside a box.

ABC VIDYALAYA solicits your presence  
on the occasion of ANNUAL SPORTS DAY  
ON 15 May 2025 at Tirupati stadium  
at 10 : 00 am

Name of institution

←  
← details

Mr. Anish gupta, CEO has given his  
 consent to be the guest of Honour  
 RSVP  
 Hemant Ahuja  
 Secretary  
 ABC Vidyalaya  
 Phone no: 98181XXXXX

←  
 ←

extra  
 information

←  
 ←

contact  
 details

**Example of invitation card :** You are a student of Sardar Patel Vidyalaya. Lodhi Road. The School is holding its Annual Food Fest at 11 a.m. on 10 July, 2025. The Chief Minister has consented lo be the Chief Guest. Design an invitation card to be sent to the parents and other invitees. (Word Limit 50).

<p><b>The Principal, Staff and Students of          Sardar Patel Vidyalaya, Lodhi Road, Delhi</b>          request the pleasure of your company          for  <b>ANNUAL FOOD FEST</b>          on Sunday, 10 July 2025          at 11.00 a.m.          in the School Auditorium          Honourable Chief Minister has very kindly consented to be          the Chief Guest.</p>	
<p>R.S.V.P          Admin. Office          011-27XXXXXX</p>	<p>Special Instructions :          Card is valid for two guests          No entry fee</p>

**Example:** You are Madan Sharma. Write a formal invitation for the marriage function of your granddaughter. Sonali (daughter of Mrs Savita and Mr Rahul Sharma) to Sridhar(son of Mrs and Kapil Sharma). The marriage is on 20 January 2025 at 7.30 pm at Red Carpet, Party Lawn Preet Vihar, New Delhi.

**Mrs. and Mr. Madan Sharma**

Solicit your gracious presence on the auspicious occasion of marriage of  
their grand daughter

**SONALI**

(Daughter of Mrs. Savita and Mr. Rahul Sharma)

With

**SHRIDHAR**

(Son of Mrs. Suman and Mr. Kapil Sharma)

on 20 January 2025 at 7.30 p.m.

at

Red Carpet, Party Lawn, Preet Vihar, Delhi-110031

R.S.V.P.

With best compliments

Madan Sharma

Sharma Family

B-36, Rajdhani Enclave, Vikas

Marg, Delhi

Ph. : 9868xxxxxx

**Questions for Practice:**

- (a) You are a member of Laughter Challenge Association. Draft a formal invitation to invite all the members for the upcoming standup comedy event on 15th December 2025.
- (b) You are organising an Exhibition of Painting 'Nayika Series' on 30th November, 2025 at Azad Bhavan Art Gallery at 5:45 p.m. Draft an invitation card to invite for the purpose .
- (c) Your brother has got engaged informally. Your family wants to host an Engagement Party. Draft an invitation card to invite all your friends and relatives to join your family on this ceremonious occasion. You are Vasudha/Varun.

### **Formal invitation to preside over/inaugurate /judge events.**

**Example :** You are Neha / Nakul, the Literary Secretary of Government Model School. You have to organise an Inter School Debate Competition on 21 January 2025 You wish to invite Mr. Shailesh Gupta, an eminent speaker to preside over the function.

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

16 January 2025

**Sub :** Invitation to preside over Inter School Debate Competition.

Dear Sir

The Literary Society of our school is organising an English Debate Competition on the topic ‘Media causes more harm than good, on 21 January 2025 at 9:30 a.m. in the school auditorium. Kindly consent to preside over in the above said programme.

Yours sincerely

Neha

### **Questions for Practice**

- (a) You are organizing a Spoken English Workshop in your school. Draft an invitation to invite a renowned Resource Person from the British Council for the same.
- (b) Deshbhakti Curriculum has been introduced in your school. You want to organize a talk by an eminent Speaker. Draft an invitation to invite the guest to visit your school and be the speaker of the day.
- (c) The Eco Club of your school is planning a Cleanliness Drive So you are organizing a rally to arouse awareness for cleanliness in your neighbouring localities. Draft a formal invitation to be sent to SMC members to flag off the rally, giving details of the event.
- (d) Your school is going to celebrate World Health Day on April 8, 2025. Your school wants to invite the famous nutritionist Diwekar Rujuta for a talk on healthy eating habits. Draft an invitation card to invite her to be the Speaker.

**FORMAL REPLIES**  
**ACCEPTANCE/REFUSAL**

**MARKS ALLOTTED:4 Format: (1 Mark)**

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

Accuracy of Grammar and Spelling (1 Mark)

**Points to Remember**

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

**Formal Acceptance**

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

7 Park Avenue, Delhi

9 January 2023

Mrs. and Mr. Ajay Gupta thank Mrs. and Mr. Satish Sharma for their kind invitation for the house warming party on 20 January, 2025 at 11.00 a.m., which they are delighted to accept. It's their great pleasure to attend the ceremony.

### **Question for Practice for acceptance**

- (a) You are Vinay of Panipat. Your colleague has invited you to the engagement party of his brother. Prepare a formal reply expressing your thanks for the invitation and express your acceptance for the programme.
- (b) You are Mohini Sehgal of 43 Shakti Kunj, Udaipur. Your neighbour has invited you to a House Warming Party of their new house. Draft a formal reply of acceptance to the function.
- (c) You are Srishti, a lecturer of English. Your student has invited you to a party planned on the occasion of being awarded the Student of the Year trophy. Draft a formal reply of acceptance of the invitation.
- (d) You are Akhil of Ashoka University. An eminent school invited guests from University to attend a talk show. Draft a reply expressing thanks for inviting and showing your acceptance of the invitation.

### FORMAL REFUSAL

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

20 January 2025

7 Park Avenue, Delhi

Mrs. and Mr. Ajay Gupta thank Mrs, and Mr. Satish Sharma for their kind invitation for house warming party on 30 January, 2025 at 11 am, but regret their inability to accept the same due to urgent and unavoidable assignment.

#### Question for Practice

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

**More examples of formal acceptance and formal refusal :**

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

**Example:** You are Shailesh, a famous speaker. You have been invited to be the judge of Declamation competition by Neha the President of English Literary club of ABC School Delhi. Write a letter of acceptance of the invitation. 73. Sector-11-A Chandigarh

18 January 2025

Dear Neha

Many thanks for inviting me as a judge of Declamation Competition to be held on 27 January 2025 - 9.30 p.m. I shall be highly delighted to attend the function and enjoy listening to the views of students.

Yours truly

Shailesh

#### Questions for Practice

- (a) You are Education Minister, Vinod Kumar of Delhi. You have been invited for the inauguration of a school. Draft a suitable reply of acceptance to attend the function.
- (b) You are a renowned environmentalist Vanya Aggarwal of Shreshtha Vihar, Delhi. You have been invited to inaugurate the Van Mahotsav function. Draft a suitable reply of acceptance.

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

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

73, Sector-11-A Chandigarh

18 January 2025

Dear Neha

Many thanks for inviting me to preside over the Inter Zonal Declamation Competition to be held on January 2025 at 9.30 a.m. but I am sorry to say that I shall not be able to attend the same due to a prior appointment with my doctor.

With warm regards

Yours sincerely

Shailesh

### **Questions for Practice**

- (a) You are a well-known scientist you have been invited to deliver a lecture on Nuclear Energy in the Science Centre. Write a reply refusing the invitation because you would be out of town.
- (b) You are a noted stage artist and have been invited to perform at a stage show in a cultural event in Noida. Write a reply refusing the invitation because of a prior engagement.

## **INFORMAL INVITATION**

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

### **Points to Remember**

- Use first person 'I', 'We' and 'You' and avoid using 'he', 'she' and 'They'
- Do not write subject and receiver's address.
- Write in warm and personalised style with relaxed and informal tone.

- Avoid writing unnecessary details.
- Begin with 'Dear' -----(Name)
- Word limit 50

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

23, Yojna Vihar. Delhi  
 10 January 2025  
 My dear Rahul

I have much pleasure in inviting you to post selection party after my admission in DTU. Reach my residence at 7.30 p.m. on 16 January 2025 to join my family and friends in my moment of joy.

Yours truly  
 Anuj

## 2. Informal invitation to friends and relatives

### **Example :**

It is your brother's engagement on the 23 August 2025. Invite your friend, Sahil of 23, Taj Nagar, Jaipur to your brother's engagement which will take place at Grand Celebrations, New Delhi.

52 Vishwas Nagar  
 New Delhi  
 17 June 2025  
 Dear Sahil

My brother, Anuj is getting married to Ms Shalini. We are celebrating their engagement party on 23 August 2025 at Grand Celebrations, New Delhi from 8:00 pm.

It would be an honor if you could join us in celebrating their marriage.

I have enclosed one ticket from Jaipur to New Delhi as my gift.

### **Questions for Practice**

(a) You have recently bought a new house, 23 Raj Vihar, Ahmedabad.

You are hosting a housewarming party on 24<sup>th</sup> June 2025 at 12 noon. Draft an invitation inviting your brother, Manish to the party.

- (b) You are Salim/ Sulekha of 15 Kashi Nagar, Bhopal. You are celebrating your son's first birthday party at Mannat Farms: Draft an invitation for inviting your aunt, Sangeeta to the celebrations.
- (c) You are Akshay/Akshita of Harvard's Academy. You have been awarded a scholarship to visit NASA for a Students' Workshop. You want to share your joy with your friends and family. Write an invitation to invite all your friends and close relatives.
- (d) You are Varsha, resident of Kota. Your brother has turned 18 recently. He has casted his vote for the first time. You want to congratulate him for the same in the form of a small party. Write an invitation for his friends to attend the party.

### INFORMAL ACCEPTANCE

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

7-C, Vojna Vihar, Delhi

7 November 2025

Dear Anuj

Many thanks for inviting me to attend your post selection party which will be held on 9 January 2025 at your home. I shall be highly delighted to attend the same and will enjoy the party with great fun.

Yours truly

Rahul Gupta

### Questions for Practice

1. You are Akash/ Ashini. You have been invited to attend the inauguration ceremony of a Cafe opened by your friend's sister. Respond to the invitation accepting it.
2. You are Ilamel/Heena of 23, Raj Nagar Delhi. Your friend Neeraja has invited you for a party to celebrate her brother's good board result

and admission to a prestigious college. Draft a reply accepting the invitation.

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

### INFORMAL REFUSAL

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

7-C, Yojna Vihar, Delhi

10 May 2025

Dear Anuj

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

God Bless You

Yours truly

Rahul Gupta

### Questions for Practice

1. You are Akash/Ashini. You have been invited to attend the inauguration ceremony of a Cafe opened by your friend's sister. Respond to the invitation regretting your inability to attend the same due to a prior engagement.
2. You are Hamel/Heena of 23, Raj Nagar Delhi. Your friend Neeraja has invited you for a party to celebrate her brother's good board result and admission to a prestigious college. You are unable to attend the function. Write a reply in about 50 words.

## LETTERS

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

### **Formal letters include**

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

**Format :** Sender's Address, Date, Receiver's Designation and Address, Subject, Salutation. Complimentary Close, Sender's name (1 mark)

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

**Organisation:** Accuracy of Grammar and Spelling (1 marks)

**Note: No Marks awarded if only format is written.**

### **Points to Remember**

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

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

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

**Points to Remember**

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

ABC Pitampura New Delhi	→ 2 lines Sender's Address
DD/MM/YYYY	→ Date
The Editor Name of Newspaper Address	→ Receiver's Address
Sub:	
Sir / Madam	→ Salutation
Body 3 paragraphs	
↳ introduction	
↳ main content	
↳ conclusion	
Thanking you Yours sincerely Name	

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

Delhi Public School  
Indrapuram  
6 June 2022  
The Editor  
The Times of India  
Bahadur Shah Zafar Marg  
New Delhi-110002

### **Sub.: Problem of declining mental health of Students**

Sir/Ma'am

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

Today's world is full of competition. Every now and then a child is assessed on different parameters. Parents expect a lot from their children. They want their children to excel in all the fields such as studies, sports and co-curricular activities. Everyone wants their child to be a doctor or an engineer. The result is that children are unduly stressed and burdened. All day long they are indulged in completing their homework and studies and no time is left for games and sports. Especially after being confined to their homes for two years due to the pandemic, students have been facing major mental health issues.

It is high time we should ponder upon this problem. Students should be involved in games, sports and yoga to combat stress. Parents should not pressurize their children for performing excellently in studies. Meditation can be practiced for keeping stress at bay.

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

Yours sincerely

Rekha/Rakesh

### **Questions for Practice**

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

Write a letter to the Editor of a newspaper generating awareness about this natural phenomenon that has been stigmatized since generations.

- (c) You are Shreyansh / Shreya of Vivek Vihar. Yesterday a monkey bit an old lady in your locality. Write a letter to editor of local daily showing your concern over the increasing Monkey Menace in your locality, how children and senior citizens are traumatized by monkeys. You request the concerned officials to take necessary and immediate action.
- (d) You are Dimpy/ Dinesh living at RKPuram. You are amazed to see the bulk of waste lying scattered on the roads, despite various advertisements regarding cleanliness. Write a letter to the Editor of the national daily arousing public awareness regarding Cleanliness.

### **APPLICATION FOR JOB**

#### **Points to Remember**

- Job application has two parts-
- (a) Covering letter
- (b) Resume/Biodata
- Start body of the letter giving source of information about the job (newspaper) day, date, advertisement number etc.
- Share your interest and competence level.
- Close the letter giving note that bio-data/ resume is enclosed.
- Write 10-12 points in Curriculum Vitae.
- Resume Curriculum Vitae. an integral part of the job

application should include:

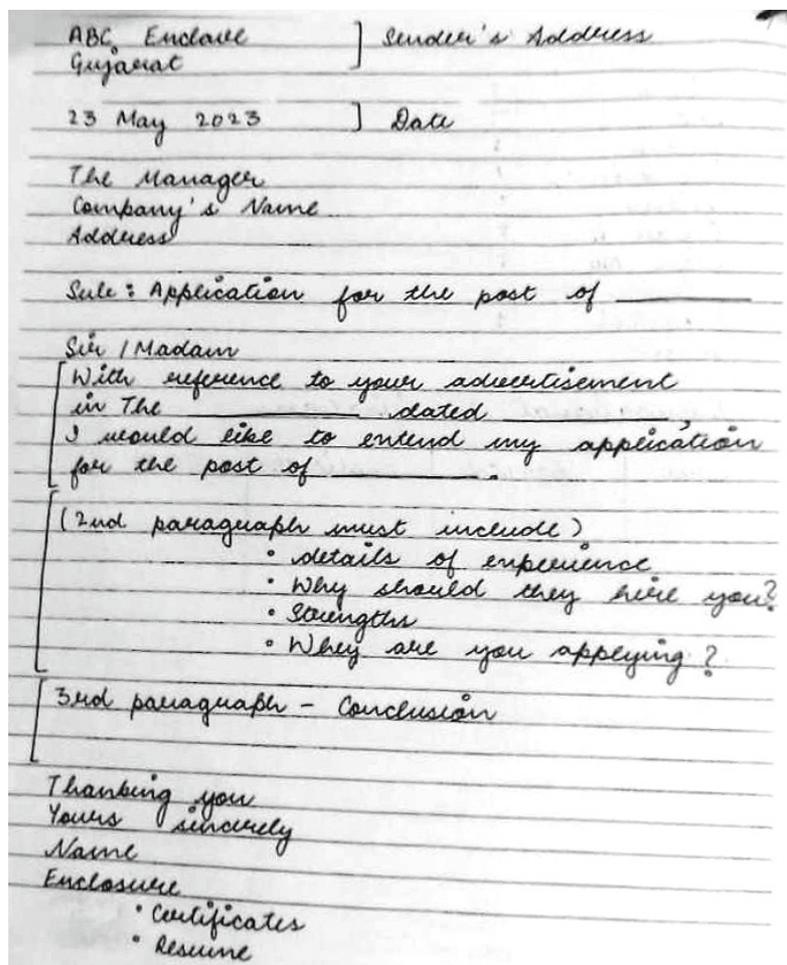
1. Name
2. Father's Name
3. Date of Birth/Age
4. Address

5. Hobbies
6. Languages Known
7. Nationality
8. Educational Qualifications:

(a)

Years of Passing	Marks	Subjects	Name of University/Board etc of Educational Qualifications

9. Professional Qualifications
10. Experience
11. Salary Expected
12. Reference -At least 2 references



**RESUME**

Name :  
 DoB :  
 Gender :  
 Guardian's Name :  
 Email ID :  
 Phone No :  
 Expected Salary :

**Educational Qualifications**

Level	Board	Institute	CGPA

Experiences  
 References

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

**SITUATION VACANT**

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

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

A-7 Shanti Park

Delhi

16 September, 2025

The Manager

ARN Publications Delhi

**Subject: Application for the Post of Translator**

Sir

In response to your advertisement in The Hindustan Times dated 15 September 2022 for the post of translator. I hereby offer my candidature for the same. I possess requisite qualifications and experience. I want to join your publishing house to fully utilize my potential.

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

Thank You

Sudha Sudhir

Enclosure : Detailed Resume

**Resume/ Bio Data**

Name: Sudha / Sudhir

Father's Name: Mr. Subhas

Age : 25 Years

Address :A-7, Shanti Park. Delhi

Hobbies: Music. Net Surfing, Photography, Sports

Languages Known: Hindi. English, French

Nationality: Indian

Educational Qualifications :

S. no.	Course/Degree	Board/University	Marks Obtained	Total Marks
1	X	CBSE	405	500
2	XII	CBSE	390	500
3	BCom(H)	DELHI UNIVERSITY	385	500
4	MCom	DELHI UNIVERSITY	350	600

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

Diploma in French

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

Expected Salary : As per the norms / Negotiable

References :

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

### **Delhi Questions for Practice**

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

### **ARTICLE**

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

Distribution of Marks : 5 Marks

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

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

Organisation: Coherence and relevance of ideas and style (2 marks)

Accuracy of Spelling and Grammar (1 mark)

Word Limit: 120-150 Words.

### **Points to Remember**

1. Give an appropriate Title - Write the Heading/Title at the top (Centrally aligned)

- (a) First letter of every word is supposed to be capital e.g. Pollution A Menace
  - (b) The title must be eye catching
  - (c) Should give a crisp idea of the theme
2. Mention the writer's name
  3. In case of newspaper article give date & place
  4. Divide the article into three parts i.e. split your subject matter into 3-4 paragraphs

Part-1 - Introduction (beginning)- Introduce the topic and briefly mention the status of the issue. State facts or quotation around in the middle

Part-2-Analyse the topic in terms of types/ kinds

Causes and effects/Problems (if any)

Consequences-Positive/ Negative effects/Related Information/ Statistical data

Implications - social / environmental/psychological / health related.

Part 3- Conclusion- suggestions / remedial measures/reminders / compare and contrast

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

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

## **DIGITAL INDIA**

By: Neha

In order to transform the entire ecosystem of public services through the use of information technology, the Government of India has launched the **Digital India programme** with the vision to transform India into a digitally empowered society and knowledge economy.

Digital India was launched by the Prime Minister of India Narendra Modi on 1 July 2015 with an objective of connecting rural areas with high-speed Internet networks and improving digital literacy. The vision of Digital India programme is inclusive growth in areas of electronic services, products, manufacturing and job opportunities etc. and it is centred on three key areas - Digital Infrastructure as a Utility to Every Citizen, Governance & Services on Demand and Digital Empowerment of Citizens.

The Digital India programme has witnessed a consistent upward growth trajectory, achieving numerous milestones and flagship initiatives. These achievements cover a wide plethora of sectors and include development of broadband highways, universal access to mobile connectivity, public internet access programmes, e-governance to name a few. Many major schemes and projects such as Aadhaar, Smart Cities Mission, BHIM UPI, RuPay, GSTIn, GeM (Government e-Marketplace), DigiLocker come under the aegis of the Digital India programme.

## **DECLINING SEX RATIO**

By: XYZ

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

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

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

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

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

### **DEGENERATION OF MORAL ETHICS IN TODAY'S SOCIETY**

By: Shilpa

*What a piece of work is Man!*

*How noble in reason!*

*How infinite in faculties!*

*Inform and moving, how expressive and admirable!*

*In action, how like an angel!*

*In apprehension, how like a God*

*The beauty of the world!*

*The paragon of animals.*

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

It is unfortunate that in today's world there is a gradual erosion of the values among people. It is depressing to see the newspaper early in the morning to witness various murders and rape cases. People are just fulfilling their desires and needs at the cost of others. They forget their values and duties towards society and country. If one sees an accident, they don't even want to touch the

injured person. Modern generation children learn to smoke, believing that it is just another habit like dancing or singing. They learn to drink, convincing themselves that it is good for their health. They learn to cheat, thinking that they can bring about great performance at the end. They believe that there is nothing wrong in pushing old parents to old age homes.

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

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

How many godly creatures are there?

How beauteous mankind is!

Oh! brave new world

That hath such people in it.

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

#### **Value Points**

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

- **Example:**

Menstruation is a natural phenomenon which has been stigmatized by the society since generations. Write an article in 150- 200 words on Menstruation Stigmas. You are Vandit/Vidushi of Sarvodaya Vidyalaya.

### Menstruation Stigmas

-Vandit/Vidushi

A menstrual taboo is any social taboo concerned with menstruation.

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

Such taboos about menstruation present in many societies impact on girls' and women's emotional state, mentality and lifestyle and most importantly, health. Large numbers of girls in less economically developed countries drop out of school when they begin menstruating.

While several taboos and stigmas surround menstruation. It wasn't always considered a dirty and impure bodily function wielded as a weapon by society to restrict women's mobility. Historically, menstruation was even considered auspicious, so much so that menstrual blood was even served up as an offering to goddesses. Gradually the praise for the miraculous bodies of women was soon replaced with barriers placed in front of them preventing them to live free and fair lives.

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

**Example :** You are Pankaj/Palak. You have just visited a glass factory which employs children. You have witnessed the awful condition of the children there and their place of work. You also recount the child labourers engaged in carpet and cracker industry, brick-kilns, road side restaurants and as domestic helps, In spite of strict laws you find it appalling that many people

in educated society want the practice of child labourers to continue to fulfil their selfish motives. Write an article in about 120-150 words advocating a total ban on child labour.

### **Suggested Value Points**

**Para I :** Introduction: Children below the age of 14 engaged in various types of work in homes, hotels, garages and factories.

Millions of children work as child labourers and are devoid of school education.

**Para II Causes :** Poverty is one of the main causes, other causes are - illiterate parents / paid less wages /educated people, upper & middle class engage child labourers for their help.

Laws are not so strict etc.

**Para III Effect:** poor health, become victims of asthma, high blood pressure, poor eyesight, even become blind.

Fall prey to bad habits of smoking and drugs.

**Para IV :** Suggestions:

Laws should be strictly enforced

Severe punishments by law to the employers

Joint efforts:- public awareness through media.

## **TOPICS FOR ARTICLE WRITING**

### **Suggested Topics for Article Writing**

1. Racism-

-What is racism?

-History/Background

-Differential Treatment

-Major incidents- George Floyd etc

2. Alcohol Ban

-Pros and Cons

- Revenue generation
- Illegal ways of acquiring
- cost of lives
- 3. Gender Neutrality
- 4. Freedom of speech and expression
- 5. Impact of COVID 19 pandemic - Challenges and Learnings.

### **Questions for Practice**

1. The National Education Policy has been launched by Government of India. Taking clues from the given cue points, develop an article on National Education Policy 2020.
  - Universal Access from pre-primary school to Grade 12  
Target to achieve 100% Cross Enrolment Ratio in school education by 2030
  - Early Childhood Care and Education  
Education for all children between 3-6 years by 2025
  - Replacing 10+2 with 5+3+3+4  
After five years in pre-primary, students to aim at enhanced skills in new pedagogical system
  - National Mission on Foundational Literacy and Numeracy  
Focus on early language and mathematical skills from Grades 1-3 by 2025
  - Multilingualism and the power of language  
Medium of instruction till Class 5, preferably till 8, to be home language/mother tongue
  - Reforms in exams  
Board exams to be broken into two, to test core capabilities
  - New National Assessment Centre PARAKH  
A standard-setting body for assessment of students pan-India
  - Equitable and inclusive education  
Emphasis on socially disadvantaged girls, socio-cultural identity

- Teacher recruitment and career path

National Professional Standards for Teachers (NPST) to be developed by 2022 for teachers

- Standard-setting and Accreditation for School Education

State School Standards Authority to be set up in all States/UTs

- Vocational Education

By 2025, at least 50% of students to have exposure to vocational education

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



## **REPORT WRITING**

**Marks Allotted:5**

**Format : 1 mark**

**Content :2 marks**

**Organisation : 1 mark**

**Accuracy of Grammar and Spelling : 1 mark**

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

### **Types of Report**

- Newspaper Report
- School Magazine Report

### **Points to Remember**

- Use simple past tense for magazine report and mixture of tenses for newspaper report.
  - Divide the report into three parts
    - (a) Part I : Introduction Mention the incident reported , its date, time, place
    - (b) Part II : Body- Detail of the incident, causes, consequences. effects, guests, steps, activities, people involved, relevant details.
    - b. Part III : Conclusion - reactions / statements of people / promises by authorities steps taken.
10. Report should be written in third person

### **Format of Report**

#### **School Magazine Report**

- Heading
- Name of the writer

#### **Newspaper Report**

##### **Headline**

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

## **SCHOOL MAGAZINE REPORT**

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

## **World Autism Day**

By : Shweta / Sahil

World Autism Day was celebrated by Rukmi Public School, Janak Puri, Delhi on 2 April 2023 from 10 am to 2 pm in the School Auditorium. The school was well decorated with posters of various facts related to Autism.

Mrs. Deepa Head of Department of Psychology of Delhi University was the Chief Guest. Around 200 students attended the programme. The programme began by lighting of the ceremonial lamp by the Chief Guest. After that a skit was presented by the students of Class XI showing the importance of knowledge of Autism and to upkeep the needs of autistic students. The Chief Guest gave a very motivating and thought provoking speech about the inclusion of autistic students with the mainstream students. She also highlighted the role of Youth in accomplishing this task. The Principal presented Vote of Thanks after which light refreshment was served.

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

### **Questions for Practice**

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

## NEWSPAPER REPORT

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

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

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

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

**Women unite to clean up Dumas beach of plastic filth**

**Volunteers Hand-Pick More Than 500kg Plastic Waste**

From a Mumbai News article

**CHENNAI:** A group of women volunteers from the city's Dumas beach have united to clean up the beach of plastic filth. The group, known as the 'Dumas Beach Cleaners', has been active for several months now. They have collected more than 500kg of plastic waste from the beach. The group is made up of women from various parts of the city. They are motivated by the fact that the beach is a popular spot for tourists and they want to keep it clean. They have been successful in getting the waste collected and taken to a recycling center. They are planning to continue their efforts and collect more waste in the future.

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

**Trials in a battle to stop TB**

University of Medicine at St. Andrews has played a leading role in a trial to save lives in the fight against the killer tuberculosis (TB). The trial, which is the first of its kind, aims to improve the treatment of TB. The university's researchers have developed a new treatment regimen that is more effective and has fewer side effects than the current standard treatment. The trial is being conducted in several countries and is expected to have a significant impact on the global fight against TB. The university is also providing support and resources to other researchers working on TB treatment.







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

### **27 Killed in West Delhi Fire**

By : Sakshi Chand&Abhay

May 14 2025, New Delhi a massive fire engulfed a four storey commercial building in West Delhi, Mundka on Friday killing at least 27 people and leaving dozens injured.

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

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

### **EXAMPLE**

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

### **US steps up visa processing, with special focus on students**

By Poorvi Chothani ET CONTRIBUTORS

On May 11 2022,US announced that special arrangements have been made to issue a large number of student visas in the ensuing months.

Don Heflin, Minister Counsular for Consular Affairs at the U.S. Embassy in New Delhi went live on Instagram and Facebook to provide an update on visa services with a special focus on students. This is a summary of the information shared with the audience.

The Minister started out by saying that the summertime is all about visas

and that they had made special arrangements for student visas. He confirmed that they had issued a record 62,000 student visas last year and expected to break that record this year. In fact, they expect to issue more student (F, M and Js including dependents) visas than ever before.

When addressing questions about return to "normal" levels of service the Minister indicated that this year they expect to be a 2/3rd of their pre-COVID capacity and hope to reach 100% of this by the end of 2023. To increase capacity, Mission India is recruiting more officers in addition to training existing staff members etc. They recently added five more visa officers at their Consulate in Mumbai.

### **Questions for Practice**

- (a) You are Akshay / Akshita, a press reporter with Indian Express. Recently a few trains were cancelled due to fog in winter. Passengers were stranded at the New Delhi Railway Station. Write a report in about 120-150 words highlighting the problems faced by the passengers.
- (b) Incessant rains have caused irrecoverable damage due to flood in Kerala in October 2021. Rivers began to overflow, cutting towns from each other. A flood relief programme was organised where various Flood relief measures were carried out. As a newspaper reporter, write a report in about 120-150 words about the incident. You are Dimpy/ Danish, press reporters of The Hindustan Times.
- (c) Indian Badminton has created history by winning Thomas Cup for the first time ever. You are Avni/ Avinash, a reporter. Write a report to be published in the sports section of The Times of India

### **Reports for Magazine:**

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

### **ANNUAL SPORTS CEREMONY OF MAULANA AZAD COLLEGE**

By Suprity Acharyya

The annual sports ceremony is more like a festival at Maulana Azad

College. Just like all other years, the Annual Sports event was organised by the college authority. The date for the event was scheduled from December 21st to 23rd December 2024.

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

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

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

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

Names of the winners were announced and honourable Mayor of

### **A Report on Mock Drill of Earthquake**

By: Karuna

A Mock Drill was conducted on 20 January 2025 at 11 am in SBV West Vinod Nagar. The alarm hooter rang out loud and clear, books were abandoned and bags shoved aside as students dived under their desks for cover. Teachers and non-teaching staff too were involved in the act, as they stood huddled in a

corner or under the desks waiting for the imagined worst to pass. After a few seconds the students were immediately escorted by their subject teachers to the assembly point. During the drill students followed the exit routes designated for them and assembled at assembly point in proper rows earmarked class wise. Proper head count of all the students was taken. Rescue team was in action to rescue left out students or any other staff members. Special care was taken for the physically challenged students. Keeping all the safety measures in mind and carrying them out methodically, the entire building was successfully evacuated within a span of 2 minutes.

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

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

### **REPORT ON CLEANLINESS DRIVE**

By : Neha, Head Girl

Sarvodaya Kanya Vidyalaya, Majlis Park, undertook a cleanliness drive during the month of April 2025 in accordance with Clean India Campaign. The school chalked out a monthly plan to organize numerous activities such as skits, debates, speeches, poster making etc. A special drive was carried out on 6 April 2025 to reverberate to the mission of campaigning. The students took a pledge to clean their school, homes, public places and surroundings. During the morning assembly a play on 'Clean India' was enacted to highlight the importance of hygiene, sanitation and cleanliness. The school Principal along with staff and students was actively involved in the cleanliness drive. They enthusiastically took up broom and cleaned up every nook and corner of classrooms, corridors, school ground and nearby area. The whole drive was quite inspiring and motivating for the students. The students realized that any work is best done by the person himself. It made the students aware of the dignity of labour.

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

### **LOCAL TOUR**

By : Namit / Namita (XI A)

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

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

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

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

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

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

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

### **Questions for Practice**

1. World Dance Day was celebrated at your school in April 2025. Write a report giving details of the celebrations.
2. Farewell Party was held at your school. You are Aditi, student of Class XI. Write a report for the school magazine.
3. A renowned Mountaineer Santosh Yadav visited your school and interacted with the students. Write a report of the day.
4. Your school had some guests from Cambridge University. They observed classes and interacted with students. Write a report of the day.

## SECTION B-FOR PRACTICE OF WRITING SKILLS

Q1. Attempt ANY ONE of the following:

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

Or

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

Q2. Attempt ANY ONE of the following :

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

Or

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

Q3. Attempt ANY ONE of the following :

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

Or

- B. You are Shreya/ Shreyash. Write an application in response to the

following advertisement in a national daily. You consider yourself suitable and eligible for the following post.

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

Q4. Attempt ANY ONE of the following :

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

Or

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

## SECTION-C

### LITERATURE (TEXTBOOKS)

Dear Students

The National Education Policy 2020 focuses on creative learning and teaching methods. CBSE has introduced competency based questions in accordance with it.

What are competency-based questions'?

Competency-Based Questions are based on case studies, reasoning and assertion, response-based, objective type etc. These questions test the application of learning in real-life situations through various mediums, thereby understanding students' higher-order thinking skills.

Why Competency - Based Questions?

The aim is to make students think out of the box, critically and analytically. There is a paradigm shift from content-based learning to conceptual, relatable and application-based learning.

What is expected from students?

Competency-based questions test understanding of content/skill/concept learned and its application in a similar scenario. It helps to assess and examine true understanding and potential as opposed to rote learning.

#### **Strategy to attempt questions from Literature Section**

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

## FLAMINGO

### 1. THE LAST LESSON - By Alphonse Daudet

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

SETTING-French Districts of Alsace and Lorraine.

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

### LESSON AT A GLANCE

#### MAIN CHARACTERS

**FRANZ-** Good observer, lively young boy and sensitive

**M HAMEL-** Devoted and sincere teacher, passionate about French, patriotic and emotional

#### POINTS TO REMEMBER

##### 1. Franz reluctant to go to school

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

##### 2. Franz's temptations

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

### 3. Franz passes through the town hall

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

### 4. Unusual in the school that day

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

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

#### RTC 1.

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

1. 'What a thunderclap these words were to me!' The words that were said by M Hamel were

(i) only German will be taught in the schools from the next day

- (ii) elderly villagers were to attend school
  - (iii) Prussian soldiers were allowed drilling practice in fields
  - (iv) Mr. Hamel had to dress in his formal Sunday outfit
2. Here the 'wretches' mean \_\_\_\_\_
  3. 'Oh, how sorry I was for not learning my lessons'. Why was Franz regretting now?
  4. Who were the old friends he could not give up now?
  5. Choose the correct option which describes the sentence- *The narrator regrets not learning his lessons and understands the importance of education too late.*
    - A. **A reminiscence** - remembering something from the past
    - B. **A revelation** - suddenly realizing something important or surprising
    - C. **A transformation** - a big change
    - D. **A nostalgia** - missing the past in a warm or emotional way
  - (i) A & B      (ii) B & C      (iii) C & D      (iv) A & D
  6. How does M. Hamel's announcement show that there will be big changes happening in their area?

**Answers:**

1. only German will be taught in the schools from the next day.
2. the Germans
3. Franz was feeling sorry that he had wasted his time seeking birds' eggs or sliding on the Saar rather than attending his school.
4. His books of Grammar and History which seemed a nuisance for him a while ago were now old friends that he treasured.
5. B and C
6. M.Hamel's announcement shows that their area is losing control over its own ways, like language, because of decisions made by powerful people far away.

**RTC 2**

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

1. M Hamel's words reflect his patriotism and emotions. Choose the closely related quote:

The limits of my language mean the limits of my world-**Ludwing Wittgenstein**

One language sets you in a corridor for life-**Frank Smith**

Language is the road map of a culture. It tells you where its people come from and where they are going-**Rita Mae Brown**

Change your language and you change your thoughts-Karl **Albrecht**

2. 'I was amazed to see how well I understood it.' The lesson did not seem difficult shows that Franz was \_\_\_\_\_ today.
3. Mother tongue : key :: prison:
  - (i) foreign invasion
  - (ii) enslavement
  - (iii) imposition
  - (iv) violence
4. "I was amazed to see how well I understood it."  
Choose the option that does NOT explain why Franz found the grammar lesson "easy".
  - (a) Franz was really focused and listening carefully in class this time.
  - (b) M.Hamel was teaching in a very kind and calm way.
  - (c) Franz felt motivated and understood why learning was important.
  - (d) Franz thought French was the most beautiful language.
5. How does the last French class affect M. Hamel and Franz's behaviour.
6. Which of the following can be attributed to Mr. Hamel's declaration about the French language?
  - (i) Subject expertise
  - (ii) nostalgic pride
  - (iii) factual accuracy
  - (iv) patriotic feeling

### SHORT ANSWER QUESTIONS

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

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

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

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

3. The last part of the lesson reveals the emotional character of M.Hamel. Elucidate.

Ans. In the last part of the chapter M. Hamel shows his deep love for his language and country. He is sad and emotional because it is his final lesson. His eyes fill with tears, and he cannot speak at the end, showing how heartbroken he is. Towards the end he writes on the blackboard "Vive La France "and dismisses the class.

4. Is Franz trying to equate himself with the pigeons as regards to imposition of foreign language?

Ans. A country can be conquered physically by using force but it is difficult to conquer minds. Language is a very powerful weapon. The Germans imposed their language on the people of Alsace and Lorraine. M Hamel said as long as the French hold fast to their language, they can't be made slaves. In this statement he intends to say the Germans would also succeed in teaching the pigeons their language.

#### **SHORT ANSWER QUESTIONS FOR PRACTICE:**

1. For Franz, what was more tempting than going to school and why?
2. How were the parents responsible for the lack of interest in studies of their children?
3. What is the significance of the last words written on the Black board by M Hamel?
4. 'This is your last French lesson.' How did Franz react to this announcement made by M.Hamel?
5. 'I never saw him look so tall.' Did he really seem tall?Why?

## COMPETENCY BASED LONG ANSWER QUESTION

1. As M Hamel deliver a speech on the last day of school urging the village elders and students never to leave their Native language.

You can begin the speech this way:

People are passionate about their country and language. Excessive pride in one's own language may lead to Language Chauvinism where they feel superior to others and try to impose their language on others

- Ans. People are passionate about their country and language. Excessive pride in one's own language may lead to Language Chauvinism where they feel superior to others and try to impose their language on others. The Germans have taken over the districts of Alsace and Lorraine and an order has come from Berlin that French will no longer be taught in this school. From tomorrow the German teacher will come. This is my Last lesson. French is the most beautiful and logical language, we must owe respect to our language and know how to read and write it. No one can enslave us if we have a strong hold of our language. I emphasise on the fact that it is one's language that gives us our freedom. We must not leave our mother tongue.

I find that you all are regretting for not learning your mother tongue seriously and now realise the importance of the mother tongue in your lives.

## COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE

1. The class on the day of the Last lesson seemed very grim and unusual. Does it resonate with any of your school experiences? Write a Diary Entry about one such experience you came across in school.

Dear Diary

We were taken aback by this sudden news. The class seemed \_\_\_\_\_

2. 'Overwhelmed feelings of M. Hamel evoke the feeling of patriotism in his readers.' Write an article in 120 words on 'Patriotism in Youth'.

## **2.LOST SPRING**

**- By Anees Jung**

Anees Jung, a famous story writer writes about destitution of ragpickers of Seemapuri and bangle makers of Firozabad. The chapter is about perpetual poverty of certain groups of people and the traditions which make poor people live a life of exploitation. It sensitizes the readers to step forward to save the spring (childhood) of beautiful human life so that many children would be able to avail the opportunities to realize their dreams.

### **POINTS TO REMEMBER**

#### **SAHF.B-ALAM**

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

#### **LIVING CONDITIONS IN SEEMAPURI**

- on the outskirts of Delhi, yet miles away from it, home of 10.000 ragpickers.
- make their living by rag-picking.
- houses have roofs made of tin and tarpaulin, no proper drainage and sewage.
- food and survival more important than an identity.
- garbage to them is gold as it is a means of survival.

#### **MUKESH**

- Mukesh the bangle maker of Firozabad.
- works in high temperature.
- hazardous working conditions.

- dreams of being a motor mechanic, wants to break the lineage.

#### **HAZARDS OF WORKING IN GLASS BANGLE FACTORY**

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

SAHEB-E-ALAM'S  
STORY

MUKESH'S  
STORY



**Read the passages and answer the questions that follow:**

**RTC 1**

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

1. An army of barefoot boys that appear like morning birds is a \_\_\_\_\_
  - (i) simile
  - (ii) metaphor
  - (iii) alliteration
  - (iv) repetition
2. "Its" refers to \_\_\_\_\_ in the first line.
3. How is the author able to recognise each one of them?
4. Why does the author compare the army of barefoot boys to birds?
5. How does the place and time in the paragraph help us feel the mood?
  - a) It makes the story feel tense and full of suspense
  - b) It brings back old memories and feelings
  - c) It makes the story feel real and believable
  - d) It shows sadness and hopelessness
6. How do the narrator's emotions change after knowing Saheb-e-Alam's full name? -
  - a) It brings them closer
  - b) It makes them feel more distant
  - c) It starts an argument
  - d) It makes things unclear

**Ans:**

- 1.(i) simile
2. Saheb-e-Alam
3. The author is able to recognise each of them as she visits them very often.
4. The author compares the 'army of barefoot boys to birds' because both keep searching for food/material on roads
5. d) It shows sadness and hopelessness
6. d) It brings them closer.

**RTC 2**

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

1. Which is the statement which is not true in reference to the extract?
  - (a) Mukesh's family has a roof over their heads

- (b) the only means of survival is bangle making.  
 (c) they live in a condition of grinding poverty  
 (d) all at Firozabad have failed to fulfil their basic needs
2. Anees Jung portrays a state of \_\_\_\_\_ and \_\_\_\_\_ in Firozabad  
 (a) poverty (b) exploitation  
 (c) grief (d) disappointment  
 (i) a&c (ii) b&c (iii) a&b (iv) a&d
3. What has Mukesh's father managed to teach his sons?  
 4. What does the author mean by 'the cry of not having money except making bangles rings in every home'?
5. Assertion (A): The boy seems successful because he has a roof over his head.  
 Reason (R): Many bangle makers live in poverty and lack basic needs like food and shelter.  
 a) Both A and R are true, and R is the correct explanation of A  
 b) Both A and R are true, but R is not the correct explanation of A  
 c) A is true, but R is false  
 d) A is false, but R is true
6. What does the phrase "rings in every home" suggest?  
 a) Everyone in the town is celebrating  
 b) Everyone household has enough to eat  
 c) The problem of poverty affects all families in the area  
 d) All families are involved in a different business

### SHORT ANSWER QUESTIONS

1. What is the irony in the name "Saheb-e-Alam"?  
 Ans. 'Saheb-e-Alam' means the 'Lord of the Universe' but Saheb was oblivious of what it meant. Contrary to what his name represented, he roamed the streets with his friends, an army of barefooted boys scrounging in the garbage heaps to make both ends meet.
2. Why have the ragpickers settled in Seemapuri?  
 Ans. Several families like Saheb have been the victims of nature's fury. They left Dhaka after storms swept away their fields and houses and settled in Seemapuri.
3. Is Saheb happy working at the tea stall? Explain.  
 Ans. Saheb is not happy working at the tea stall. Even though he is paid more and given his meals but he is no longer his own master. The steel canister seems to be heavier than the plastic bag. He has lost his carefree look.
4. 'It is his karam, his destiny,' says Mukesh's grandmother. Why can't they break their lineage. Can the lineage be broken in your opinion?  
 Ans. Mukesh's grandmother believes it is their destiny that they are poor and are born in the caste of bangle makers. She believes they can't

change their 'God given lineage". She has watched her own husband go blind with the dust from polishing the glass of bangles. Breaking the lineage solely depends on the individual. Those who are willing find means to meet their ends. I firmly believe, 'Have dreams and go for their accomplishment'.

### SHORT ANSWER QUESTIONS FOR PRACTICE

1. Seemapuri is a place incongenial for living for the ragpickers. Justify the statement.
2. Garbage has different connotations for children and adults of Seemapuri. Comment.
3. What does the title 'Lost Spring' convey?
4. "The young men echo the lament of their elders .Little has moved with time in Firozabad." What does the author wish to tell her readers?
5. Why were the working conditions of the bangle making units of Firozabad hazardous?

### COMPETENCY BASED LONG ANSWER QUESTION

1. Poverty is a vicious circle for poor slum dwellers and bangle makers. The author Anees Jung in a conversation with Mukesh's father finds the bangle makers in a pathetic state.

Begin the conversation in the following way.

**Anees Jung:** Despite the long years of hard labour you have failed to renovate your house and send your sons to school

**Ans. Anees Jung:** Despite the long years of hard labour you have failed to renovate your house and send your sons to school?

**Mukesh's father:** Yes, but I have made one achievement. I have managed

to teach them the art of bangle making.

**Anees Jung :** Why do they not work anywhere else to improve the living conditions at home?

**Mukesh's father:** We have no escape from the vicious circle of the middlemen who continuously are exploiting us. If we dare to dream or pursue any profession outside our lineage we are hauled up by the police.

**Anees Jung:** Young men trying to organise a co-operative told me that they are dragged to jail for taking such a step. Is it so?

**Mukesh's father:** Many accept it as naturally as their forefathers did. Years of toil and injustice has killed all their initiative and apathy. They continue to sustain in such poor and pathetic circumstances.

### **COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE**

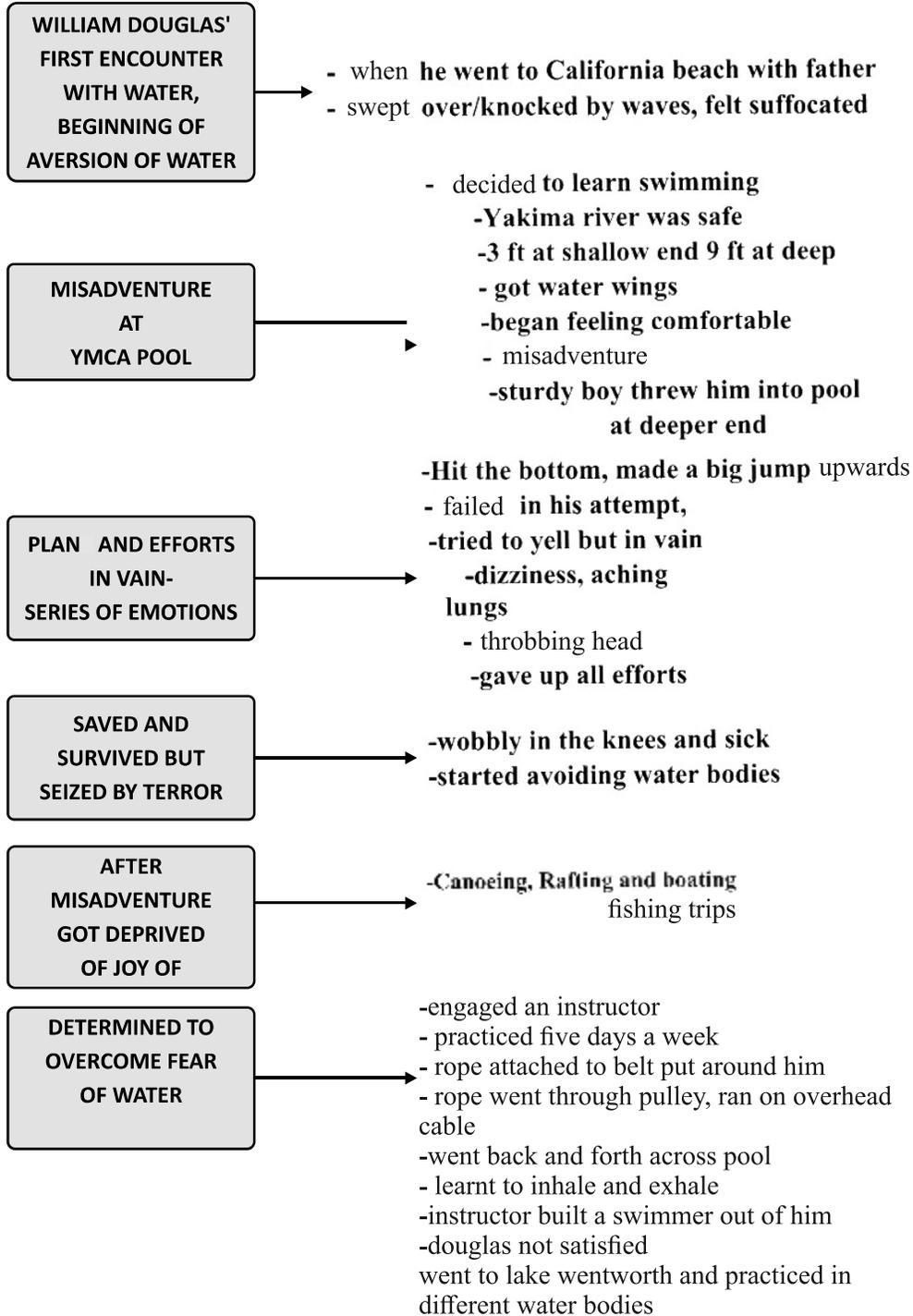
1. Little children have to work at the age of their mental and physical development. Write an article in 120 words on 'Child labour -A Blot on Society'.
2. The ragpickers of Seemapuri and banglemakers of Firozabad live and die in squalor. You as the author write a letter to the editor of a newspaper in 120 words highlighting the abject poverty and cultural traditions in the slum areas so that it is an eye opener for the concerned authorities and the readers.

### **3. DEEP WATER**

**-By William Douglas**

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

## LESSON AT A GLANCE



**Read the passages and answer the questions that follow:**

**RTC 1**

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

1. The author avoided to learn swimming in the Yakima River because it was
  - (i) dirty and huge
  - (ii) deep and huge
  - (iii) huge and dirty
  - (iv) it was far
2. 'It' refers to \_\_\_\_\_ .
3. What does the above extract tell us about?
4. Write the word that means the same as 'treacherous'.
5. Why did the narrator choose the Y.M.C.A. pool to learn swimming?
  - a) It was close to his home
  - b) The Yakima River was too cold
  - c) The Y.M.C.A. pool was safe and had a gradual slope
  - d) His friends were learning there
6. How did the narrator feel while walking into the pool?

- Ans:
1. (ii)
  2. drowning in the swimming pool.
  3. The above extract is about apprehension of Douglas when he goes to YMCA pool to learn swimming.
  4. dangerous
  5. c) The Y.M.C.A. pool was safe and had a gradual slope
  6. Proud and confident

**Explanation:** He felt shy about showing his skinny legs but overcame his pride to enter the pool.

**RTC 2**

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

1. The narrator's mood in the extract is
  - (i) hopeless
  - (ii) cheerful
  - (iii) fearful
  - (iv) excited
2. 'In death there is peace' means \_\_\_\_\_
3. What 'fear' is the narrator talking about in the above extract
4. "All we have to fear is fear itself." What does the narrator wish to convey through this quote?
5. **Assertion and Reasoning**  
**Assertion (A):** The narrator's will to live became stronger after the near-death experience.  
**Reason (R):** Facing and overcoming the fear of death taught him the value of life.
  - a) Both A and R are true, and R is the correct explanation of A
  - b) Both A and R are true, but R is not the correct explanation of A
  - c) A is true, but R is false
  - d) A is false, but R is true
6. What was the effect of the narrator experiencing the fear of death and surviving it?
  - a) He became more afraid of water
  - b) He lost interest in swimming
  - c) His desire to live became stronger
  - d) He ignored Roosevelt's quote

### SHORT ANSWER QUESTIONS

1. "I crossed to oblivion and the curtain of life fell". Why did the author make this remark?  
 Ans. The author had made three futile attempts to spring up to the surface but as his strength failed and energy exhausted, he gave up and stopped all his efforts.
2. 'My legs felt limp and blackness swept over my brain'. What does the reader sense about the author's condition?  
 Ans. The reader senses that when the author was under water it perhaps became difficult for him to move his legs and he felt darkness in front of his eyes as if he was about to collapse.
3. In order to escape drowning what strategy did Douglas adopt while in the deep end of the pool?  
 Ans. When Douglas was thrown into water, he was terribly frightened but still mentally alert. He planned that when his feet hit the bottom, he would make a big jump, come to the surface, lie flat on it and paddle to the edge of the pool.

### SHORT ANSWER QUESTIONS FOR PRACTICE

1. How did the incident at YMCA pool affect Douglas later in his life?

2. How did the writer experience the truth of Roosevelt's statement "All we have to fear is fear itself"?
3. Try to give a new title to the chapter, Justify the suggested title with reference to the chapter 'Deep water'.
4. Douglas made sure he conquers the old terror. Was he successful eventually and how?

### **COMPETENCY BASED LONG ANSWER QUESTION**

1. After the drowning incident, Douglas wants to share the fears and emotions experienced by him with his diary .He begins this way:

Dear Diary,

I was flung into the deep end of the pool by a big bruiser of a boy and was overcome with fear. Fortunately, I was able to think rationally. So, I planned

Ans. Dear Diary,

Date: September 15, 20xx

I was flung into the deep end of the pool by a big bruiser of a boy and was overcome with fear. Fortunately, I was able to think rationally. So, I planned that as soon as I hit the bottom, I would make a big jump. I hoped that I would be able to come to the surface but my efforts went futile. Panic gripped me when I realised that I had gone deep inside nine feet of water. I thought I would bob to the surface like a cork. My limbs were almost paralysed. I failed to find anything to hold on and I was again being pulled under. My lungs ached and my screams went unheard. The mass of yellow water gripped me which produced stark terror. When three attempts to rise to the surface failed, I fainted. I experienced a terror which never left me.

### **COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE**

1. If we surrender to our fears, they overpower us; If we face them, they fade away. Write an article of 120 words 'Fighting Fear'.
2. I was determined even after my high jump the trainer had left me stranded and said, 'But I am not done'. Write a diary entry of the efforts made by

you to finally overcome the terror and surprise the trainer with your achievement.

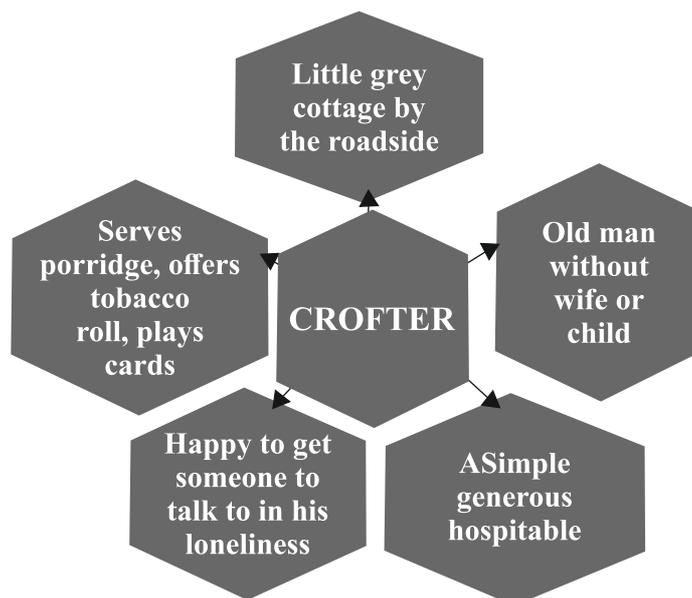
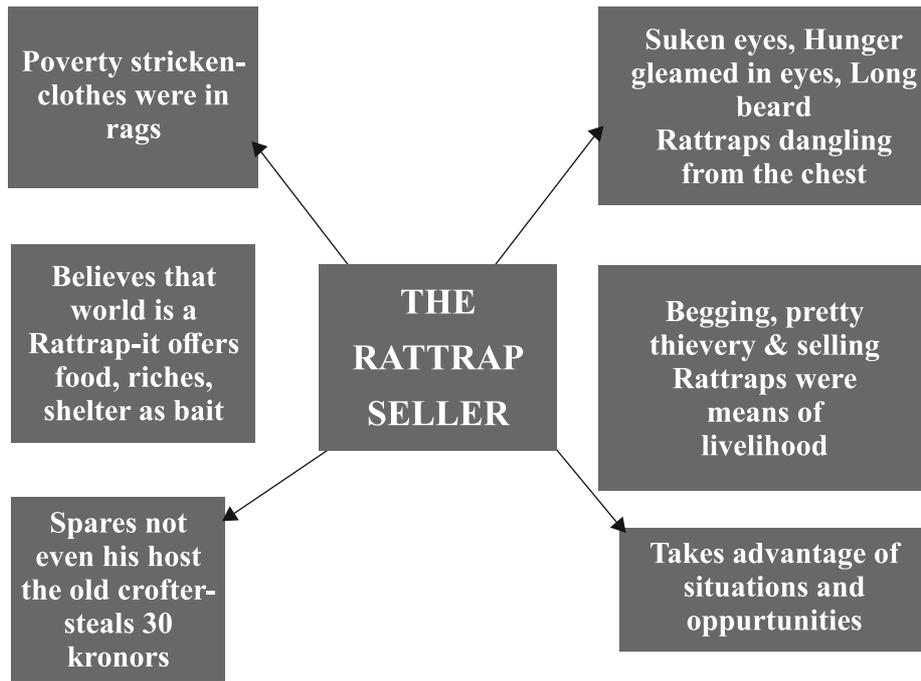
#### 4. THE RATTRAP

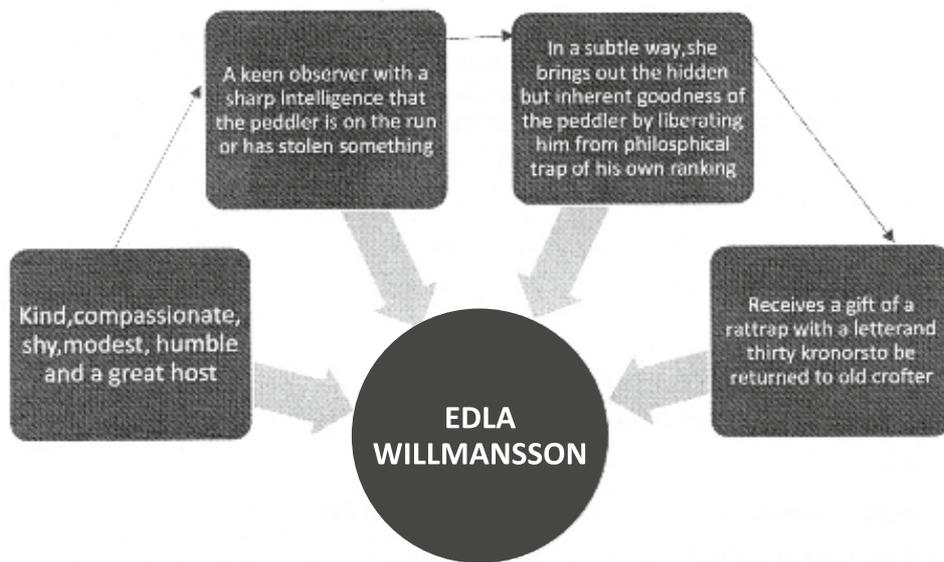
- By Selma Lagerlof

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



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





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

**RTC 1**

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

1. Here he thinks the 'dangerous snare' is
  - (i) selling small rattraps of wire
  - (ii) plodding along the roads alone.
  - (iii) begging and stealing
  - (iv) getting tempted to the riches.
2. The word 'unwonted' means
3. What does 'The world had not been kind to him' refer to?
4. Which is the 'cherished pastime' talked about in the extract?
5. What does the rattrap symbolize?
  - a) A tool to catch rats
  - b) A game the man plays for fun
  - c) The temptations and traps of the world
  - d) A real trap used by poor people
6. Why did the man enjoy thinking of the world as a rattrap?
  - a) He belived it would make him rich
  - b) It helped him forget his hunger
  - c) He found comfort in blaming the world for his trouble
  - d) He was fascinated by traps

- Ans.
1. iv)
  2. unusual
  3. He earned a meagre amount by selling rattraps so all facets of life were tough for him.
  4. The cherished pastime of the peddler to think of people whom he knew were caught in the dangerous ensnare.
  5. c) The temptations and traps of the world
  6. c) He found comfort in blaming the world for his troubles

**RTC 2**

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

1. Who is "you" in the above lines?
  - (i) Peddler
  - (ii) crofter
  - (iii) Edla
  - (iv) priest
2. The 'regret' here implies \_\_\_\_\_

3. Why did the iron master tell the speaker that he she was a bad speaker?
4. The inference we can make about the young girl's role in the situation is that she-
  - a) feared the stranger
  - b) followed her father's strict orders
  - c) was kind-hearted and took the lead in helping the stranger
  - d) wanted the stranger to leave immediately
5. Why did the ironmaster say, " I only hope you won't have to regret this"?
  - a) He believed the man was dangerous
  - b) He doubted the stranger's identity and feared trusting him could be a mistake
  - d) He wanted to test the stranger's honesty
6. What does the young girl's action of leading the stranger to the table tell us about her character?

### SHORT ANSWER QUESTIONS

1. Peddler earned his living by selling ratttraps. Was he able to meet his ends?  
 Ans. The peddler earned his livelihood by selling small ratttraps of wire, which he used to make himself from the material got by begging in the stores or at big farms. But this was not so profitable, so he had to beg or even steal. He roamed about like a vagabond all alone.
2. The crofter welcomes the peddler to his cottage though he is a stranger. Why do you think he did so?  
 Ans. The crofter was a lonely man without wife or child. He craved and desired human company to share his loneliness. He welcomed the peddler and offered him porridge for supper and tobacco. He played cards with him. He even showed him his earnings and let him know where it was kept.
3. Women are better at convincing as compared to men. Cite an instance from the lesson proving the statement.  
 Ans. Edla started sympathising with the vagabond, understanding that he was going through a hard lime. She was compassionate and benevolent. Her manner was friendly which made the vagabond feel confident. She insisted that he could leave at his will after spending Christmas with them. Because of her friendly request, the peddler accepted her invitation.

### SHORT ANSWER QUESTIONS FOR PRACTICE

1. A strange idea about the world struck, the peddler. Was the peddler ensnared by that idea of his? Discuss.
2. The peddler declined the iron master's invitation. He had some apprehension. Do you agree? Give reasons.
3. Pick out two instances from the story 'The Rattrap' to show that the peddler realized that he himself was trapped.
4. The peddler left behind a Christmas gift for Edla Willmansson and a note. Why did he do so?

5. Why did the peddler sign himself as Captain Von Stahl? Is this gesture justified?

### **COMPETENCY BASED LONG ANSWER QUESTION**

1. The story "The Rattrap" shows that basic human goodness can be brought out by understanding and love. Write a letter to Edla to convey your gratitude as a peddler.

Ans.

Manor House Sweden

Date: September 20, 20xx

Dear Edla

Thanks for the great transformation I see in myself today. I had been resorting to begging and thievery all the time, never bothered to clear my identity and befooled the ironmaster and crofter too. But Edla you gave me a royal treatment, served me delicious supper, gifted your father's dress to me. You convinced your father to let me stay for Christmas and made me feel a special guest. Nobody ever gave me such a lot of regard. This kind of unconditional love and compassion from you made me realise my mistake and I confess my guilt too. You have made a lot of difference in my life. I feel I am a better person now. I will resist my temptations and not indulge in any forgery. I owe my gratitude to you.

Hope you will pardon me for my follies. Leaving behind this letter and a gift for you.

Regards

Captain Von Stahle

### **COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE**

1. The peddler betrayed the trust of the crofter and was caught in the trap of the world. Temptation to bait should be restricted at all costs. Write an article in 120 words on "Strength of Character".
2. How are the attitudes of the ironmaster and his daughter different? Supporting your answer from the text write a conversation highlighting the disparity.

You can begin this way:

Ironmaster: You tried to befool us. Leave or else I will hand you over to the Sheriff.

Edla: Let him stay.....

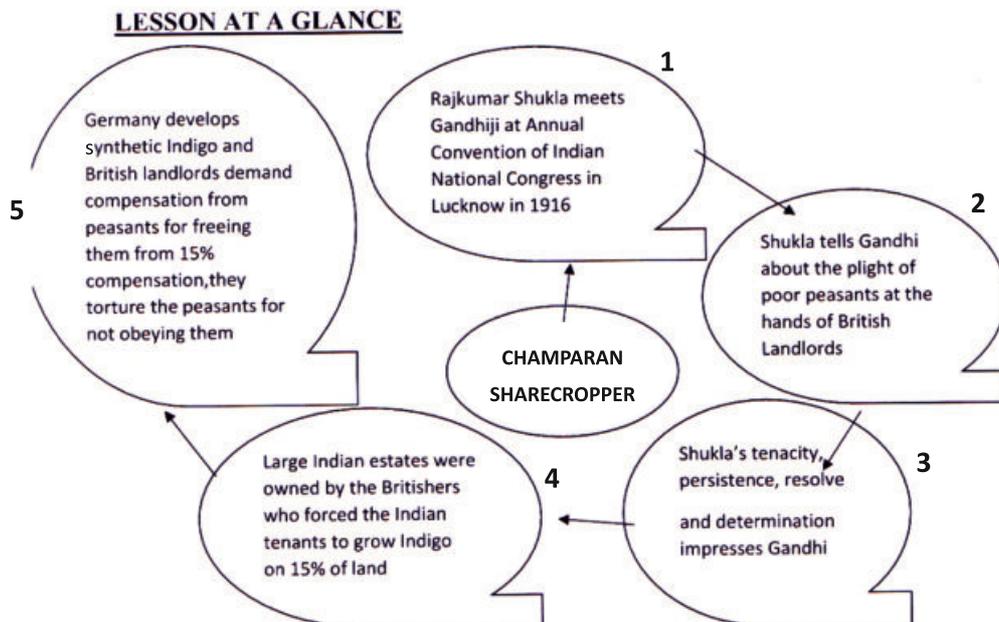
4. Do you sympathise with the peddler or ironmaster? Who do you feel is a victim of the social and economic changes in Sweden and why?

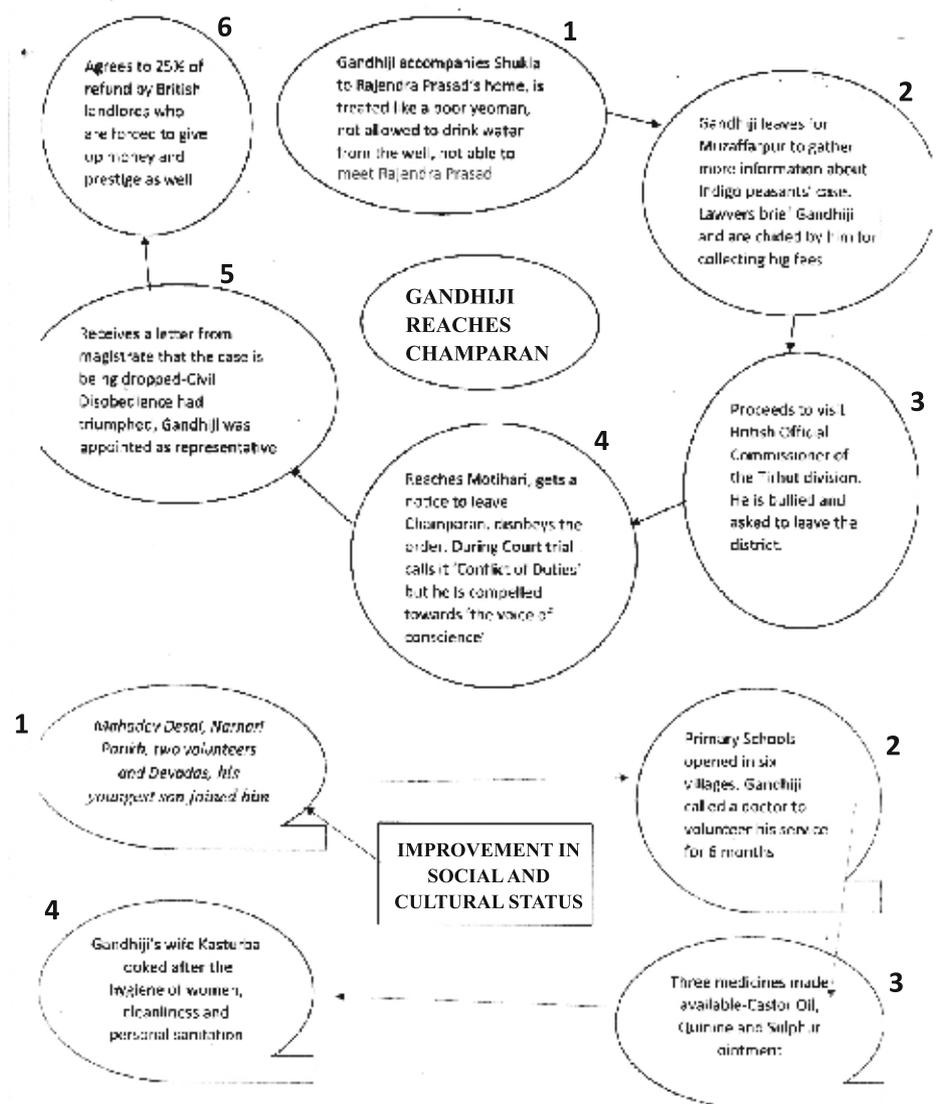
## 5.INDIGO

-By Louis Fischer

Louis Fischer reviews 'The Life of Mahatma' observing closely 'The Champaran episode'. Indigo is about how Mahatma Gandhi struggled for the underprivileged peasants of Champaran. A simple peasant's entreaty brings the historical change to learn courage and self-reliance to protest against the wrong doers for their rights.

Germany develops Synthetic Indigo and British landlords demand compensation from peasants for freeing them from 15% compensation. They torture the peasants for not obeying them





Read the passages and answer the questions that follow:

### RTC 1

1. "It was an extraordinary thing in those days," Gandhi commented, "for a government eminent professor to harbour a man like me." In smaller localities, the Indians were afraid to show sympathy for advocates of home rule.

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

- (i) because they were scared of lawyers
  - (ii) because he was advocating home rule
  - (iii) because he was not supporting the British Government.
  - (iv) As peasants feared that their land would be forcefully taken away.
2. The reference to the government professor in the extract is given for \_\_\_\_\_
  3. 'It was an extraordinary thing in those days.' Which extraordinary thing is being mentioned here'?
  4. Was the attitude of the average Indian towards the advocates of home rule justified and why?
  5. It is surprising that a government professor supported Gandhi because
    - a) Professors usually do not care about politics.
    - b) Gandhi was very unpopular.
    - c) Supporting Gandhi could lead to trouble with the British authorities.
    - d) The professor wanted to become famous.
  6. What does the fear of showing sympathy for home-rule supporters in smaller towns suggest about the political situation?

Ans: 1. (i)

2. Professor Malkani
3. Giving refuge to Gandhiji by a government professor at his place
4. Yes it was as during those days, the average Indian lived in the fear of the British. Though they were supportive of Gandhi, they did not show it explicitly.
5. c) Supporting Gandhi could lead to trouble with the British authorities.
6. It shows that the British government, controlled people through fear. Supporting the freedom movement could lead to punishment, so people stayed quiet even if they agreed with it.

## RTC 2

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

1. The officials felt powerless without Gandhi's co-operation as
  - (i) Gandhi justified the violent action of the peasants
  - (ii) Gandhi helped them to regulate the crowd
  - (iii) Gandhi persuaded the crowd to gather at the court premises
  - (iv) Both (ii) and (iii)

2. The government was baffled to see \_\_\_\_\_
3. Which style is being used by the author, when he says, "Apparently, the authorities wished to consult their superiors," sarcastic or persuasive and why?
4. How was Gandhiji's behaviour towards the British prior to the proposal of postponement of the trial?
5. Why did the British officials feel more confident?
6. What can we infer about the government's reaction when the prosecutor asked to postpone the trial?

### SHORT ANSWER QUESTIONS

1. Rajkumar Shukla was illiterate yet resolute. Justify the statement.

Ans. Raj Kumar Shukla was a sharecropper from Champaran. He was illiterate but resolute. He had come to the Congress session to complain about the injustice of the landlord system in Bihar. He was sure that Gandhiji would help them. He wanted Gandhiji to come to Champaran district. Gandhi told him that he was busy but he followed him everywhere he went and finally sought his consent.

2. Landlords exploited the poor peasants. Throw light on their behaviour towards the peasants.

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

3. 'Civil Disobedience triumphed for the first time in modern India'. Efforts of Gandhi were showing. Do you agree?

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

### SHORT ANSWER QUESTIONS FOR PRACTICE

1. What were the "conflict of duties" in which Gandhi was involved?

2. Gandhiji agreed to a settlement of 25% refund to the farmers? What in your opinion was more important for him?
3. The Champaran episode changed the plight of the peasants. Is the statement apt? Comment.
4. Why did Gandhiji oppose 'Charles Freer Andrews' proposed stay in Champaran ?Was the opposition justified'?

### COMPETENCY BASED LONG ANSWER QUESTION

1. 'The sharecroppers were at the mercy of the landlords. Gandhiji felt perturbed to see the plight of Indian peasants and the Champaran Episode became a turning point in his life.' In light of the above statement you as Gandhi express your grief at their plight and how you helped them win the battle of Champaran in a letter.

Hints: Sharecroppers, economically shattered, mercy of landlords, perturbed to see plight, gets justice.

Alleviates distress, mould a free Indian

Sabarmati Ashram, Gujrat

Date: October 12, 20xx

Ans. Dear all

Jai Hind

In this assembly I feel proud to tell you that the peasants of Champaran are now self-reliant, dauntless and confident. This was not the scenario earlier.

Sharecroppers in Champaran were working in the lands owned by the British landlords and were morally and economically shattered. The landlords were exploiting them continuously. I felt perturbed to see the plight of Indian peasants. I rendered my whole hearted support to them. I met the lawyers and also happened to come to an agreement in the compensation and fought successfully to get justice for the Champaran peasants. Champaran did not begin as an act of defiance. It grew out as an attempt to alleviate the distress of large number of poor peasants. The battle of Champaran was won. The peasants have obtained their shares and our dignity was intact.

I tried my best to mould a new free Indian who could stand on his feet and

thus make India free, be self-reliant and independent and I feel I have obtained success in this mission.

Thank you

Yours truly

Gandhi

## **COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE**

1. 'Freedom from fear is more important than legal justice for the poor'. Do you think the poor of India are free from fear after Independence. Write an article in about 100 words in relevance to the quote on 'Freedom from Fear'.
2. Gandhiji saw the social and cultural backwardness in the villages of Champaran. He writes a letter to his wife Kasturba telling her about the team of volunteers and steps he plans to take to solve this problem
3. Rajkumar Shukla was resolute and made consistent efforts to persuade Gandhi to go to Champaran.

Imagine yourself in a somewhat similar situation when you approach some dignitary to seek his help. Write the conversation that commences between the two of you.

You can begin this way:

Priya: Good morning Ma'am. I always wanted to meet you. There is some urgent matter to discuss-----

## **6. POETS AND PANCAKES**

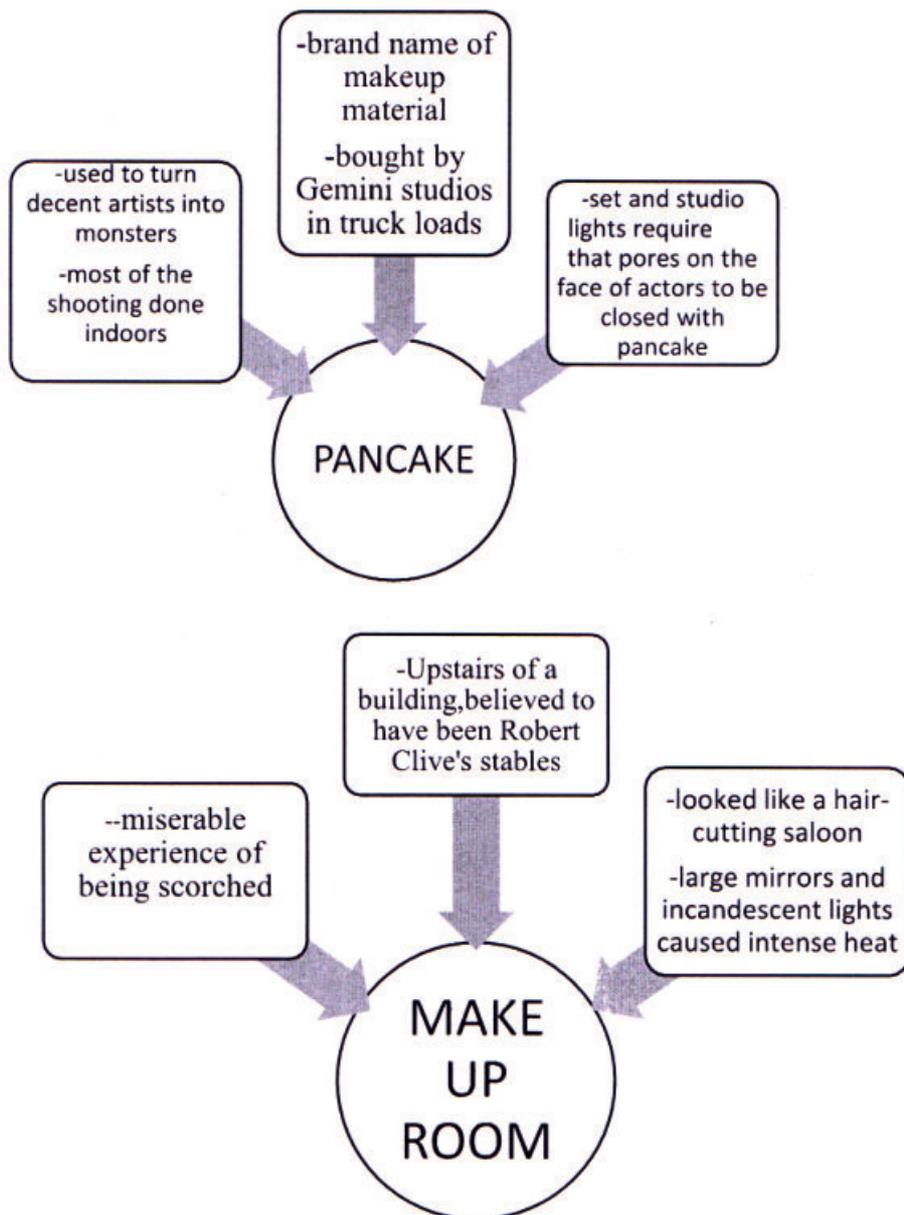
**-By Asokamitran**

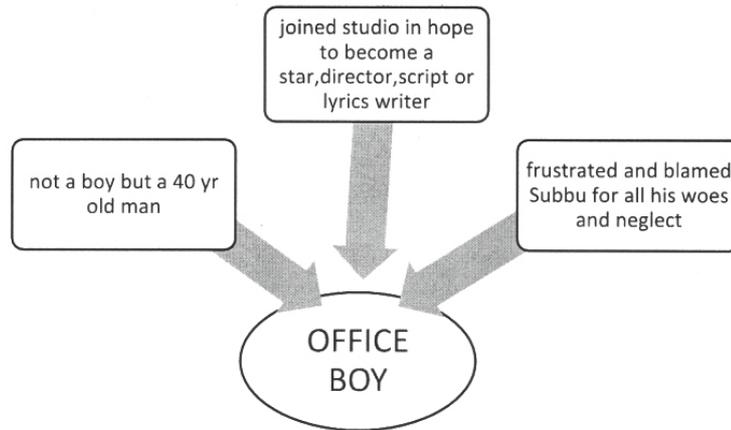
Gemini Studios of Madras (Chennai) and its founder, S.S. Vasan lent substance and quality to a fragile and unpredictable movie business. Poet and Pancakes, an excerpt from the book 'My Years with Boss' brings to life, the leading members, their talents and roles, their frustrations and ambitions.

The story revolves around the casteism of early 20<sup>th</sup> century India. It gives a panoramic view of the impact and affiliations of those parts of Gemini Studios with regard to Independent India in its infancy, communism and anti-communism.

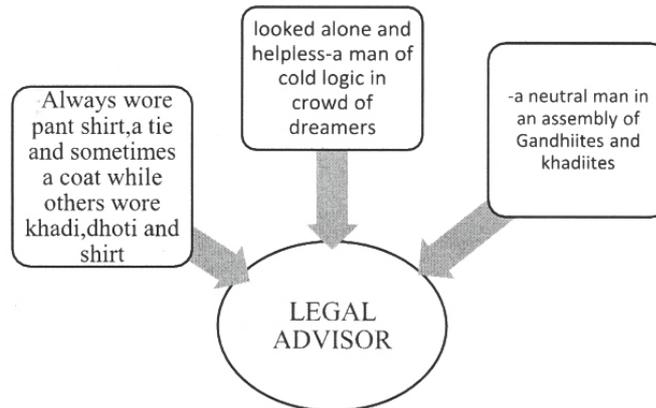
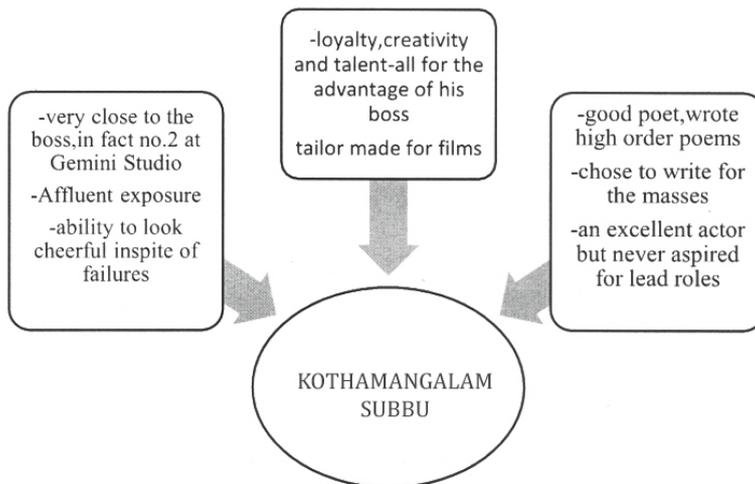
## LESSON AT A GLANCE

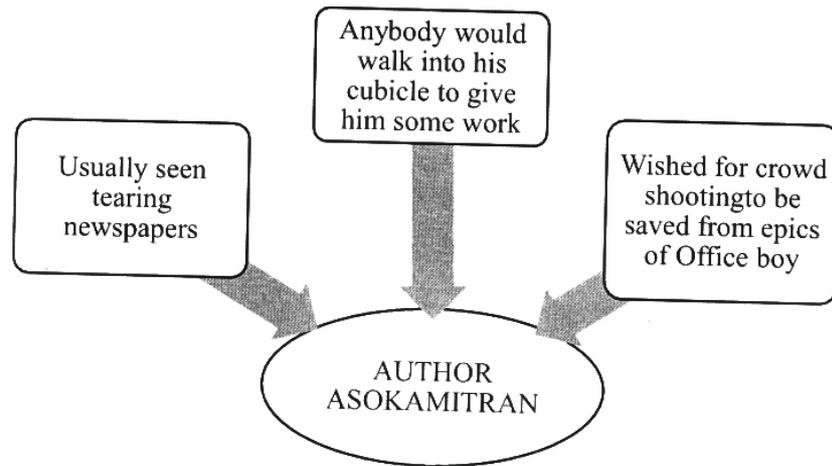
### MAKE UP DEPARTMENT





**STORY DEPARTMENT**





**Read the passages and answer the questions given below:**

### **RTC 1**

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

1. 'The Boss thought likewise too' implies that he
  - (i) also thought that he was industrious
  - (ii) never doubted his capability
  - (iii) had unflinching trust in him
  - (iv) thought the author was doing almost nothing
2. 'I' in the first line stands for \_\_\_\_\_
3. The boy in the make-up room felt disappointed. Why do you think it was so?

4. 'Two whole sides which were 'french windows'. What description do you attribute to the cubicle?
5. 'Tearing up newspapers day in and day out' suggests that the author \_\_\_\_\_
6. The Tone of the above lines is
  - a) ironical
  - b) sarcastic
  - c) Funny
  - d) agonising

Ans: 1. (iii)

2. the author Asokamitran
3. the boy aspired to become an actor or scriptwriter but was enrolled in make up department so he was upset and did not like the job he was doing.
4. There were door-sized windows on two sides of the cubicle for ample natural light and fresh air.
5. The author collected information regarding film industry to update Gemini Studios' administration with latest happenings
6. (b) sarcastic

### RTC 2

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

1. "This man' refers to \_\_\_\_\_ in the extract.
2. Which of the following traits reveal Subbu's character?
  - (a) Cheerful
  - (b) orthodox
  - (c) sycophant
  - (d) jealous
  - (i) a and b
  - (ii) c and d
  - (iii) a and c
  - (iv) b and d
3. Why do you think he had to face uncertain times?
4. Give a synonym for the word 'embarrassment' from the passage.
5. What was the reason of frustration of the office boy?
6. Who had an encouraging opening in films?

## SHORT ANSWER QUESTIONS

1. Do you agree the make-up room of Gemini Studios looked like a hair cutting salon? Elucidate.

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

2. There was a great deal of national integration prevalent in the make-up department. How has the author portrayed this through the lesson 'Poets and Pancakes'?

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

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

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

## SHORT ANSWER QUESTIONS FOR PRACTICE

1. A hierarchy was followed in the Make-up Department which excites the readers. Elaborate.
2. What was the common perception of people associated with Gemini Studios about Communism? Give your views in light of the lesson 'Poets and Pancakes'.

3. The Englishman faced a silent and dazed audience. Why in your opinion was it so?
4. Why is the Englishman's visit referred to as unexplained mystery?

### **COMPETENCY BASED LONG ANSWER QUESTION**

1. Subbu is a multi-faceted person and yet has enemies. He is upset and shares his thoughts with his diary.

Begin this way:

Dear Diary

I am a multifaceted person and yet I have enemies. Few of the team members are envious of me.

Ans.

Date: November 11, 20xx

Dear Diary

I am a multifaceted person and yet I have enemies. Few of the team members are envious of me. Perhaps it is so as I am close to the boss and number 2 at Gemini Studios but I have never boasted about it. I often ponder about this. I agree I have had exposure to more affluent situations and people by virtue of being born a Brahmin but have never flaunted. I remain cheerful in spite of failures. My loyalty, creativity and talent are appreciated by the boss. I do not flatter him at all. Then why this aversion towards me. I am tailor-made for films, film making is so easy with me around,' everyone says. I am a good poet and writing poems of higher order are the other inherent qualities in me. I chose to write for the masses. I have written a sprawling novel 'Thillana Mohanambal' with dozens of etched characters. Though I am an excellent actor, I have never aspired for lead roles.

In spite of being a charitable and improvident man, I fail to understand why I have enemies.

### **COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE**

1. The legal advisor unwittingly brought about a sad end to the acting career of a talented actress. He expresses his regret to the actress.

Imagine yourself in the place of legal advisor and write a letter to her.  
You can begin this way:

Gemini Studio's

Madras

Date: November 15, 20xx

Dear Saira

Your talent is worth appreciating. I realized your potential but often—

2. Kothamangalam Subbu gave definition and direction to Gemini studios. As Kothamangalam write an article on 'My Pivotal Role in Film-Making' in 120 words.

Hints: Set up of Gemini studios, large team, sincere efforts, Subbu inspired team. Film-making so easy for Subbu, poet. writer, amazing actor.

## 7. THE INTERVIEW

**-By Christopher Sylvester**

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

### POINTS TO REMEMBER

#### PART I

1. Interview has become a commonplace of journalism. Opinions on the functions, methods and merits of Interview vary considerably.
2. Some claim it to be the highest form, a source of truth and in its practice, an art.
3. Some despise the interview as an unwarranted intrusion into lives, which diminishes their personality.
4. S. Naipaul feels that some people are wounded by interviews and lose a part of themselves.
5. Lewis Carroll never consented to be interviewed for he believed it to be 'a just horror of the interviewer' Rudyard Kipling considered it "Immoral, a crime, an assault that merits punishment".

6. G. Wells referred interviewing to be an 'ordeal'.
7. Saul Bellow describes it like 'thumbprints on his windpipe'.
8. Despite the drawbacks interview is a supremely serviceable medium of communication. Interviews are the most vivid impression of our contemporaries and the interviewer holds a position of unprecedented power and influence.

## **PART II**

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

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

### **RTC 1**

1. So it is hardly surprising that opinions of the interview-of its functions, methods, and merits vary considerably. Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person's soul.
1. One inevitable part of journalism mentioned here is
  - (i) article writing
  - (ii) photography
  - (iii) interviews
  - (iv) news

2. The matter of surprise here is that what varies are \_\_\_\_\_
3. What are the claims made by some people regarding interviews here?
  - (i) this is the best way to extract truth
  - (ii) this way celebrities listen to media
  - (iii) this is the easiest way to communicate
  - (iv) it is the best practice
4. What does the line "photographic portrait of somebody then one is stealing that person's soul" mean?
5. Those who make extravagant claims for interview must be \_\_\_\_\_ (against/in favour of) interviews.
6. Those who consider themselves as victims of interviews are usually \_\_\_\_\_

**ANSWERS:**

1. (iii) interviews
2. opinions of the interview
3. (i) this is the best way to extract truth.
4. This means stealing the original identity of the person.
5. in favour of
6. celebrities

**RTC2**

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

1. \_\_\_\_\_ is propagating the idea of interstices in the above lines.
2. What is Eco's ideas of empty spaces?
  - (i) Time Management
  - (ii) Spontaneous thought
  - (iii) Organisation of space
  - (iv) All of these
3. The word 'Similarly' shows a comparison between two things. What do you think these are?
4. Why are interstices important in the Universe? Give your opinion.
5. In the phrase, "I am waiting for you", who is waiting for whom?
6. An interstice in the above lines is
  - (a) journalist coming to meet Eco
  - (b) journalist using an elevator
  - (c) Eco waiting for the journalist
  - (d) duration for which Eco waits and writes.

## SHORT ANSWER QUESTIONS

1. After reading the lesson, what according to you are some of the positive views on interviews?

Ans. Some of the positive views on interviews are:

- (a) The interview has become a commonplace of journalism.
  - (b) In its highest form an Interview is a source of truth and in practice, it is an art.
  - (c) An interview is a supremely serviceable medium of communication.
2. What do you understand by the expression "thumbprints on his windpipe"?

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

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

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

## SHORT ANSWER QUESTIONS FOR PRACTICE

1. 'Most celebrity writers hate to be interviewed.' Is that so? Why?
2. Umberto Eco does not prefer to be called only a novelist. Is the statement justified?
3. What according to Mukund, is a marked departure from academic style?
4. In your opinion, what is the reason for the huge success of the novel, "The Name of the Rose"?

## COMPETENCY BASED LONG QUESTION

1. Salient points emerged about Umberto Eco and his writings through his interview by Mukund Padmanabhan. Imagine you are Eco and are interviewed by Mukund. Begin the interview this way:

**Eco:** I started writing novels by accident, had nothing to do one day and so I started.

**Mukund:** What did you start with?

**Eco:** Novels as \_\_\_\_\_

**Ans:** Eco: I started writing novels by accident, had nothing to do one day and so I started.

**Mukund:** What did you start with?

**Eco:** Novels as they satisfied my heart. I write from my heart, writing being my passion I find time anyhow or other to satisfy my passion.

**Mukund:** How do you get time for writing?

**Eco:** We have a lot of empty spaces in our lives. I call these empty spaces as 'interstices'. I work in empty spaces and find time to write so much.

**Mukund:** Your essays are scholarly and narrative.

**Eco:** I like to be identified more as a university professor who writes novels. My novel 'The Name of the Rose', was a serious novel. The novel enjoyed a mass audience.

## **COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE**

1. The author Christopher says that it is hardly surprising that opinions on Interviews vary. Write a debate in 120 words on 'Interviews are intrusions in life'
2. The interviewer Mukund Padmanabhan has been asked to produce a short report of the interview. Write this report on his behalf in 120 words. You can begin this way—

### **REPORT**

27 April 2025

#### **The Interview**

**Report by: Mukund**

An interview was conducted by me on 26 April 2025 in the library to find out \_\_\_\_\_

## **GOING PLACES**

**-A.R. Barton**

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

### **POINTS TO REMEMBER**

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

### **CHARACTERS**

#### **Sophie's Dad**

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

#### **Sophie's brother - Geoff**

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

#### **Sophie**

- Lives in a world of her own fantasy.
- Sophie is fond of hero worshipping and fantasizing.
- Sophie's hero is an Irish player, Danny Casey.
- dreams of meeting him.
- obsessed about meeting him, makes up stories about her meeting with him.

- starts believing her imagination as real.
- nobody believes her, feels disappointed.

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

### **RTC 1**

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

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

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

Choose the most appropriate combination

- (i) (a) and (b)
  - (ii) (b) and (d)
  - (iii) (c) and (d)
  - (iv) (a) and (c)
2. "Ireland will win the World cup". These words were spoken by \_\_\_\_\_
  3. What was 'Something special just between them' meant to be?
  4. Sophie is obsessed about the prodigy, Daney Casey. What does the obsession symbolize?
  5. "I wish he was an Englishman". Who does 'he' refer to?
  6. Where has the father gone and why?

### ANSWERS:

1. (iii)
2. little Derek
3. a secret between Sophie and Daney Casey as she believed so.
4. Danny Casey is in her talks, in her imagination to the extent she feels she has met him. The obsession symbolizes her hero worshipping.
5. Danny Casey.
6. Pub/to celebrate

### RTC 2

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

1. 'Words had to be prized out of him like stones'. The phrase indicates that Geoff was
  - (i) stubborn
  - (ii) rigid
  - (iii) secretive
  - (iv) a silent worker
2. Why was Sophie jealous of Geoff's silence?
3. 'She suspected areas of his life'. Which specific areas are being referred to here?
4. Why docs Sophie trust her brother?
5. In which proffession was he engaged in? Where did he travel to?
6. Find the word from the passage which is the synonyan of 'beginner'.

### SHORT ANSWER QUESTIONS

1. Sophie lives in a world of dreams. What do you think are her aspirations?

Ans. Sophie lives in a world of dreams. She aspired to have a boutique after leaving school. She told her friend Jansie that in order to save

money, she would work as a manager. She also toyed with the idea of working as an actress.

2. Sophie's reaction was of dread when Geoff told their father that she had met Daney Casey. Why was it so?

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

3. Sophie did not want Jansie to know about her story with Danny. What does this reveal about Jansie's character?

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

### **SHORT ANSWER QUESTIONS FOR PRACTICE**

1. Jansie discouraged Sophie from having daydreams. Was she right in doing so?
2. How is Geoff different from Sophie? Compare and contrast between the two.
3. Why did Sophie go to a lonely arcade at night?
4. Did Danny Casey come to meet Sophie? Had he promised to meet her or was it an illusion?
5. What made Danny Casey a popular celebrity?

### **COMPETENCY BASED LONG ANSWER QUESTION:**

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

**Ans.** Self-Deception leads to Depression

By: Jansie

Teenagers at their tender age often live in a world of waking dreams. Sophie

lives in a world of fantasy, a world of unrealistic dreams which tend to distract one from their goals in life. Such make-believe world leads to disappointment at some point of time in life.

She worships her soul's hero Danny Casey, a football prodigy. In her dreams she fantasizes being on a date with him and gets upset when realization dawns upon her.

Teenagers at this stage may develop mental disorders or get depressed. This self-deception leads to frustrated personality, creates complexes and are the causes of failure in the tasks they undertake. Their thinking is immature, they make excuses and find reasons to fulfil their dreams. There is a need to line in the realistic world so that they do not lead to a miserable state such as depression or anxiety. It is the moral duty of the parents and teachers to counsel them. Peer group needs to bring them out of this mess rather than joining hands and encourage them while they are going astray.

I made it a point to inhibit her at every step as a true friend.

### **COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE:**

1. Fantasy / Dreaming high is a way to touch the flying colours of success. What is needed to choose 'Right Career for Teenagers' to realize these dreams? Envelope your ideas in the form of a speech to be spoken in the morning assembly to create awareness in the students of your school

**Hints :** Dream high, good to have aspirations, soar in limits ,choose the apt career, be steady, work tirelessly, seek proper guidance, achieve the target

2. Every successful person has a role model in his life. As a XII board topper you were asked in an interview by a newspaper reporter Reena about your role model who guided you in your quest for success. Draft the interview. You can begin this way-

**Reena :** Hello Simran. Heartiest Congratulations for the Outstanding achievement.

**Simran :** Thanks Ma'am. I am elated and \_\_\_\_\_

## POETRY

### POETIC DEVICES

#### Poetic devices are:

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

Poetic devices used in the poems are:

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

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

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

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

Example- 'An endless fountain of immortal drink'

(Poem - A Thing of Beauty)

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

Example- 'Smile, smile and smile'.

(Poem - My mother at Sixty-Six)

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

Example- 'sleek Chivalric certainty' - (Poem Aunt Jennifer's Tigers)

5. **HYPERBOLE**- is an obvious and intentional exaggeration.  
'Massive weight of uncle's wedding band. (Poem - Aunt Jennifer's Tigers)
6. **PERSONIFICATION**- is the attribution of personal nature or human characteristics to something not human, or the representation of an abstract quality in human form. Personification is used to help the reader create a clearer mental picture of the scene or object being described. Example 'pathetically pled (poem- 'A Roadside Stand)
7. **OXYMORON**- is a combination of two words that, together, express a contradictory /opposite meaning. This device is often used for emphasis, for humour or to create pressure/sarcasm. Example- beneficent beasts of prey (poem-A Roadside Stand)
8. **TRANSFERRED EPITHET**-a figure of speech wherein an adverb or adjective is transferred from a noun to which it belongs, to a noun with which it fits only grammatically, but not logically or practically. Example- 'selfish cars' (Poem-A Roadside Stand)
9. **IMAGERY**- is when an author describes a scene, thing, or idea so that it appeals to our senses (taste, smell, sight, touch, or hearing). This device is often used to help the reader clearly visualize the context and content by creating a strong mental picture. Example- 'children spilling' (poem-My Mother at Sixty six)
10. **SYMBOLISM**- refers to the use of an object, figure, event, situation, or other idea in a written work to represent something else- typically a broader message or deeper meaning that differs from its literal meaning. The things used for symbolism are called "symbols," and they'll often appear multiple times throughout a text, sometimes changing in meaning as the plot progresses. Example- 'wedding band' (poem-Aunt Jennifer's Tigers)

## POETRY

### MY MOTHER AT SIXTY-SIX

-By Kamala Das

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

#### POINTS TO REMEMBER:

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

### **POETIC DEVICES**

SIMILE-face ashen like that of a corpse, PERSONIFICATION-trees sprinting, METAPHOR and IMAGERY -children spilling

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

Winter's moon symbolises frail health, decay and death

IRONY-See you soon Amma and her prolonged smile is ironical as they are in sharp contrast to the fear and agony the poetess experiences.

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

#### **RTC 1**

1. I looked again at her wan, pale  
as a late winter's moon  
and felt that old  
familiar ache, my childhood fear  
but all I said was,  
see you soon, Amma  
all I did was smile  
and smile and smile.
1. The parting words of the poet, "see you soon, Amma" suggest her \_\_\_\_\_
  - (i) passion
  - (ii) ache
  - (iii) happiness
  - (iv) love
2. "...all that the poet did was smile and smile and smile..." She is trying to \_\_\_\_\_
3. State which statement is true:  
The mother has been compared to the late winter's moon as this
  - (i) refers to her pale and wan appearance
  - (ii) emphasizes that the mother is inching close to death
  - (iii) emphasizes the mother is old at the age of 66
  - (iv) refers to the dark clouds which hide the moon
4. 'felt that old familiar ache'. The poet has used the word 'old' here. What phase of her life is being referred to?

5. 'My Childhood fear', ' Which childhood fear' is being referred here?
6. '.....see you soon Amma,' What does the parting words suggest?

**ANSWERS: 1 (ii)**

2. **conceal/hide her pain behind her smile**
3. **(i)**
4. **Childhood. She used to get upset when she found her mother missing at home.**
5. The poet's childhood fear is that of death and decay. She is concerned about her mother's old age and decaying health.
6. This expression of has suggests that through she was aware that her mother was quite old and weak, yet she could do nothing about it. She could not communicate her true feelings to her mother.

**RTC 2**

2. and realised with pain  
that she was as old as looked  
but soon put that thought away and  
looked out at Young  
Trees sprinting, the merry children spilling  
out of their homes,  
but after the airports, security, check, standing a few yards away.
1. 'Put that thought away'. Which thought is being referred to here?
  - (i) merry children spilling out
  - (ii) thought of losing her mother
  - (iii) the inactive state of the mother
  - (iv) none of these
2. The poet looked out of the window to \_\_\_\_\_
3. What do young trees and merry children signify?
4. Did 'looking out' help the poet?
5. What does she notice in the world outside?
6. What are the many children symbolic of? \_\_\_\_\_
  - (i) exuberance of youth
  - (ii) positivism
  - (iii) optimisim
  - (iv) hopeful

**SHORT ANSWER QUESTIONS**

1. Which poetic device is used in "Trees Sprinting' and why?

**Ans.** The poetic device used is Personification. The poet gives an imagery of the trees moving fast with the pace of the poet's car as all objects

at a distance appear to be moving while our vehicles are moving at a speed.

2. The poet's mother is compared to the late winter's moon. Is the comparison justified?

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

3. 'See you soon Amma'. What farewell note do these words convey?

**Ans.** The poem ends on an optimistic note with these words conveying assurance that the poet will meet her mother the next time she comes.

### **SHORT ANSWER QUESTIONS FOR PRACTICE**

1. What is the mood of the poet while departing from the airport?
2. What was the dilemma in the poet's mind?
3. What does the poet compare her mother's face with? Is anything bothering her at the moment?
4. What does the poem revolve around?

### **COMPETENCY BASED LONG ANSWER QUESTION**

1. The poet brings out the irony of human relationships in the poem 'My Mother at Sixty-Six'. Give a pen-picture.

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

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

### **COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE**

1. Bring out the significance of the title 'My Mother at Sixty-Six'.

2. The poem shows a daughter's love and worry for her mother as she starts aging.

The poet Kamala Das writes a letter to her old mother that she will be coming again soon. You as her mother mail in a reply expressing your joy in 100 words.

### **KEEPING QUIET** **-By Pablo Neruda**

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

#### **POINTS TO REMEMBER**

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

- The earth is calm and soothing. Things appear to be dormant but are constantly active.
- The poet states that we must try to understand what life means in terms of activities i.e., which actions are worthy of being done, and which are not.

### **POETIC DEVICES:**

#### **ALLITERATION-**

1. 'sudden strangeness'
2. 'hurt hands'
3. 'clean clothes'

**REPETITION-** 'without rush, without engines'

#### **SYMBOLISM-**

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

**PERSONIFICATION-** 'Earth can teach us as when everything'

**METAPHOR-** 'Shade' refers to protection

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

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

#### **RTC 1**

1. Those who prepare green wars,  
wars with gas, wars with fire,  
victory with no survivors,  
would put on clean clothes  
and walk about with their brothers  
in the shade, doing nothing.

1. **Whom does "Those" refer to?**
  - (i) Politicians, statesmen, scientists
  - (ii) politicians, people, scientists
  - (iii) statesmen, scientists, people
  - (iv) statesmen, people, scientists
2. **Which statement is true**  
**Green wars are-----**
  - (i) wars done wearing green clothes
  - (ii) wars with a green signal
  - (iii) harm caused by men to environment
  - (iv) wars against mankind
3. **"Victory with no survivors" means-----**
  - (i) everybody will die
  - (ii) no survivors to enjoy victory
  - (iii) a person who can cope with difficulty
  - (iv) victory you cannot enjoy
4. **What ideal situation is the poet suggesting?**
5. Complete the sentence using appropriate words  
The people who participate in wars should \_\_\_\_\_
6. Based on the extract, select the correct option with reference to statement -1 and statement 2.  
Statement - 1. Not every win is a triumph.  
Statement - 2. Self reflection is crucial to evolution.  
(A) Both statement 1 and 2 statement 2 are false  
(B) Both statement 1 and statement 2 are true  
(C) Statement 1 is the result of statement - 2  
(D) Statement 2 is the result of statement - 1

**Answers:**

1. (i)
2. (iii)
3. **nobody living to enjoy the victory.**
4. **The ideal situation suggested by poet is people relaxing under shady trees.**
5. Start afresh / adopt peace.
6. (B)

**RTC 2**

2. What I want should not be confused with total inactivity. O brief  
Life is what it is about; I want no truck with death  
If we were not so single-minded about keeping our lives moving,  
and for once could do nothing

1. What does "total inactivity" mean?
  - (i) death
  - (ii) stillness
  - (iii) permanent suspension of work
  - (iv) temporary stillness
2. "I want no truck with death" means \_\_\_\_\_
3. What does "for once could do nothing" imply?
4. What does the poet wish to convey to his readers in this stanza? Give two words/phrases only to brief about the idea.
5. What according to the poet, life is all about?
6. What confusion or misunderstanding does the poet want to clear?

### **SHORT ANSWER QUESTIONS**

1. 'If we were not so single-minded about keeping our lives moving.' What do you infer from this line?

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

2. How is inactivity different from death?

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

### **SHORT ANSWER QUESTIONS FOR PRACTICE**

1. Why does the poet ask the readers to "keep still"?
2. What changes does the poet expect on the face of the Earth?
3. The count of number twelve is repeated in the poem. According to you what is the significance of the number twelve in this poem?
4. Explain "not moving our arms so much".

### **COMPETENCY BASED LONG ANSWER QUESTION**

1. In the poem 'Keeping Quiet' Pablo Neruda talks about sadness. As Pablo write an article on 'Why this sadness?'

You can begin this way-

### **Why this Sadness?**

**-Pablo Neruda**

Human beings are in a mad rush to achieve their targets. Sadness emerges. Why this sadness? -Pablo Neruda.

**Ans.** 1. Human beings are in a mad rush to achieve their targets. Sadness emerges from never being able to understand themselves.

They do not spare few moments of exotic peace and introspection. Also, sadness arises as Man has become avaricious for power, money and materialistic things. This single desire to conquer all elements has been trampling nature which supports man. In this rat race Fishermen are exploiting nature for their vested interests and so are the men gathering salt who are hurting their hands in the greed to gather more salt.

The consequences are grave, and this I insist can be resolved if we keep still for some moments. The pall within us will no longer be there.

### **COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE**

1. The single mindedness of human beings may be the undoing of Man. Comment.
2. Man causes harm to mankind and nature in several ways. Elaborate in the form of a speech in about 120 words.

### **A THING OF BEAUTY**

**-John Keats**

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

### **POINTS TO REMEMBER:**

- A beautiful thing is eternal, never loses its charm and has a lasting

impression on our minds. The poet equates beauty to happiness.

- By 'Beauty' Keats means the sun, moon, old and young trees that give shade, clear rills, musk rose. These all have the power to uplift man's spirit by providing sense of peace and serenity.
- Life is full of trials and tribulations, dearth, sadness, disappointments, death of noble values among people. Man's life becomes worth living because of beautiful things which flash upon mind's screen to lift the veil of gloom.
- Grand legacies of the mighty dead and the lovely tales have sublimating effect on man.

### **POETIC DEVICES**

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

**ALLITERATION-** noble natures, cooling covert, band to bind.

**PERSONIFICATION-** 'inhuman dearth'

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

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

#### **RTC 1**

1. We have imagined for the mighty dead.  
All lovely tales that we have heard or read.  
An endless fountain of immortal drink,  
Pouring unto us from the heaven's brink.
1. 'All lovely tales evoke the feeling of:  
(i) sadness and nostalgia  
(ii) nostalgia  
(iii) inspiration and pride  
(iv) pride
2. The phrase immortal drink refers to -----
3. The rhyme scheme of the above extract is:  
(i) aabb  
(ii) abab  
(iii) aaab  
(iv) abbb

4. What is the poetic device used in the line - "An endless fountain of immortal drink, Pouring unto us from the heaven's brink"?
5. Assertion (A): The poet refers to the tales of the "mighty dead" as an "immortal drink."  
Reason (R): These tales are temporary and forgotten with time.
  - a) Both A and R are true, and R is the correct explanation of A.
  - b) Both A and R are true, but R is not the correct explanation of A.
  - c) A is true, but R is false.
  - d) A is false, but R is true.
6. What can be inferred about the poet's view of stories and legends about the "mighty dead"?
  - a) They are a burden on future generations.
  - b) They serve as an everlasting source of inspiration and beauty.
  - c) They are merely fictional and lack value.
  - d) They confuse people with conflicting messages.

**Answers: 1.(iii) 2. a life-giving force 3(i) 4. imagery**

5. c) A is true, but R is false.
6. b) They serve as an everlasting source of inspiration and beauty.

**RTC 2:**

2. Yes. in spite of all,  
Some shape of beauty moves away the pall  
from our dark spirits. Such the sun, the moon.  
Trees old and young, sprouting a shady boon  
For simple sheep, and such are daffodils.  
With the green world they live in, and clear rills  
That for themselves a cooling covert make  
'Gainst the hot season.
1. What does 'all' in the first line refer to?
  - (i) people
  - (ii) the green world
  - (iii) things of beauty
  - (iv) nature
2. The clear streams provide -----
3. Name the poetic device used in the phrase 'cooling covert'.
4. Nature has immense things that move away the pall from our dark spirits. Suggest any two.
5. How does the poet use nature to convey the idea of beauty lifting the human spirit?
  - a) By showing how natural elements like the sun and moon distract people from their problems.
  - b) By describing how elements of nature provide comfort, shade, and joy that remove sorrow from our lives.
  - c) By emphasizing that only young trees and daffodils have real beauty.
  - d) By suggesting that beauty is found only in grand, powerful things.
6. Write the rhyming scheme of the first four lines.

### **SHORT ANSWER QUESTIONS**

1. 'A thing of beauty is a joy forever.' What does the poet convey to his readers through this quote?

**Ans.** The poet conveys that a thing of beauty is eternal. Its beauty increases with time and it always gives pleasure to its beholder. It gives everlasting joy.

2. What do you understand by the line 'Its loveliness increases with time'?

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

3. How does nature affect us all?

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

### **SHORT ANSWER QUESTIONS FOR PRACTICE**

1. Suggest reasons as to how beauty enriches the human beings.
2. Why is grandeur associated with the mighty-dead? Why is it so?
3. How does the poet explain that the beauty that we see is not short-lived?
4. What makes human beings love life in spite of troubles and sufferings?
5. What symbol is associated with the 'simple sheep'? Does it have any significance?

### **COMPETENCY BASED LONG ANSWER QUESTION**

1. John Keats uses images to describe the beautiful bounty of the Earth. Write an article in 120 words 'Keats perception of Beauty'.

**Ans.** Keats Perception of Beauty

By:XYZ

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

By 'Beauty' Keats means the sun, moon, old and young trees that give shade, clear rills that provide coolness against the hot season, musk roses and daffodils. Grand legacies of the mighty dead and the lovely

tales have sublimating effect on man. These all have the power to uplift man's spirit by providing sense of peace and serenity.

### **COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE**

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

### **A ROADSIDE STAND**

**—Robert Frost**

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

### **POINTS TO REMEMBER:**

- The rural folk have erected a roadside stand by adding a shed to an old house by the side of the road. They sell berries, squash, etc.
- The 'polished' city people feel irritated at the shabby stand which is clumsily painted and the signs turned into wrong direction.
- The roadside people have self-respect; their aim is not to beg but to earn some cash to improve their living standard.
- The rural folk are promised a better life by relocating them near cities and rehabilitating them.
- But the 'greedy good doers' and 'beneficent beasts of prey' (politicians, etc) exploit and cheat these honest, hardworking rural people.
- The stand owners suffer a 'childish longing' i.e., a desire that city

people would stop and purchase a few items, thus helping them to earn hard cash. But this longing is 'vain'(useless) as the car owners stop only to enquire about fuel, or where the road was leading to and for taking a U-turn.

- The poet feels the pain and disappointment of the people at 'Roadside stand'.

### **POETIC DEVICES:**

#### **ALLITERATION—**

1. gallon of gas
2. greedy good-doers

#### **TRANSFERRED EPITHET—**

1. polished traffic (the traffic is not polished, people are polished)
2. Selfish cars

#### **METAPHOR—**

1. the flower of cities from sinking
2. withering faint.

#### **OXYMORON AND ALLITERATION—**

1. greedy good doers
2. beneficent beasts of prey

#### **PERSONIFICATION:**

1. A roadside stand that too pathetically pled (also Alliteration).
2. Sadness that lurks near the open window there/ that waits all day.
3. Voice of country.

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

#### **RTC 1**

1. Sometimes I feel myself I can hardly bear  
The thought of so much childish longing in vain,

The sadness that lurks near the open window there.  
That waits all day in almost open prayer  
For the squeal of brakes, the sound of a stopping car.  
Of all the thousand selfish cars that pass,

1. **The poet cannot bear to think that country folks**
  - (i) are lured with false promises
  - (ii) are sitting in the open
  - (iii) are not able to sell their products
  - (iv) are hungry as nobody is there to provide food
2. "Childish longing" here means-----
3. Why do you think are the "longings" been termed "in vain"?
4. The people driving cars are conceited. Is the statement apt?
5. The poetic device in 'selfish cars is \_\_\_\_\_
6. Why does the 'squeal of breaks' or 'the sound of stopping of a car' is being played for?

**Answers:**

1. (i)
2. country folks have many unfulfilled wishes and desires.
3. The "longings" have been termed as "vain" because they will never be fulfilled.
4. Yes, the people driving cars are conceited as they stop only to enquire their way and fill gas from gas station.
5. transferred epithet
6. They pray so that the people stop and buy something from them

**RTC 2**

2. To put these people at one stroke out of their pain. And then  
next day as I come back into the sane.  
I wonder how I should like you to come to me and offer to  
put me gently out of my pain.
1. Who are "these people" in the first line?
  - (i) the vendors
  - (ii) the country folk
  - (iii) the travellers

- (iv) the city folk
2. "These people" can be put out of their pain by -----
  3. What in your opinion does the poet realize when he comes "back into the sane"?
  4. How can the poet also feel relieved? Suggest.
  5. In the phrase 'you come to me', you is being referred to \_\_\_\_\_
  6. What does 'at one stroke' suggests?

### **SHORT ANSWER QUESTIONS**

1. Why and where was the roadside stand set up? Was it set with some hope?

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

2. The poet refers to intense and futile desires of owners of roadside stand. What does the poet wish to express through the words 'intense' and 'futile'?

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

3. Which things do you feel irritated those passers-by who stopped at the Roadside Stand?

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

### **SHORT ANSWER QUESTIONS FOR PRACTICE**

1. Describe the attitude of the city folk who passed by the roadside stand.
2. What did the city folk complain about these stands? Was the complaint justified?
3. Why did rural people put up roadside stand? Suggest their motive behind this.

4. The Government played a role in their lives. Was it an intervention or for their betterment?

### **COMPETENCY BASED LONG ANSWER QUESTION**

1. What does the life of the ‘moving pictures’ imply? Give a vivid description in your own words.

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

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

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

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

### **COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE**

1. The ‘Greedy good doers and beneficent beasts of prey’ exploit these hard-working rural people. After observing these malpractices you plan to write what you viewed in your diary

You may begin like this:

Dear Diary

I happened to visit the roadside stand. A number of vendors with different stalls were eagerly -----

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

## **AUNT JENNIFER'S TIGERS** **-Adrienne Rich**

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

### **POINTS TO REMEMBER**

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

### **POETIC DEVICES**

**ALLITERATION-** fingers fluttering, prancing proud,

**IMAGERY-** bright topaz denizens

**SYMBOLISM-** 'Tigers'-freedom of spirit

"Aunt Jennifer"-women suppressed in a patriarchal society

'Wedding band'- oppression in marriage

"uncle"-male chauvinism



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

**RTC 1**

1. Aunt Jennifer's tigers prance across a screen.  
Bright topaz denizens of a world of green  
They do not fear the men beneath the tree;  
They pace in sleek chivalric certainty.
1. The poetic device in the last line is
  - (i) Rhyming
  - (ii) Alliteration
  - (iii) Simile
  - (iv) Metaphor
2. **Which statement is true**  
Aunt Jennifer presently is
  - (i) trembling with fear.
  - (ii) embroidering tigers on a piece of cloth.
  - (iii) standing with the tigers under the tree.
  - (iv) dancing with the tigers under the tree.
3. **The tigers symbolize ----- and ----- .**
4. **Identify the traits of the tigers in contrast with aunt's own married life**
  - (i) tigers are fearless and chivalric whereas aunt's life is weak and timid.
  - (ii) tigers are dangerous and strong whereas aunt's life is weak and hopeless.
  - (iii) tigers are prancing around whereas aunt is sitting embroidering.
  - (iv) tigers are dancing under the trees whereas aunt is sitting terrified and afraid.
  - (v) Why are the tigers described as denizens of a world of green?
  - (vi) Why are they (the tigers) not afraid of the men?

**Answers: 1(ii) 2(ii)**

3. fearlessness and self-confidence
4. tigers are fearless and chivalric whereas aunt's life is weak and timid
5. As they are the native of dense green forests.
6. As they are brave, strong, fearless and full of confidence.

**RTC 2**

2. When Aunt is dead, her terrified hands will lie  
Still ringed with ordeals she was mastered  
by.  
The tigers in the panel that she made  
Will go on prancing, proud and unafraid.

1. What is the status of the Aunt in her family?

- (a) oppressed by husband
  - (b) happy and contented
  - (c) treated with hatred
  - (d) marital constraints
- (i) a and b      (ii) a and c  
(iii) b and d      (iv) a and d

2. Aunt's hands are said to be terrified due to-----

3. Explain: 'Still ringed with ordeals'.

4. What do you think will happen to her tigers after her death?

5. Which of the following cannot be inferred from the given extract-  
(A) Aunt Jerrifer's tigers will keep her alive in everyone's memory.  
(B) Aunt Jerrifer feels oppressed and constricted in her marriage.  
(c) Even in death, Aunt Jerrifer escaped patriarchal subjugation.  
(d) Aunt Jerrifer's tigers prance as a lasting symbols of her desires.

6. What makes the tigers "proud and unafraid"?

**SHORT ANSWER QUESTIONS**

1. Describe the traits of tigers that you feel are a contrast to the aunt.

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

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

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

3. What was Aunt Jennifer doing on the panel of cloth? What is she expressing through her Art?

**Ans.** Aunt Jennifer was embroidering tigers on a piece of woollen cloth. The tigers she made pranced across the screen. Through her Art she aspires to be free and chivalric like the tigers.

### **SHORT ANSWER QUESTIONS FOR PRACTICE**

1. Where do the tigers appear? Write two qualities of the tigers as depicted by the poet.
2. The ivory needle is hard to pull. What emotional state of Aunt is evident from her gesture.
3. What is the significance of the wedding ring in Aunt Jennifer's life?
4. Do you sympathize with Aunt Jennifer. Why/why not?
5. What does the phrase 'world of green' refer to?

### **COMPETENCY BASED LONG ANSWER QUESTION**

1. In the poem Aunt Jennifer's tigers the poet exclaims that aunt's hands will remain terrified even after her death. Give a pen-portrait of 'Aunt Jennifer's life'.

**Ans.** 'Aunt Jennifer's life' has been pathetic since she got married. The poem reveals the constraints of married life experienced by her in a male dominated world. Uncle tortures her. She is timid and terrified. Through her Art she expresses her will to be free and confident like the tigers. Poet Adrienne Rich conveys that even after her death Aunt would feel terrified by the trauma which she faced due to her dominating husband/male dominated society. In other words, the marital bindings, tortures and oppression in marriage will continue to persist even in the years to come due to male chauvinism.

The women need to become fearless, confident and live for themselves. Otherwise, women will forever remain in the vicious grip of unhappy

married life living at the mercy of men.

**COMPETENCY BASED LONG ANSWER QUESTIONS FOR PRACTICE**

1. Do you sympathize with Aunt Jennifer? What is the attitude of the poet towards Aunt Jennifer? Write a speech on 'Women Empowerment' keeping in mind the theme of the poem.
2. The poet Adrienne Rich has used images and symbols to express women's domination by men. Elucidate.

## VISTAS

### The Third Level

By JACK FINNEY

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

### MAIN CHARACTERS

**Charley:** Thirty one-year-old protagonist and also the narrator of story. He is not happy with his present life. While returning home he reaches the Third Level of the Grand Central Station, which does not exist.

**Sam:** A psychiatrist and a friend of Charley.

**Louisa:** Charley's wife.

Charley's imaginative description of The Third Level

- Smaller rooms, fewer ticket windows, wooden old styled information booths
- Derby hat and gold pocket watches
- Men with beards, sideburns and moustaches
- Women with skirts, high buttoned shoes and legs of buttoned sleeves
- Brass spittoons on the floor, open flamed gas lights
- Old styled locomotives with funnel shaped stack.
- Newspaper 'The World' of 11th June 1894
- Charley wishes to buy two tickets to Galesburg
- Clerk stares at him since the currency seems different
- Moves from past to present. In reality runs away from there
- Sam refuses to believe Charley's Third Level claim and considers it a waking dream wish fulfillment

- Louisa gets worried and disbelieves her husband
- Presidents of New York Central swear on the existence of two levels
- Charley gets a note from Sam of dated 18 July 1894
- Sam suggests how to keep on searching for the Third Level
- Sam reaches Galesburg, world of peace and starts hay business
- Starts new business of hay, grain and cattle
- Enjoys happy and peaceful life
- First Day Cover - Stamp collectors buy stamps on the day of release
- Mail the envelope to self with blank paper in it with the postmark of the date
- Envelope remains unopened, Charley inherited stamp collection hobby (filately) from his grandfather

### **RTC-1**

Yes, I've taken the obvious step: I talked to a psychiatrist friend of mine, among others. I told him about the third level at Grand Central Station, and he said it was a waking dream wish fulfillment. He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it. and that I just want to escape. Well, who doesn't? Everybody I know wants to escape, but they don't wander down into any third level at Grand Central Station.

### **Questions:**

1. "The obvious step" refers to-
  - (a) meeting his wife Louisa and sharing an experience no one else did.
  - (b) telling Louisa why he was unhappy.
  - (c) seeking psychiatrist's help.
  - (d) meeting granddad for stamp collection.

**Ans.** (c) seeking psychiatrist's help.

2. What does the phrase 'Waking-dream wish fulfillment;' refer to?

**Ans.** a pleasant wish that makes one forget the present

3. Modern world: stress : : Third Level : .....

- (a) imagination
- (b) escapism
- (c) fear
- (d) greed

**Ans.** (b) escapism

4. What does the psychiatrist tell Charley about his present state of mind?

**Ans.** The psychiatrist explained Charley's discovery of the third level was the result of **stress, fear, and insecurity of the new world.**

## **RTC -2**

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

1. The reason all his friends agreed to is -

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

2. His grandfather did not need a temporary refuge from reality. Why?

3. 'In his day, from all I hear....' Who does 'I' refer to?
4. What does the "First day cover" refer to?

### **SHORT ANSWER QUESTIONS:**

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

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

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

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

3. "I've taken the obvious step." Explain.

**Ans.** Nobody believed in Charley's discovery about the existence of The Third Level. His wife was upset and brought him to the psychiatrist. Charley himself wanted to meet the psychiatrist. It was an 'obvious step'.

### **Short Answer Questions for Practice**

1. How would you evaluate Charley's character? Elucidate any two qualities, and substantiate with evidence from the text.
2. How do you think the narrator was convinced that he had come to the Third level?
3. Why did the clerk refuse to accept the money? Why did the narrator get out so fast?
4. Who was Sam? What had happened to him?
5. Does Sam's letter play an important role in the story? Yes/No. Why?
6. Where did Charley go after reading Sam's letter?

### Competency based Long Answer Questions:

1. The story reveals refuge from reality to illusion. Jack Finney portrays Charley's transition from reality to imaginary world through the story.

As Charley you decided to write a letter to Sam for advice as you have fantasies about the third level at Grand Central station. You may begin this way Dear friend Sam. Good morning

I worked late night at the office and was in hurry to reach my apartment to be with my wife Louisa.

**Ans.** Dear friend Sam

Good morning

I worked late night at the office and was in hurry to reach my apartment to be with my wife Louisa. I thought of taking the subway since it seemed faster than bus. Grand Central Station was mysterious and mushrooming with subways, staircases and corridors that led to many ways and places. Moving through the tunnel I recounted my past experience that appeared safe and quite normal. I had been to the Grand Central Station hundreds of times. However, at times, I was almost lost in new doorways and corridors. Once, I entered a tunnel and came out in the lobby of a hotel. Another lime, I reached in an office building. I thought it was the second level. But I had reached the third level. I realised this as there were fewer ticket windows; the information booth was of wood and old-looking. The lights were flickering as they were open-flame gaslights. There were brass spittoons on the floor. The locomotive had a funnel-shaped stack.

Modern world is full of insecurity, fear, war, worry and tension. I want to escape from the harsh realities of modem world. I hope you would also agree with the escape theory. Please suggest some remedies.

Charley

### Competency based Questions for Practice:

1. At the beginning of the story, The Third Level, Sam, Charley's friend is skeptical of Charley's discovery of the Third Level and declared it

to be only a short-term relief from anxiety. Yet over time, he found himself ensnared in this made-up world. He expresses his thoughts in a diary entry. As Sam, write this diary entry in 120 – 150 words. Support your response with reference to the story.

You may begin this way

I work as a therapist. Charley, my friend came to me for advice as he had fantasies about the third level at Grand Central Station. I term it as a waking dream-wish-fulfillment

2. “Philately” helps keep the past alive. As Charley, write an article in about 120-150 words on “ Philately and Other Ways to Keep Memory Fresh” with reference to the chapter ‘The Third Level’.

You may begin this way.....,

In order to keep memories of the past fresh, many people collect stamps, study the postage stamps, postal routes and postal history. Other than this .....

3. The modern world is replete with workplace pressure, societal pressure and other inescapable burdens of existence. Insecurity, fear, war, worry and stress have become embedded into the society. We cannot just bypass them as it is the inevitable truth of life. As we cannot avoid it, we should learn to live with it. As Sam, a psychiatrist draft a speech in 120-150 words to be delivered in a college.

You may begin this way...

Dear audience

Good morning

Every human being has to pass through this inevitable fact of life. They need to come to terms with every crisis - disaster, war, death and so on.

4. At the beginning of the story, Sam did not believe Charley’s discovery of the third level. By the end of the story, he found the third level and travelled back in time. It sounds pretty exciting to travel back in time. If time travel becomes possible and you are given an opportunity, which time period would you like to travel back and why?

5. Louisa is loving and caring towards her husband Charley. However she is a simple lady and it is not difficult to take her in as she refused to accept the psychiatrist's observation that her husband is unhappy. She takes this comment as a personal attack. She felt terribly hurt and decided to write her feelings in a diary entry.

As Louisa write this diary entry. Support your response with reference to the story. You may begin this way:

I am feeling kind of mad as.....

6. Imagine you are travelling by Metro train in Delhi and got down at Rajiv Chowk to find another train to reach your destination, which falls at the different route. Rajiv Chowk Metro Station is the busiest metro station in New Delhi. It has two levels. But in the process of finding the train you discovered the third level, which was unknown to you. Write down your experience in 120-150 words in form of a narration.

## **THE TIGER KING**

**BY KALKI**

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

## MAIN CHARACTERS



### Points to Remember

1. Maharaja Pratibandhpuram born as an extra-ordinary child
2. Prediction about his death due to a tiger the child was bom under bull star, bull and tiger are the enemies.
3. Ten day old child surprised all by his intelligent questions.
4. The boy grows up just like any other royal child raised. Such as by drinking the milk of white English cow and looked after by English nanny and watching English movies.
5. When he was 20, he was crowned king and came to know about the prediction about his death. So, then onwards he started killing tigers and put a ban on the tiger hunt in his state
6. But the chief astrologer warned him that he will be killed by the hundredth tiger.
7. He started killing tigers and thus killed seventy tigers.

8. At times the bullet missed, king fought the beast with his bare hands and won.
9. He married a princess whose kingdom boasted of tigers.
10. One time a high-ranking British officer visits his state and wants to go for a tiger hunt. However, the maharaja declined his wish. And in order to secure the state from the wrath of the British officer, the Maharaja sent 50 diamond rings to the officer's wife whose worth was Rs 3 lakh.
11. He killed ninety nine tigers. But he was unable to find one more tiger.
12. The Dewan brought an old and feeble tiger from the zoo.
13. The tiger king aimed at it but it fainted. The king thought that he had killed the hundred tigers.
14. After the king went away the tiger opened its eyes in bafflement. One of the hunters killed it. The tiger was honoured and taken in a procession.
15. The king purchased a wooden tiger for his son to give him some special gift on his birthday.
16. Its sliver pierced the hand of the king. Infection flared and developed into suppurating. Three surgeons from Madras operated on the tiger king. And finally announced 'The operation was successful. The Maharaja is dead.

### **RTC-1**

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

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

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

**Ans.** (c) As he drank the milk of an English cow.

2. "The Court of Wards" here refers to .....

**Ans.** a legal body created by the East India

3. The prince was throned at the age of 20. He took some decisions. Choose his smart decisions-

- (i) He bribed the British officer to save his kingdom.
- (ii) He married to a girl of a royal family.
- (iii) He killed 100 tigers.
- (iv) He believed the prediction of the astrologer.
- (v) He bought a wooden tiger for his son as a gift.

Choose the correct option-

- (a) (i), (ii) and (iii)
- (b) (iv) only
- (c) (v) only
- (d) none

**Ans.** (d) none

4. What is nanny?

**Ans.** A woman whose job is to look after a family's children and usually lives in the family.

#### **RTC-2**

"The prince was born in the hour of the Bull. The Bull and the Tiger are enemies, therefore, death comes from the Tiger," he explained. What did the royal infant grow up to be? You may think that crown prince Jung Jung Bahadur was thrown into a quake when he heard the word 'Tiger'. That was

exactly what did not happen. As soon as he heard it pronounced, the crown prince gave a deep growl. Terrifying words emerged from his lips. “Let tigers beware!”

1. The Bull and the Tiger are enemies, therefore, death comes from the Tiger.” he explained. This is the prediction by the chief astrologer. Other words used in place of astrology are -

- |                   |                  |
|-------------------|------------------|
| (i) Divination    | (ii) Geomancy    |
| (iii) Foretelling | (iv) Horoscopy   |
| (v) Palmistry     | (vi) Explication |

Choose the correct option-

- (a) (i), (ii), (iii) and (iv)
  - (b) (i), (ii), (iii), (iv) and (v)
  - (c) (iii), (iv), (v) and (vi)
  - (d) All
2. “Let tigers beware!” Why did The Tiger King want the tigers to be alert?
  3. Which figure of speech has been used in ‘Jung Jung Bahadur’?
    - (a) Simile
    - (b) Metaphor
    - (c) Alliteration
    - (d) Pun
  4. What does the author mean when he mentioned “Jung Jung Bahadur was thrown into a quake when he heard the word ‘Tiger’?”

### SHORT ANSWER QUESTIONS

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

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

2. How was the Tiger King brought up?

**Ans.** As a child the Tiger King was brought up by an English nanny and

tutored in English by an Englishman. He was given the milk of an English cow. He watched only English movies.

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

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

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

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

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

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

### **SHORT ANSWER QUESTIONS FOR PRACTICE**

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

7. Why did the Dewan take the tiger to the forest? How?
8. How did the tiger king justify his tiger hunt?

**Competency Based Long Answer Questions:**

1. Some people believe Astrology to be a science and discipline which is logical and rational. But the perception of prediction made by astrologers about the Tiger King and its consequences appear to be highly irrational. It has brought tragic effect on Nature. Write a speech to be delivered in the morning assembly on the topic.

**Ans.** Dear audience,

Good morning

We are witnessing the period of scientific and technical progress which is very closed to latest technologies. Rational thinking is the need of the hour. This so called progress has brought many issues like pollution, increasing population and global warming etc. this is the time when we have to be rational in our approach and actions and contemplate over the results of our actions and beliefs. This is the time for a shift in understanding the difference between superstitions and beliefs, superstition can bring ruins to the society and the world. The time has come when we need to understand our tenancy on this globe and to shield our mother earth not only for our own survival but for all living beings on this earth in order to maintain the ecosystem and for that, we must think rationally. Cruel destruction of flora and fauna will ultimately bring our own ruin.

Therefore, I would request all of you to be reasonable and rational before taking a decision.

**Competency Based Long Answer Questions for Practice**

1. Giving and taking bribe is an evil practice. The Tiger King bribed the British officer to save his kingdom. How do you view this act?
2. The Tiger King believed in superstition and as a result he committed a sin by killing hundred innocent tigers, who too like other living creatures have right to live. Even today so many of us believe in superstition and ill treat the innocent animals for our recreation

and kill them in the name of our old, sick and rotten traditions to satisfy our selfish approach. Write your views in form of an article on “Superstition Leads to Disaster.” Support your response with reference to the story.

3. The food chain is being hampered badly owing to unprotected ecosystem and as a result the tigers and many other wild animals are on the verge of extinction. Write an article on ‘Save the Tigers Project’. comprising the following inputs’.

- Why there is a need to save the tigers.
- Causes of decline in tiger population
- How can tigers be saved/ protected

4. “Marriage is not an official agreement but is believed to be a wish to live together forever with the person of your choice and whom you love, away from compromises and hatred.” But ironically the Tiger King preferred a girl of a royal family of other state with a high population of tigers. Complete the following conversation between the Tiger King and the girl from a royal family whom he had chosen to marry:

**The Tiger King:** I am so thrilled and happy that you have accepted my proposal of marriage.

**The girl:** Your Majesty! I am very fortunate. May I have liberty to know what made you choose me to be your better half?

**The Tiger King:** Tigers !!!!

**The girl:** ????

## **JOURNEY TO THE END OF THE EARTH BY TISHANI DOSHI**

### **POINTS TO REMEMBER**

1. The story is based on a travelogue written by Tishani Doshi.
2. The author, makes a tour to Antarctica travelling 100 hours to reach there.
3. Antarctica contains 90% of the total ice of the earth.
4. Journey was too long. Six years ago, Geoff Green, a Canadian, started the “Students on Ice” programme.
5. Under this programme, high school students are taken on a trip to Antarctica and offer inspiring educational opportunities to encourage them and make them aware about our planet.
6. The programme has been a success because students can see the collapsing ice shelves and retreating glaciers with their own eyes.
7. They realize the threat of global warming is real.
8. The author too got a chance to work in the coldest atmosphere of the Antarctic continent.
9. She began her journey 13.09 degrees north of the Equator in Madras. She crossed nine time zones, six checkpoints, three oceans and many ecospheres to reach her destination.
10. According to her six hundred and fifty million years ago, Antarctica was a part of a giant amalgamated Southern supercontinent called Gondwana.
11. This journey also enlightens about the significance of Cordilleran folds and pre-Cambrian granite shields; ozone and carbon.
12. No existence of human life there.
13. As per her understanding, human beings have been on Earth for about 12000 years. In this short period, humans have changed the face of the environment for the shoddier.

14. Humans, by establishing cities and megacities, have encroached Mother Nature.
15. The rapid increase in population has added to more distress. Human beings are battling with each other for limited resources.
16. The average global temperature is rising rapidly and the layer of carbon dioxide around the world is increasing.
17. The narrator is worried by profound questions about climate change like what if West Antarctic ice sheets melt entirely or if the Gulf Stream Ocean current will be disrupted or will the world come to end one day.
18. Tishani Doshi is contended with the beauty of balance in play on our planet.
19. She is optimistic that next-generation children are full of naivete to save the Earth. Gondwana would have larger biodiversity including flora and fauna.
20. Finally, it gives a brief explanation of ozone depletion and the lack of biodiversity and the harm that can be posed is also shown in the travelogue.

### **RTC-1**

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

1. What does 'ubiquitous silence' refer to?

**Ans.** Silence prevailed everywhere in Antarctica

2. 'Visual Scale' can be described as

**Ans.** It refers to size in relation to another element or object or a constant.

3. Which of the following options is best inferred from the extract that the author is-

- (a) Unhappy (b) Impressed  
(c) Rejected (d) Astonished

**Ans.** Astonished

4. Which of the following are not the features of Antarctica as described in the chapter-

- (1) Long nights (2) Avalanche  
(3) Blue whales (4) Huge icebergs  
(5) Omnipresent noise

- (a) 1 and 2 (b) 1 and 5  
(c) 2 and 5 (d) 1 and 3

**Ans.** (b) 1 and 3

### **RTC-2**

Six hundred and fifty million years ago, a giant amalgamated southern supercontinent — Gondwana — did indeed exist, centred roughly around the present-day Antarctica. Things were quite different then: humans hadn't arrived on the global scene, and the climate was much warmer, hosting a huge variety of flora and fauna. For 500 million years Gondwana thrived, but around the time when the dinosaurs were wiped out and the age of the mammals got under way, the landmass was forced to separate into countries, shaping the globe much as we know it today.

1. How were the things different 650 million years ago?
2. Gondwana flourished for .....
3. When was the landmass forced to separate into countries?
4. 'humans hadn't arrived on the global scene,' means-  
(a) Humans had not reached to Gondwana.  
(b) Humans were not in existence then.

- (c) Humans were on the verge of extinction.
- (d) Humans were fighting with aliens for their survival.

### Short Answer Questions:

1. Mention the author's emotions when he set his foot on Antarctica.

**Ans.** Far flung white landscape and blue horizon of Antarctica was a relief to the author. The author with her team had travelled 100 hours. She wondered at the sight of the large continent, its isolation and serenity. She could not believe the fact that once India and Antarctica were the part of the same land mass.

2. What are Geoff Green's objectives for including high school students in "Student on Ice Programme" ?

**Ans.** 'Student on Ice Programme' was aimed to provide educational opportunity for the student to study and explore the past, present and future of the Earth. The future generation of policy makers was offered a life changing experience to understand and respect the planet. The students at this age are ready to absorb, learn and act.

3. 'Take care of small things, the big things will take care themselves'. What is the significance of the statement ?

**Ans.** Antarctica has simple ecosystem and lacks in bio-diversity. Little changes in environment can have big consequences. A very small single stemmed plant phytoplankton nourishes and sustains the entire food chain of Southern Ocean. These grasses of the sea use solar energy to absorb carbon. They synthesize various organic compounds. We must take care of the small things to avoid the food chain reaction.

### Short Answer Questions for Practice

1. Based on the chapter, elucidate any three consequences that global warming will have on Antarctica
2. Do you Think the programme 'Student on Ice' is successful? Why/ Why not?
3. How can a visit to Antarctica be an enlightening experience?

4. Antarctica is a doorway to the past. Explain.
5. 'For the narrator, spending a period in Antarctica was not only a physical challenge but also the psychological challenge.' Elaborate.

### Competency Based Long Answer Questions:

1. If we take the scenario in India about population control. It doesn't seem to be going in the right direction. Even after making genuine efforts to control population, India has become the most populous country in the world, beating China. As an activist and researcher write an article on '**How rapid increase in human population has left mark's on nature and its resources**'. Support your response with reference to the chapter.

**Ans.** Human population has been around 12000 years on the planet. Its very short passage of time on geological clock. During this period human has created ruckus, dominance on nature has left scars. Beautiful green land has turned into villages, towns, cities and mega cities. Many of the species have extinct, many of them are struggling to survive. Over consumption of the natural resources has been leading to a great threat to all the creatures. Fossil fuel has created a blanket of carbon dioxide resulting in climate change, global warming and depletion in ozone layer. It is disrupting food chain too. Humans do not have bright future unless ecological balance is maintained.

### Competency Based Long Answer Questions for Practice

1. Human civilization is new. However, during the short period man has lived, he has created confusion and disturbances. He gained dominance over nature by building cities, towns and villages. You as a man blame yourself for despoiling the earth and climate changes. Describe the effect of these changes in Antarctica.
2. Tishani Doshi describes her Antarctica experience as "nothing short of a revelation". It was a mind boggling experience to travel to reach the coldest, windiest, and driest part of the world. Describe the impact of Antarctica on her.

3. To the writer, the Antarctic experience very poignantly underlined the fact that everything in this creation is interlinked. Elaborate.
4. Imagine yourself to be the narrator Tishani Doshi, writing to your friend narrating her about your involvement and participation in the “Students on Ice” programme in Antarctica, initiated by Geoff Green, a Canadian, and how it is similar to that back home in some ways.

You can begin this way:

Antarctica

05 August XX

Dear friend Anita

Finally we reached, however journey was too long. It is so different here....

With love

Tishani Doshi

### **The Enemy** **By Pearl S. Buck**

Japan and America are at war during World War II. Dr. Sadao is a Japanese surgeon trained in America. One day he and his wife, Hana, find a wounded American soldier, perhaps an escaped prisoner, on the beach near his house. Sadao and Hana are apprehensive about the idea of the soldier being taken care of in their house at the time of war. Yet, they take him in and Sadao risks his honour, career and life by treating the sailor, operating on him, and saving the life of the enemy.

#### **Points to Remember**

1. Dr. Sadao Hoki’s house was near the coast in Japan.
2. His father was a great patriot. His only concern was Sadao’s education.
3. Dr. Sadao was sent to America to learn surgery and medicine
4. Dr. Sadao was not sent along with the troops because the General was under his treatment and needed his services.

5. One day Dr. Sadao saw an injured young soldier staggering and crawling.
6. Dr. Sadao brought the white soldier inside his house and started treating him which offended the servants and they decided to leave his house.
7. Dr. Sadao and his wife decided to treat the soldier in spite of the opposition from the servants.
8. Dr. Sadao's wife Hana was tensed about the presence of an enemy in her house.
9. Dr. Sadao informed the General about his patient who promised to send his assassins to kill him.
10. Dr. Sadao was tensed about the assassination of his patient, had restless night.
11. Assassins didn't turn up so he decided to help the American soldier escape by providing him with a boat, food and other necessary articles.
12. He promised to provide him more food in case he was not able to go back beyond the island.
13. The next day when Dr. Sadao went to treat the General he told him that the man had escaped.

### **RTC 1**

The man moaned with pain in his stupor but he did not awaken.

“The best thing that we could do would be to put him back in the sea,” Sadao said, answering himself. Now that the bleeding was stopped for the moment he stood up and dusted the sand from his hands.

“Yes, undoubtedly that would be best,” Hana said steadily. But she continued to stare down at the motionless man.

“If we sheltered a white man in our house we should be arrested and if we turned him over as a prisoner, he would certainly die,” Sadao said.

“The kindest thing would be to put him back into the sea,” Hana said. But

neither of them moved. They were staring with curious repulsion upon the inert figure.

1. In which of the following options can the underlined words be replaced with motionless?

- (a) Hana stared down at the wounded American soldier with zeal.
- (b) The General did not find Dr. Sadao guilty.
- (c) Dr Sadao found him stationary.
- (d) The General sent the assassins to kill the American soldier.

**Ans.** (c) Dr Sadao found him stationary.

2. Pick the option that best describes Sadao in the passage.

- (a) trustworthy
- (b) bold
- (c) judicious
- (d) wary

**Ans.** (d) wary

3. Choose the correct option with reference to the two statements given below.

Statement 1: Sadao and Hana, both were willing to save a life.

Statement 2: Hana was afraid of getting arrested.

- (a) Statement 1 is true but Statement 2 is false.
- (b) Statement 1 is false but Statement 2 is true.
- (c) Both Statement 1 and Statement 2 are true.
- (d) Both Statement 1 and Statement 2 are false.

**Ans.** (c) Both Statement 1 and Statement 2 are true.

4. 'But neither of them moved'. Why?

**Ans.** As they wanted to help the wounded man.

## RTC-2

Sadao had taken this into his mind as he did everything his father said, his father who never joked or played with him but who spent infinite pains upon

him who was his only son. Sadao knew that his education was his father's chief concern. For this reason he had been sent at twenty-two to America to learn all that could be learned of surgery and medicine. He had come back at thirty, and before his father died he had seen Sadao become famous not only as a surgeon but as a scientist. Because he was perfecting a discovery which would render wounds entirely clean, he had not been sent abroad with the troops. Also, he knew, there was some slight danger that the old General might need an operation for a condition for which he was now being treated medically, and for this possibility Sadao was being kept in Japan.

1. The main concern of Sadao's father was-
  - (a) His marriage
  - (b) His education
  - (c) His discovery
  - (d) All the above
2. Sadao studied in America for the period of .....
3. Which discovery is being referred here in this extract?
4. Why was Dr. Sadao not sent with the troops?

### SHORT ANSWER QUESTIONS

1. Why did the General overlook the matter of the enemy soldier?

**Ans.** The General had an attack and according to Dr. Sadao he could not survive the second attack. So if Dr. Sadao was arrested, no other doctor was capable of performing the operation. So for furthering his selfish needs he overlooked the matter and promised to send his assassins. But he was so self-absorbed, he forgot about it.

2. Why was Dr. Sadao not sent with the troops?

**Ans.** The General thought that Dr. Sadao was indispensable to his life and could save anyone as he was very skilled.

He also does not trust anyone except Dr. Sadao So he was not sent with troops.

3. How was the plan of the patient's escape executed in the story?

**Ans.** The prisoner was successful in his escape only because of the right guidance and help from Dr. Sadao. He provided him his boat, gave him food, made him wear Japanese clothes and also helped him to comfortably sail to a nearby island.

4. Why did the servants leave Dr. Sadao's house?

**Ans.** They were not in favour of keeping the American prisoner hidden in the house. They also did not want Dr. Sadao to save his life as he was the enemy. Also, if the police came to know of it, all their lives would be in danger. Dr Sadao may be considered traitor. They were also worried about the prestige and future of the family.

5. How did Hana help Dr. Sadao?

**Ans.** Hana was very helpful while the operation was on. She dipped a small clean towel into the steaming hot water washed the face of the soldier herself. She was requested to give the anesthetic if needed. With the help of instruments from his emergency bag, Sadao made a clean and precise incision. The bullet was out and the doctor declared that the man would live. Hana served the patient with intensive care.

6. Why did Dr. Sadao's father send him to America though he hated Americans?

**Ans.** The sole motive behind his decision may be the lure of technologically advanced medical studies available in America. He wanted his son to be trained according to the latest medical development.

7. Which difficulties did Dr. Sadao face for the sake of the enemy ?

**Ans.** First of all, Dr. Sadao faced reluctance of his wife, who was initially apprehensive to keep an American in their house Dr. Sadao was himself in a dilemma because of the inner conflict between patriotism and humanity. He also faced the displeasure of the servants.

### **SHORT ANSWER QUESTIONS FOR PRACTICE**

1. Why did Dr. Sadao treat the American soldier even though it was an unpatriotic act on his part?

2. Why didn't Dr. Sadao put the wounded man back in the sea even though he was his enemy?
3. How did Hana show her human side to the wounded man after the operation?

### Competency Based Long Answer Questions

1. Humanity is beyond any border or prejudice, whereas patriotism is the sense of faithfulness to our nation or place where we live. **Which, according to you, is higher — humanity or patriotism? Write a paragraph on the topic: Humanity vs Patriotism.**

#### Ans. Humanity vs Patriotism

Humanity needs no boundaries. It's a human value which is beyond any border or prejudice, however patriotism is the loyalty to the nation where we live. Both values are integral part of human tendency. Loyalty and devotion to our nation should be our preference but humanity should be our utmost priority. Humanity is endless, above any caste, creed religion or race. It comprises love and care for others. Humanity makes one sympathetic and modest. Humanity is an asset which bonds the entire human race as a united one irrespective of colour, caste and creed whereas patriotism is confined to a certain nation or a place. Thus, humanity is the virtue which attains the uppermost place amongst all the virtues.

### Competency Based Long Answer Question For Practice

1. Hana plays an important role in saving the life of the injured person. She felt so pathetic when her servants had quit them in protest. She was so worried about her kids. As Hana, write this diary entry in 120 - 150 words. Support your response with reference to the story.

You may begin this way:

Despite all apprehensions I will accompany my husband in the act of humanity. I am working hard to do things at home, more because I am not used to working at home ....

2. As a journalist you interviewed Dr Sadao as he has accomplished an act of humanity by saving the life of POW. Complete the following interview.

You may begin this way:

You- Hello Dr Sadao. Welcome.

Dr. Sadao- Hello. Thanks.

You- How did you rise above narrow prejudices of race and country to help a human being in need. How did you succeed as a doctor as well as a patriot?

Dr. Sadao: I believe that **Good human values are far above any other value system ....**

3. **Tom, a POW was rescued by Dr Sadao and Hana.** After his recovery he was sent to an uninhabited island by a boat with food, bottled water and clothing plus two quilts.

**Days later Hana and Dr Sadao found a brief note while cleaning the room, written by Tom thanking them and acknowledging their efforts to save his life.**

Complete the following Note in 120-150 words. You may begin this way:

The wonderful couple

**Greetings**

I am recovering swiftly and will be fully recovered soon. I owe my life to both of you and will be forever indebted to you till my death. You put your life in danger to save me .....

**ON THE FACE OF IT**

**By Susan Hill**

The play is about an adolescent boy Derry with a burnt face and Mr. Lamb old man with a tin leg. Derry, stealthily enters Mr. Lamb's garden by jumping over the wall. A dialogue starts between the two and Mr. Lamb realizes that Derry is bitter, lonely and depressed. He avoids people as he feels they do not behave normally with him due to his burnt face. Mr. Lamb understands Derry and his anguish and doesn't get angry with him even though Derry is rude towards him. He makes Derry realize that being handicapped is not a drawback.

### **Point to Remember**

1. Mr. Lamb is sitting all alone in his garden.
2. Suddenly Derry entered the garden thinking no one was inside the house. Although the gate of the garden was open. Derry entered by jumping over the wall.
3. Derry is scared to see Mr. Lamb sitting in the garden.
4. Mr. Lamb told him that his gates were always open for all people.
5. Mr. Lamb assured him, that he could stay there if he wanted to sit there.
6. Derry told him that people were afraid of his burnt face and hated him.
7. Mr. Lamb convinced him that both of them were similar as both of them faced a disability.
8. Mr. Lamb also told him that he should not bother about what others say.
9. Derry was impressed by the positive thoughts of Mr. Lamb.
10. Gradually Derry was able to realise that he too was better than people
11. He decided to go home informed his mother and came back to help Mr. Lamb.
12. Derry fascinated by Mr Lamb's talk, motivated and drawn towards Lamb.
13. When Derry came back he was shocked to see that Mr. Lamb had fallen from the ladder and had bled to death.
14. Derry cried, turned emotional but gained confidence to face the world.

### **RTC 1**

DERRY: You needn't think they haven't all told me that fairy story before. 'It's not what you look like, it's what you are inside. Handsome is as handsome does. Beauty loved the monstrous beast for himself and when she kissed him he changed into a handsome prince. Only he wouldn't, he'd have stayed a monstrous beast. I won't change.

1. Which literary device has been used in 'Handsome is as handsome does'?

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

**Ans.** (a) Metaphor

2. Find out the synonym of the word 'Monstrous' from the following.

- (a) Small                              (b) Healthy  
(c) Huge                                (d) All of these

**Ans.** (c) Huge

3. 'I won't change' this statement shows his-

- (a) Stubborn nature                (b) Sense of supremacy  
(c) Pessimism                        (d) All the above

**Ans.** (c) Pessimism

4. Choose the correct option with reference to the two statements given below.

Statement 1: Derry thinks his face will remain the same.

Statement 2: Derry thinks people will always make fun of him.

- (a) Statement 1 is true but Statement 2 is false.  
(b) Statement 1 is false but Statement 2 is true.  
(c) Both Statement 1 and Statement 2 are true.  
(d) Both Statement 1 and Statement 2 are false.

**Ans.** (c) Both Statement 1 and Statement 2 are true.

## **RTC-2**

You think.... 'Here's a boy.' You look at me...and then you see my face and you think. 'That's bad. That's a terrible thing. That's the ugliest thing I ever saw.' You think, 'Poor boy.' But I'm not. Not poor. Underneath, you are afraid. Anybody would be. I am. When I look in the mirror, and see it, I'm afraid of me.

1. Who is the speaker of these lines and with whom is he talking?
2. Degree of the word ugliest is .....
3. Why according to him everyone is afraid of him?
4. "That's bad" What according to the speaker is bad?
  - (a) To make him feel awkward for having a burnt face
  - (b) To make him feel afraid for having a burnt face
  - (c) To make him feel happy
  - (d) None of the above

### Short Answer Questions

1. Why did Derry avoid people ?

**Ans.** Derry used to avoid people, became repulsive and introvert. Actually, his physical deformity took a toll on his mental health, he perceived that everybody was looking at and thinking about him. Thus he developed a sort of inferiority complex and shut himself with in his self imposed confinement, out of reach of the outer world.

2. Why. did Mr. Lamb keep the door of his house open ?

**Ans.** Mr. Lamb was projected as the other side to the coin, in sharp contrast to a reclusive and cocooned Derry. Mr. Lamb was a forthcoming person with open personality despite his physical impairment. His open personality is represented by the open doors and curtainless windows of his home.

3. Why did Derry come back to meet Mr. Lamb ?

**Ans.** Mr. Lamb's attitude towards life changed the mind set of Derry. Derry found wings, a new perception about himself which opened a whole new world for him and gave him a new lease of life. Though, his mother tried to stop him to revisit Mr. Lamb, but Derry did not listen to her.

4. What did Derry's mother think of Mr. Lamb ?

or

Why did Derry's mother stop him, going to Mr. Lamb ?

**Ans.** Derry's mother does not hold a good opinion about Mr. Lamb. She has heard many things about the old man, therefore, she stops Derry from visiting Mr. Lamb.

5. Why does Derry go back to Mr. Lamb in the end ?

**Ans.** Mr. Lamb teaches Derry the most important lesson of life. He advises him not to care about the comments made by others. He no longer cares about his burnt face or looks. Now, he wants to think, feel, to hear and see. And therefore he returns to Mr. Lamb.

6. How does Mr. Lamb influence Derry ?

**Ans.** Lamb tells Derry that he is old and had a tin leg. Children call him Lamey-Lamb, but still they come to his garden. They are not afraid of him because he is not afraid of them. He never bothered about his old age or tin leg as life has many more things to offer.

### **Short Answer Questions for Practice**

1. How does Derry's attitude change?
2. What is it that draws Derry towards Mr. Lamb?
3. How does Lamb try to remove the baseless fears of Derry?
4. "I m not afraid". People are afraid of me", says Derry. What do people think on seeing his face? How do they react then?
5. What argument does Derry give to convince his mother why he wants to go the old man's garden?
6. How does Mr. Lamb explain his concept of the world?
7. Do you think Mr. Lamb was equally lonely and dejected ? Why?
8. Why does Derry hate to be called 'a poor boy'?

### **Competency Based Long Answer Questions**

1. The actual pain or inconvenience caused by a physical impairment

is often much less than the sense of isolation felt by the person with disabilities. As an alert and active citizen how you would sensitize people to help and support them. Write a speech in 120-150 words. You may begin this way:

Dear audience,

Greetings

Actual pain or inconvenience caused by physical impairment is often less than the sense — of alienation felt by the person with disabilities. Physical disabilities cause pain once in life time and cause mental agony.

**Ans.** Dear audience.

Greetings

Actual pain or inconvenience caused by physical impairment is often less than the sense of alienation felt by the person with disabilities. Physical disabilities cause pain once in life time and cause mental agony.

Mr. Lamb is called Lamey Lamb and mothers are afraid of sending their children to him because of his tin leg. Derry has burnt face and everyone pities him. Only the mother could love that face. Both Mr. Lamb and Derry are victims of verbal atrocities. Mr. Lamb takes comments lightly. But Derry does not have the attitude like Mr. Lamb. The attitude of people needs to be changed. Disabled persons do not want sympathy. They want to be accepted as they are. Wounds get healed but bitter comments are never forgotten as they leave behind scars.

### **Competency Based Long Answer Question for Practice**

1. Both Derry and Lamb are physically challenged and feel isolated. It is the accountability of society to understand and support such people. As a responsible citizen, write an article in 120-150 words on 'Lets Be Able to Support A Disable'.
2. The play 'On the Face of it' ends on a tragic note. Give a happy end to the story in about 120-150 words.
3. Mr. Lamb's meeting with Derry changes him from a scared child to a confident boy. Discuss.

**MEMORIES OF CHILDHOOD**  
**By Zitkala Sa and Bama**

**PART-1**

**THE CUTTING OF MY LONG HAIR**

Zitkala Sa was a native American Indian who penned down her experiences at the Carlisle Indian School. Her first day at the School was a bitter-cold one. The customs and rules of the place were strange and new to her. She was forced to wear clothes that she considered undignified. She felt uncomfortable because she did not know the table manners at breakfast. Her worst nightmare was when her friend told her that her hair would be cut. She tried to resist by hiding under the bed, but was dragged out, tied to a chair and her long hair chopped off. The forced cutting of her hair made her suffer tremendous agony and she lost all spirit.

**POINTS TO REMEMBER**

1. First day of the narrator in a new school in the land of apples.
2. A large bell to call the children for breakfast.
3. Zitkala-Sa felt humiliated as her dress was very tight and her blanket was removed.
4. A small bell tapped to draw the chairs from under the tables.
5. Another bell to make them take their seats.
6. Narrator new to the system, sat down at the first bell only.
7. Getting noticed by the higher authorities frightened her a lot.
8. Late in the evening her friend Judewin told her that they were going to cut her hair.
9. The narrator decided to struggle before submitting.
10. Crept up stairs.
11. Hid herself under the bed in a large room. Heard people searching for her.

12. Scared but was not ready to surrender. Resisted by scratching wildly.
13. Ultimately she was dragged from there and her hair was shingled. She wept and remembered her mother. Beginning of her miseries as she was treated like an animal.

### RTC-1

A paleface woman, with white hair, came up after us. We were placed in a line of girls who were marching into the dining room. These were Indian girls, in stiff shoes and closely clinging dresses. The small girls wore sleeved aprons and shingled hair. As I walked noiselessly in my soft moccasins, I felt like sinking to the floor, for my blanket had been stripped from my shoulders. I looked hard at the Indian girls, who seemed not to care that they were even more immodestly dressed than I, in their tightly fitting clothes. While we marched in, the boys entered at an opposite door. I watched for the three young braves who came in our party. I spied them in the rear ranks, looking as uncomfortable as I felt.

1. Who is the narrator?

- |             |                 |
|-------------|-----------------|
| (a) Bama    | (b) Zitkala -Sa |
| (c) Student | (d) Warden      |

**Ans.** (b) Zitkala -Sa

2. Who has been referred to as 'paleface woman'?

**Ans.** School warden

3. What was the state of mind of the narrator?

- |              |                   |
|--------------|-------------------|
| (a) Pleasant | (b) Uncomfortable |
| (c) Soothing | (d) All the above |

**Ans.** Uncomfortable

4. How were the hair of the small girls?

**Ans.** Shingled hair

## RTC-2

I saw that I was the only one seated, and all the rest at our table remained standing. Just as I began to rise, looking shyly around to see how chairs were to be used, a second bell was sounded. All were seated at last, and I had to crawl back into my chair again. I heard a man's voice at one end of the hall, and I looked around to see him. But all the others hung their heads over their plates. As I glanced at the long chain of tables, I caught the eyes of a paleface woman upon me. Immediately I dropped my eyes, wondering why I was so keenly watched by the strange woman.

1. Who was gazing at her?
2. She notice about herself at the dining table that
3. I dropped my eyes' means
  - (a) She began to look around
  - (b) She looked down
  - (c) She became happy
  - (d) She was gazing
4. How were others behaving in the dining hall?

## SHORT ANSWER QUESTIONS

1. What were the indignities that the new girls were subjected to at Carlisle Indian School?

**Ans.** The girls were scrutinized thoroughly and supervised by a grey-haired woman. They were made to wear tight fitting immodest clothes and stiff shoes. During breakfast a systematic and regimental discipline was observed. The girls with long hair had to get them shingled and they had to submit to the authorities who were strong, unfeeling and cruel.

2. How had Zitkala - Sa been subjected to extreme indignities?

**Ans.** Since the day she was taken from her mother Zitkala had suffered many indignities. She was stared at and tossed like a wooden puppet. Her long hair was shingled like a coward's. In her pain when she cried

for her mother no one came forward to comfort her. She was just like one of the animals driven by a herder.

3. What did Judewin tell the narrator? What was the effect?

**Ans.** Judewin who could understand a little English informed the narrator that the strange woman intended to cut her long hair. But the narrator had learnt from her mother that the enemy cut the hair of the unskilled warrior when they are captured and among their people mourners wear short hair and cowards have shingled hair. So, she decided to resist. She hid herself under a bed in a dark room.

4. Why was Zitkala-Sa so averse to having her hair cut?

**Ans.** It was an age old tradition among the people of her tribe, to which Zitkala-Sa belonged, to maintain their long shining and beautiful hair. It was believed that only the warriors or the mourners get their hair shingled. Short hair were worn by cowards as per their tradition. So, obviously Zitkala-Sa never wanted her hair to be cut short.

### **SHORT ANSWER QUESTIONS FOR PRACTICE**

1. How was the environment in Zitkala-Sa's new school different from the environment in other schools?
1. Why did Judewin's information frighten Zitkala-Sa?
2. Why was Zitkala-Sa scared in the dining room?
3. How did Zitkala-Sa try to save her long hair?
4. Why was Zitkala-Sa punished?
5. How did Zitkala-Sa resist on being discovered under the bed?

### **COMPETENCY BASED LONG ANSWER QUESTIONS**

1. Zitkala Sa belonged to a marginalised community. She was an American Indian woman who was ill-treated by the whites who preferred force and oppression to induce the natives to leave their age old customs and traditions. The worst indignity she ached was the cutting of her long hair, which were considered to be the symbol of her dignity and self esteem. Her long and beautiful hair were cut after

she was dragged out. She chose to rise above indignities. She decided to write her feelings in a diary entry.

As Zitkala-Sa write this diary entry. Support your response with reference to the story.

You may begin this way:

I felt terribly hurt .....

**Ans.** I felt terribly hurt today when my hair were shingled forcefully. My friend Judewin had warned me that my hair was going to be cut. Judewin knew a few English words and had overheard the ‘paleface woman’ talking about cutting the native Indian girl’s long hair. This news shocked me. My friend told me to accept my fate but I was not ready to submit and decided to fight against the oppression. I disappeared unnoticed and went into a room where I crawled and hid under a bed, cuddling myself in a dark corner. But I was discovered and dragged out. I then resisted by kicking and scratching wildly as I was carried down and tied fast to a chair. As they gnawed at my long hair, I kept shaking my head. No one came to support me. I was desperate to save my hair because as per our custom shingled hair was a sign of cowardice. So I never wanted my long hair to be shingled.

However, they have shingled my hair but they can not shingle my confidence and can not cut my self-esteem. So I have decided to raise my voice to fight against injustice.

### **Competency Based Long Answer Questions For Practice**

1. “We should raise our voice against injustice and indignities.” As Zitkala-Sa elaborate which qualities are required to face challenges in life?

## **PART -2**

### **WE TOO ARE HUMAN BEINGS**

**By Bama**

Bama is a Tamil Dalit woman. She experienced untouchability very early in her life. One day she saw an elderly person carrying food packet with the

help of strings as he was not supposed to touch the food because of his caste. She found the whole incident funny, but when she narrated it to her brother, he told her that the man held the packet by its strings because he was an untouchable. He also added that they too belonged to a lower caste. He told Bama to work hard in order to win honour and dignity for herself. Bama was inspired to fight back the injustices through education and sheer hard work. She studied hard and stood first in her class.

### **POINTS TO REMEMBER**

1. In class third, Bama was too innocent to know about untouchability.
2. She enjoyed her life in observing things and events on her way.
3. Took about an hour, coming home watching the events on her way home.
4. Watched all the fun and games, novelties and oddities in the streets, shops and market place.
5. Would watch puppet show, snake charmer, chopping up of onion, pouring of coffee and all such interesting things.
6. Saw a threshing floor where the people were driving cattles in pairs round and round.
7. Saw an elderly person of the village holding a packet by its string in a funny manner.
8. Surprised and amused at the manner he carried that packet.
9. Reported about the funny incident to her brother.
10. Her brother told her about untouchability.
11. He explained to her about the humiliation and stigma attached to untouchability.
12. Advised her to work hard in her studies, to be respected.
13. Bama took that lesson seriously and worked hard throughout her life.

## RTC-1

I was walking home from school one day, an old bag hanging from my shoulder. It was actually possible to walk the distance in ten minutes. But usually, it would take me thirty minutes at the very least to reach home. It would take me from half an hour to an hour to dawdle along, watching all the fun and games that were going on, all the entertaining novelties and oddities in the streets, the shops and the bazaar.

1. Who is the narrator of the above passage?

- (a) Bama
- (b) Bama's brother Annan
- (c) Zitkala- Sa
- (d) Judewin

**Ans.** Bama

2. It was actually possible to walk the distance in ten minutes. But usually, it would take me thirty minutes at the very least to reach home.

It shows the narrator's -

- (a) Carefree and casual approach
- (b) Smart approach
- (c) Systematic approach
- (d) Intelligent approach

**Ans.** (a) Carefree and casual approach

3. What does the narrator mean by novelties and oddities?

**Ans. Novelties:** The newness, the freshness, the unusual things in the streets, shops and bazaar.

**Oddities:** The different, the peculiar, the eccentric things in the streets, shops, bazaar.

4. 'dawdle along' means

**Ans.** to spend time wastefully or idly

### **RTC-2**

Just then, an elder of our street came along from the direction of the bazaar. The manner in which he was walking along made me want to double up. I wanted to shriek with laughter at the sight of such a big man carrying a small packet in that fashion. I guessed there was something like vadai or green banana bhajji in the packet, because the wrapping paper was stained with oil. He came along, holding out the packet by its string, without touching it. I stood there thinking to myself, if he holds it like that, won't the package come undone, and the vadais fall out?

1. What did Bama notice?
2. 'The manner in which he was walking along made me want to double up. I wanted to shriek with laughter at the sight of such a big man carrying a small packet in that fashion.'

This statement shows Bama's-

- (a) Cleverness and intelligence
  - (b) Innocence and ignorance
  - (c) Ridiculous nature
  - (d) foolishness
3. She supposed .....
  4. Why did she think that the manner of elderly man's walking was strange'?

### **SHORT ANSWER QUESTIONS**

1. Why did Bama take half hour to an hour to cover the distance to her home that would normally take only ten minutes?

**Ans.** She walked very slowly and watched every scene, shop, snake charmer, man paddling his bicycle to win prizes and so on. She liked to see the Maariyatta temple, the Pongal celebrations, the statue of

Gandhi and the sweet and snack stalls. Everything stopped her and attracted her attention. She also stopped to see the processions of the political parties, street play or a puppet show or a stunt performance.

2. How did Bama first come to know of the social discrimination faced by the people of her community?

**Ans.** She saw an elder carrying a small packet by its string without touching it. The elder went straight to the landlord. He bowed low and extended the packet towards him. The landlord opened it and started eating. She was amused to see the incident. On reaching home, she narrated the incident to her elder brother Annan. But her brother was not amused. He explained that the man was from a low caste and the landlord was from the upper caste. Everybody believed that they would be polluted if they were touched by the low caste people.

### **SHORT ANSWER QUESTIONS FOR PRACTICE**

1. How did Bama feel when Annan told her about ‘Untouchability’?
2. Which words of her brother made a deep impression on Bama?
3. Why did Bama feel like laughing on seeing the way in which the elderly man was carrying a packet?
4. What advice did Annan give to Bama?
5. What was the elderly man carrying and for whom?
6. Why did Annan not feel amused when Bama told him about the elderly man?

### **COMPETENCY BASED LONG ANSWER QUESTION**

“Thambi, on which street do you live?” The point of this was that if he knew on which street we lived, he would know our caste too. (Text)

In India people, by and large, judge others by their caste and community rather than their individual strength. Some are considered superiors despite their inferior being and gimmick approach as they are born in so-called supreme caste whereas some are categorized inferior, however they bear supreme qualities, just because of their pronounced inferior community.

As a proficient writer, write an article on ‘Caste System in India.’

Caste System in India’.

The word ‘caste’ is derived from the Spanish and Portuguese word “casta”, which means “race. Caste system in India is **a form of social categorization that splits the religion into ranked groups based on their occupation.** It is considered to be the most complexed social system. The worst part of this system is that so called higher classes look down upon the lower classes and this results in obstructing the national unity. National and public interests are ignored and unnoticed in the course of giving gravity to caste interests. It stands against the standards of democracy. The people are, as a result, oppressed and exploited. Deep rooted caste system obstructs the national growth.

### **Competency Based Long Answer Questions For Practice**

1. Both Bama and Zitkala-Sa are victims of discrimination that is practised in the society. Visualize that they both had a chance of meeting in a social event in India. They both share their experiences of oppression they faced and how those occurrences demonstrated to be the basis of forte to fight against such domination.

Complete the following conversation, with reference to their experiences they had gone through.

Bama: Hi Zitkala, It gives me a wonderful feeling to see you here.

Zitkala-Sa: Same here Bama. I’ve heard a lot about your fight against social discrimination.

2. “Untouchability is not only a crime, it is inhuman too”. Imagine yourself to be Bama and with that feel write down why and how you decided to fight against it.
3. In India, the marginalised sections have been treated cruelly for a long time. As Annan advised Bama in form of a letter how to fight against this prejudice.

You may begin this way:

Dear Sister Bama.

We are undergoing the tough time. Only education can help us

overcome the situation. I would advise you to study hard and to top all exams. If you are successful in life, people would come to you of their own accord

4. “In India, the so-called lower castes have suffered untold discrimination and cruelty since ages. This has taken away their fundamental rights and rendered them powerless and they are forced to lead an undignified life of poverty and misery.” As an activist prepare a speech to deliver in a school.

## INTERNAL ASSESSMENT

1. Assessment of Listening Skills	5 Marks
2. Assessment of Speaking Skills	5 Marks
3. Project	5 Marks
4. Viva	5 Marks

The practice of listening and speaking skills should be done throughout the academic year. This section aims to provide a combination of activities and tasks for students to practice and improve their listening and speaking skills. Rubrics have been provided to let students understand the parameters, based on which the assessment would be done. **The detailed guidelines are available on the official site of CBSE.**

### Assessment of Listening Skills

Given below are Listening Skills practice assignments. The transcript can read by the facilitator or a group leader can act as a speaker to let others complete the tasks.

#### Assignment-I

Listen to the speaker carefully and answer the questions given below.

#### Transcript

There's nothing quite like mother's love. More so in the lion kingdom where child rearing is almost exclusively a mother's domain. Male lions often kill cubs of previous leaders when they take over the pride. Even when their own male cubs grow up, they are kicked out. In such a scenario, the **Bedhia Nar**, a lion from **Bedhia** village of **Gir-Somnath** district, has rewritten parenting rules in the last abode of Asiatic lions in the world.

The lion christened as 'Bedhia Nar' has single-handedly raised his three cubs — all aged two — just like a lioness would have. The cubs were barely three months old when the lioness got electrocuted while entering a farm. The pride did not have any other lioness.

This rare departure in behaviour of the big cat was first noticed by naturalists Jalpan Rupapara and Purvesh Kacha in 2016. The naturalists, both medical practitioners, documented the lion's activities with 26 CCTV night vision cameras after seeking special permission from forest department for two years. The male lion not only hunted and fed the cubs, but also taught them to hunt and hid them while it was away.

“Never in our wildest imagination did we expect the lion will be so responsible for its cubs,” says Rupapara. He adds, “Generally, lions do not actively participate in child rearing. In fact, a lioness would generally keep cubs away from the lion fearing harm as Big Cats are known to attack their litter if they suspect the cubs’ paternity. But the Bedhia lion took over mothering the three month old cubs after the lioness died,” said Rupapara, a radiologist by profession.

Kacha, an anesthetist, underscores that the Bedhia lion even did not allow a lioness to come near him purportedly fearing that the “step-mother” may harm his cubs. The lion has been documented to have mothered the cubs well into their sub adulthood for the past two years. “These days the cubs have begun to hunt, while the lion closely follows them, keeping a watch. The cubs even share their food with their father,” says Rupapara who added that they continue to monitor the lions for next two months and submit a detailed research paper on the Bedhia lion’s exceptional parenting behaviour.

Chief conservator of forest, AP Singh says, “We had allowed the doctor-duo to conduct this exceptional research in greater Gir area. Earlier too they have given us valuable inputs on prevalence of flourosis disease in lions and lion migration pattern through their studies that helped us chalk several policies in Greater Gir area.”

HS Singh, a lion expert and member of the National Board for Wildlife, says, “The Bedhia lion’s behaviour is rare considering that lions usually do not take care of their cubs. In case of death of the mother, ‘aunts’ in the pride takes on the responsibility of bringing up the cubs. With probably no lioness in his pride, the lion solely assumed the dual responsibility of a father as well as mother,” said Singh.

### Task-1

Mark the following statements as true or false:

1. Child rearing is mother's domain in the lion kingdom. True / False
2. Male lions live in harmony with cubs of previous leaders. True / False
3. When the male cubs grow, they kick out the leader of the pride. True / False
4. Bedhia Nar changed the rule of parenting. True / False
5. Male lion is very particular about the paternity of its cubs. True / False

### Task-2

Complete the following, by filling gaps with appropriate word.

1. The lion was \_\_\_\_\_ as Bedhia Nar.
2. Jalpan Rupapara never expected Bedhia Nar to be so \_\_\_\_\_.
3. Lion's activities were recorded with \_\_\_\_\_.
4. Papa lions are known to be \_\_\_\_\_.
5. Kacha and Rupapara plan to submit \_\_\_\_\_.

## Assignment-2

The following transcript can be read by the facilitator or a group leader can act as a speaker to let others complete the tasks.

### Transcript

#### Bird count held amid rising temperatures

Hundreds of birders set out across Delhi and the National Capital Region on February 20, 2022, a Sunday morning as part of the Big Bird Day (BBD) 2022 — each carrying notebooks, a pair of binoculars and cameras to capture photographs of both resident and migratory birds in the region. The results of the count are expected to be released within 3 days.

Among the interesting sightings this year, the birders listed the short-eared owl in Jhanraula, osprey in Jhajjar; and spotted dove at Delhi's Yamuna Biodiversity Park. 10 Kentish plovers were recorded in the Chandu wetlands. However, most birders reported low bird density, citing warmer weather. "The results of the count are being uploaded on the e-Bird portal, and will be analysed over the next two days.

"Though some interesting species were sighted, the number and the overall density of birds is fairly low compared to what is generally seen at this time of the year. Temperatures were quite high during the afternoon, whereas in the count held on February 21 last year, we saw fog in the morning and temperatures were comparatively low," Big Bird Day organiser Devasar added, stating that consistent rain this winter also led to water accumulation in a lot of places across NCR, which could also lead to birds spreading out instead of going to known wetlands.

In last year's count, 244 species of birds were recorded, and 253 were recorded in the 2020, which was held on January 12. In 2019, 247 species were recorded, and 237 in 2018. Diverse species were also seen across Delhi's biodiversity parks — Aravalli, Neela Hauz, Ti 1 path Valley, Kalindi Kunj, Yamuna and Kami a Nehru ridge

Teams comprising students, scientists and college teachers set across the Capital's bird habitats from 8am until 10am on Sunday at the biodiversity parks. Orphean Warbler and the black eagle were sighted at the Aravalli

biodiversity park.

“At Tilpath Valley, the small minivet was reported, and at Tughlaqabad park, the black-headed ibis was among the noteworthy sightings. The Indian spotted eagle was recorded at Northern Ridge (Kamla Nehru Ridge),” said Faiyaz Khudsar, scientist-in-charge at Yamuna Biodiversity Park.

Surya Prakash, a birder and zoologist from Jawaharlal Nehru University, who scouted the area around the university, reported the white-capped bunting, a pair of Indian scops owl and yellow-wattled lapwing in the area. “The temperature has suddenly shot up over the last two weeks, leading to birds leaving early,” he said.

Source: Hindustan Times, Dated, February 21, 2022

### Task-1

#### Fill in the blanks with correct information

1. The birders set out across Delhi and the National Capital Region on February 20, 2022, a Sunday morning as part of the \_\_\_\_\_
2. Each Birder carries, notebook, \_\_\_\_\_ and camera.
3. The results of the count are expected to be released \_\_\_\_\_
4. The results of the count are being uploaded on the \_\_\_\_\_.
5. In 2021, \_\_\_\_\_ species of birds were recorded, and \_\_\_\_\_ were recorded in the 2020.

### Task-2

Column A	Column B
1. Jhanraula,	(a) black-headed ibis
2. Delhi’s Yamuna Biodiversity Park	(b) Orphean warbler and the black eagle
3. Chandu wetlands	(c) short-eared owl
4. Aravalli biodiversity park	(d) spotted dove
5. Tughlaqabad park	(e) 10 Kentish plovers

## Assessment of Speaking Skills

### Guidelines for conducting assessment of speaking skills:

1. Only 2 students at a time.
2. Speaking test time- 10 to 12 minutes
3. The three- phase test:
  - (i) General Introduction (simple warm up questions- name, residence, hobby etc.)
  - (ii) Mini Presentation (Role card/cue card with a topic)
  - (iii) Pair Interaction (verbal/visual stimulus to interact for 3 minutes)

Themes/Domains	Suggested topics
<b>Media and Networking</b>	Fake News and Misinformation on Social Media/ Role of Media in Democracy/ Traditional Media Vs Digital Media
<b>Health and Fitness</b>	Importance of Mental Wellbeing/ Importance of yoga in a student's life/ Health awareness
<b>Natural Resources</b>	Sustainable Development/ Alternate sources to energy/ Save water/ Sustainable management of natural resources
<b>Business World</b>	If I were a millionaire/ Cashless India/ Make in India/ Inflation and Recession
<b>The Elderly</b>	Generation Gap/ Increasing old age homes- good or bad? / Safety of the old people living alone
<b>Adolescence</b>	Smart phones vs Smart People/ Teens on social media/ Coping with Exam pressure in an effective way
<b>Sports and Sportsmanship</b>	How India can do better in Olympics?
<b>Ethics and Values</b>	Value of discipline/ Social media ethics/ Lessons to be learnt from great personalities/ Hard work vs Smart work

<b>Inventors and Inventions</b>	Which according to you is the greatest invention?
<b>Careers</b>	The rat race of competitive exams/ Trending careers
<b>Art and Aesthetics</b>	Art relaxes one's mind or is it a waste of time? / Is Keat's 'A Thing of Beauty' relevant even today?

### Prompts/cues or Pair Interaction

To make speaking a regular practice, prompts are provided to make interaction more engaging and relatable and interesting. Prompts created from textbook are suggested below:

<b>The Last Lesson</b>	<b>Lost Spring</b>
Mr M Hamel comes back to school after one month as the order has been lifted and French has been reinitiated in the school. Franz meets Mr M Hamel. Generate a conversation between the two.	Mukesh understands the need of a cooperative body for his people involved in bangle making. He takes help from an NGO in creating a business model for selling their products in city. He meets the author in Trade Fair. What conversation will follow?
<b>Deep Water</b>	<b>The Rattrap</b>
During one of his swimming sprees, Douglas saves a man from drowning. Create a conversation between the two, wherein it is revealed that the man saved by Douglas is none other than the big bruiser boy who had thrown Douglas into the YMCA pool.	Imagine that you are a rattrap seller/peddler and you meet the Crofter after Edla returns him his 30 kronors. What would be the conversation like?

<b>Indigo</b>	<b>Poets and Pancakes</b>
Mahatma Gandhi meets lawyers of Muzaffarnagar to understand the problems of sharecroppers of Champaran. Devise a conversation between Gandhi and the lawyers planning ways to help poor sharecroppers and making a strong case against British Landlords.	Asokamitran visits Gemini Studios after a long time and is surprised to see the modern technology being used in film making. Construct a conversation involving the surprise (reaction) of Asokamitran and the information shared by the director about the latest technologies used in film making.
<b>Interview</b>	<b>Going Places</b>
You are an aspiring journalist and you meet the journalist who interviewed Umberto Eco. You discuss with him the eroding ethics and values in journalism these days.	Imagine that Sophie actually meets Danny Cassey in a coffee parlour. Generate a conversation as likely to follow.

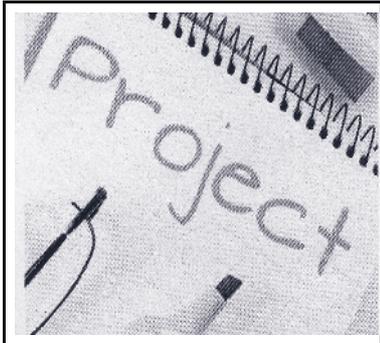
### Speaking Assessment Sheet/Record

#### School and Session

#### Class

Roll No.	Name of student	Parameters for Assessment				Total 20 points
		Interactive Competence 1-5 points	Fluency 1-5 points	Pronunciation 1-5 points	Language 1-5 points	
						20/4= 5 Marks
1						
2						
3						
4						

## Project Work+ Viva: 10 Marks

	<p>As per CBSE guidelines, the ideas/issues highlighted in the chapters/ poems/ drama given the prescribed books may be developed in the form of a project. Project should provide students with opportunities for listening and speaking through theatre/role play, questionnaires for interview followed by written assignments, essays, survey-reports.</p>
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**A structured Project-Portfolio/Project Report should have the following elements:**

	1 • Cover page- Title of project, school details/details of the student
2	• Statement of purpose/objectives/goals
3	• Certificate of completion under the guidance of the teacher.
4	• Action plan for the completion of assigned tasks.
5	• project details and tools used ( theatre/role play, questionnaires for interview followed by written assignments, essays, survey-reports.)
6	• List of resources/bibliography

## PROJECT TOPICS

<b>The Last Lesson</b>	<b>The Lost Spring</b>
<ul style="list-style-type: none"> <li>• Linguistic Chauvinism</li> <li>• Time Management.</li> <li>• Mother tongue</li> </ul>	<ul style="list-style-type: none"> <li>• Living conditions in slum</li> <li>• Children (Below 14) engaged in various kinds of work</li> <li>• How slums spread?</li> </ul>
<b>Deep Water</b>	<b>The Rattrap</b>
<ul style="list-style-type: none"> <li>• Water Sports</li> <li>• Overcoming Phobias</li> <li>• Fighting fear</li> </ul>	<ul style="list-style-type: none"> <li>• Poor vagabonds</li> <li>• Beggars on red lights</li> <li>• Kindness and Compassion</li> </ul>
<b>Indigo</b>	<b>Poets and Pancakes</b>
<ul style="list-style-type: none"> <li>• People's movements in India.</li> <li>• Short biography of a social worker</li> </ul>	<ul style="list-style-type: none"> <li>• Era of communism</li> <li>• Impact of make-up / cosmetics</li> <li>• Dynamics of film Industry</li> </ul>
<b>Interview</b>	<b>Journey to the end of the Earth</b>
<ul style="list-style-type: none"> <li>• How to prepare Interview questions</li> </ul>	<ul style="list-style-type: none"> <li>• Climate Change</li> <li>• Melting Glaciers</li> </ul>
<b>Tiger King</b>	<b>A Thing of Beauty</b>
<ul style="list-style-type: none"> <li>• Wild Life</li> <li>• Commercial Hunting</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage buildings</li> <li>• Inspirational Works</li> </ul>

### Record Keeping

The record of the activities done and the marks awarded must be kept for three months after the declaration of result, for any random checking by the Board. **No recording of speaking skills is to be sent to the Board.**

## **Assessment of Speaking Skill - Sample Transcript 1**

### **Phase 1-GENERAL INTRODUCTION (1 min)**

(The teacher makes the students feel comfortable)

Teacher: Good morning, I am Rakesh.

Student A: My name is Nandini.

Teacher: And yours? (looking at student B)

Student B: I am Samidha.

Teacher: Where do you live Samidha?

Samidha: I stay at Vivek Vihar.

Teacher: What about you Nandini?

Nandini: I live in Nirman Vihar.

Teacher: How far is your school from your residence Nandini?

Nandini: It's very near, just five minutes walking distance.

Teacher: What about you Samidha? How do you go to your school?

Samidha: My home is around 2 kilometers away from my school. I use bicycle, it hardly takes 10 minutes.

**(The teacher gives instructions for the mini presentation.)**

### **Phase 2- MINI PRESENTATION**

(1 minute for preparation+ 2 minutes each for students. Total 5 minutes for mini presentation)

Teacher: In this mini presentation, you are expected to speak for two minutes on a given topic. You can use pencil and paper to write your points but not supposed to write complete answers.

Both of you will get the input cards, each with a topic for mini presentation. Nandini will begin first. After Nandini finishes her presentation, Samidha will ask a question on Nandini's presentation. The same process will be repeated with Samidha.

### **Topic for Nandini-‘Fake News on Social Media’**

Nandini: Now a days credible sources of information appear to hold little value. People are exposed to misinformation- mostly generated by spam bots, skillful manipulation, anonymous forwarded messages and mushrooming of fake news channels. This has got vigour with the popularity of Whatsapp and smart phones. Smart phones have reduced the real smartness of people around. Social media has created echo and toxic chambers. One only likes to see updates and thoughts of people whose ideology he/she agree to. Thus, we have entered the phase where it is impossible to differentiate facts from fiction. There is an urgent need to check the bandwagon of fake news.

Samidha: How has WhatsApp accelerated circulation of fake news?

Nandini: People are too busy to cross check and just forward if it suits their ideology and thought process.

Teacher: What needs to be done to contain fake news?

Nandini: Both civil society and government agencies should shun and take action against such fake news vendors.

### **Topic for Samidha: ‘Sustainable Development’**

Samidha: The residents of Raini village in Chamoli district of Uttarakhand woke up to their worst nightmare last year. A glacial burst had breached the Rishi Ganga dam, causing a flood in the valley. A disaster of this magnitude compels us to look for ‘sustainable development’ in the wake of the climate crisis. Uttarakhand is blessed with numerous rivers and natural rapids, making it suitable to produce hydroelectricity. As many as six hydroelectric dams in operation, eight under construction and about 23 in the pipeline may prove disastrous given the region’s floods-inducing weather. So, the time has come to choose between reckless development and sustainable development. Local residents have repeatedly highlighted irregularities in environmental impact assessments (EIA) pertaining to dam construction projects in this region. We need to debate before a disaster occurs and causes huge loss.

Nandini: How can students and youngsters contribute to Sustainable development?

Samidha: They are powerful ambassadors of spreading awareness and awareness is the best medicine to address climate action.

Teacher: Energy is key driver of development. What could be an alternative of Hydroelectric dam to achieve sustainable development?

Samidha: I agree with you sir, but we have enormous resources and possibility to generate energy from other sources. And we are lead taker of International Solar Alliance too.

### PAIR INTERACTION (3 mins)

Teacher: A data of Air Quality Index (pollution level) of Delhi during Diwali celebration is given below. Look at the picture and share your views about the issue.

Year	Date	AQI level
2016	30-Oct	431
2017	19-Oct	319
2018	07-Nov	281
2019	27-Oct	337
2020	14-Nov	414

AQI	Good	Satisfactory	Moderate	Poor	Very Poor	Severe
	0-50	51-100	101-200	201-300	301-400	401-500

**Source:** HT October 27,2021

Nandini: I remember the how supreme court of India described the environment of Delhi as the gas chamber. The data is the clear evidence of that.

Samidha: You are right Nandini, just look at the figures of Air Quality Index. It has always been very poor to severe during Diwali season.

Nandini: But it is not just because of crackers that Air Quality Index had been so severe, it is also the time of stubble burning in the neighbouring states.

Samidha: Its true but we still don't have reasonable alternative of stubble burning. But apart from crackers and stubble burning there are many other burning issues that need to be resolved to breathe well in NCR.

Teacher: Is it time to aware people to take steps to reduce pollution?  
Nandini and Samidha (in chorus): Definitely, sir!

Teacher: Thank you both, it was really exciting to listen to you!

## **Assessment of Speaking Skill - Sample Transcript 2**

### **Phase 1-GENERAL INTRODUCTION (1 min)**

(The teacher makes the students feel comfortable)

Teacher: Good morning, I am Himanshu.

Student A: My name is Swati.

Teacher: And yours? (looking at student B)

Student B: I am Khyati.

Teacher: Where do you live Khyati?

Khyati: I stay at Mayur Vihar.

Teacher: What about you Swati?

Swati: I live in Preet Vihar.

Teacher: What are your hobbies, Swati?

Swati: I like reading and listening songs.

Teacher: What about your Khyati? What do you do in your leisure time?

Khyati: I am also fond of reading and I like to dance.

(The teacher gives instructions for the mini presentation.)

### **Phase 2- MINI PRESENTATION**

(1 minute for preparation+ 2 minutes each for students. Total 5 minutes for mini presentation)

Teacher: In this mini presentation, you are expected to speak for two minutes on a given topic. You can use pencil and paper to write your points but not supposed to write complete answers.

Both of you will get the input cards, each with a topic for mini presentation. Swati will begin first. After Swati finishes her presentation, Khyati will ask a question on Swati's presentation. The same process will be repeated with Khyati.

### **Topic for Swati -Examination Reforms**

Swati: Right from the beginning it was felt that Indian school examinations were largely testing cramming ability of the students. 21st century demands an innovative and problem solving education. The nature and pattern of question papers earlier called for rote memorization and failed to test higher-order skills like reasoning, critical thinking, analysis, developing perspective and decision taking. But positive steps were taken in this regard and finally New Education Policy 2020 was released by the Govt of India. As intended, now onwards examinations will not induce an inordinate level of anxiety and stress as examination will test multiple aspects of learning and conceptual interpretation. Undoubtedly, examination reforms ushered in will lead to happy, sustainable and holistic learning.

Khyati: Do you think students are prepared for testing of higher-order skills in exams?

Swati: They will be, if such an assessment is done and such questions are practised well before attempting final exams.

Teacher: What needs to be done to reduce exam stress?

Swati: Comprehensive and credible internal assessment would reduce the stress of examination.

### **Topic for Khyati: Need of Health Awareness among Students**

Khyati: Changing lifestyle involving lack of physical activity and irregular food habits are leading to obesity, diabetes, hypertension and hormonal imbalances in youngsters. Experiencing anxiety or depression can make it difficult to eat well, but good nutrition is necessary for one's physical and mental wellbeing. A healthy lifestyle can be beneficial for one's physical and mental health. Thus, there is immediate need of identifying healthy lifestyle choices that promote well-being of the individual and organising awareness campaigns for youngsters.

Swati: How can students or youngsters be encouraged for healthy lifestyles?

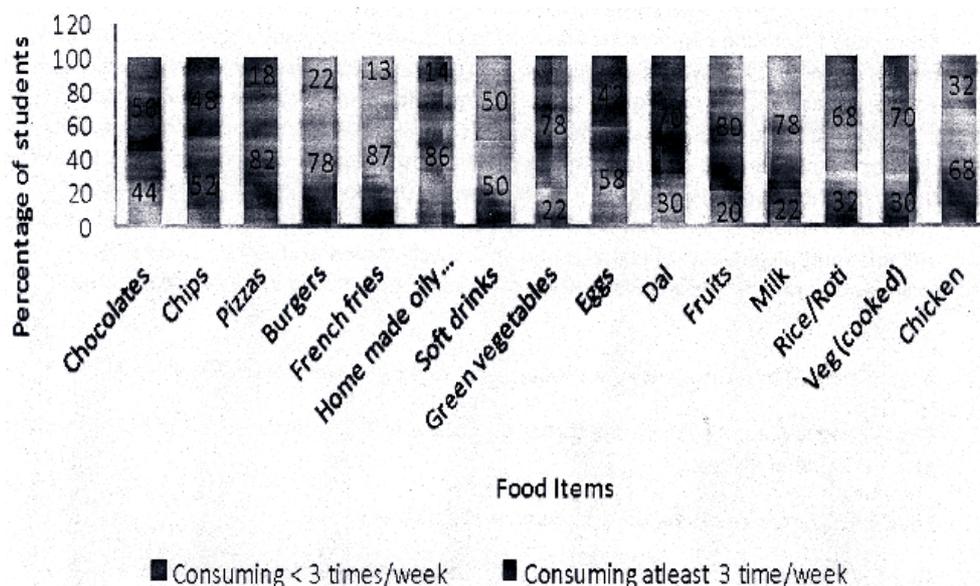
Khyati: Celebrities, especially sports persons are powerful ambassadors for spreading awareness among youngsters. Awareness is the best medicine to address issue of healthy lifestyle.

Teacher: Mental wellbeing is very important. Why?

Khyati: I think mental wellbeing has become all the more important after the pandemic. So, it needs everyone's attention.

### PAIR INTERACTION (3 mins)

Teacher: A data of Eating Habits of School Children is given below. Look at the picture and share your views about the issue.



Swati: I am amazed to see that 56% of the students eat chocolates at least 3 times a week.

Khyati: You are right Swati, just look at the figures of soft drinks. They are almost as popular as chocolates among children.

Swati: But it is not just chocolates and soft drinks. Just see the figures of chips. They are not far behind the chocolates and soft drinks.

Khyati: Its true all these are the main culprits, leading to obesity, diabetes in youngsters.

Teacher: Swati, What do you think about the consumption of French fries?

Swati: Although it is less than 3 times a week, but the percentage of students is too high. 87% of students eat French fries almost thrice a week which is alarming.

Teacher: Khyati, Which other eatable has almost the same consumption rate as French fries?

Khyati: They are Home- made oily snacks, which is 86%.

Teacher: Is it time to mind what we eat?

Swati: Definitely, sir!

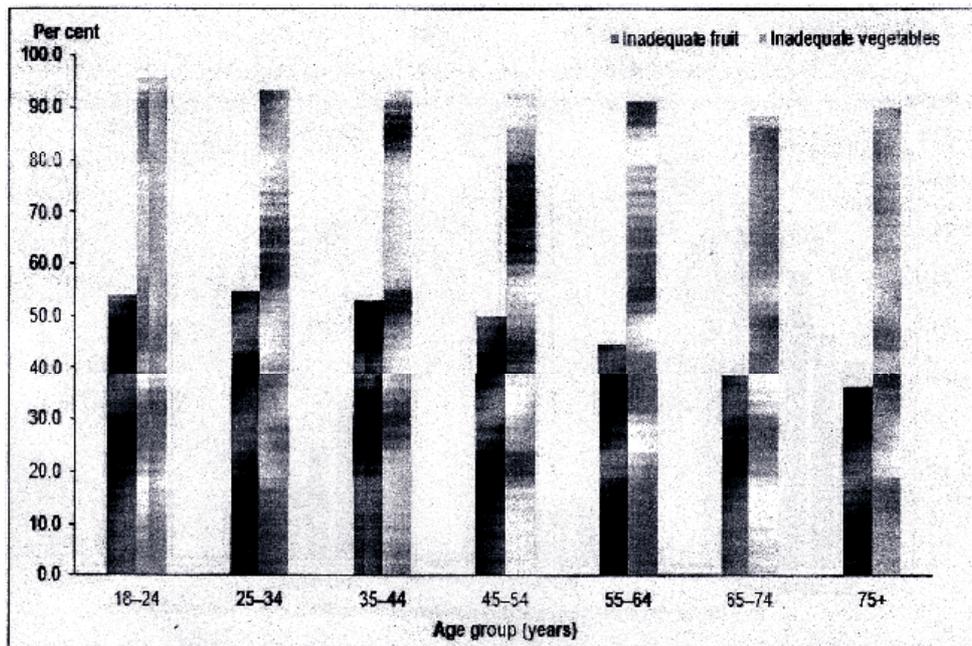
Khyati: We need to take care of this issue and let others understand too

Teacher: Thank you both, it was really exciting to listen to you!

## Assessment of Speaking Skill - Cues for practice

### Pair interaction practice cue no. 1

Teacher: A data of Prevalence of inadequate fruit and vegetable intake for persons aged 18 and over is given below. Look at the picture and share your views about the issue.



**Figure 1:** Prevalence of inadequate fruit and vegetable intake for persons aged 18 and over, 2017-18

**Source:** ABS 2018;

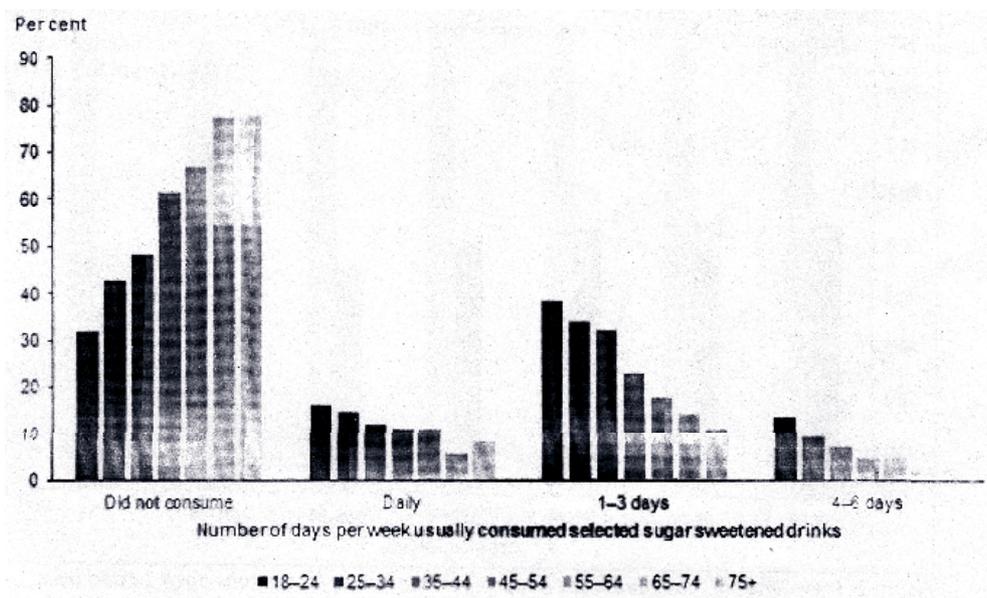
#### Discussion points:

Based on self-reported data from the Australian Bureau of Statistics (ABS) 2017-18 National Health Survey (NHS), 1 in 2 people aged 18 and over (49%) did not eat the recommended 2 serves of fruit, while over 9 in 10 (92%) did not eat the recommended 5-6 serves of vegetables (ABS 2018).

The proportion of adults with inadequate vegetable intake was similar across age groups (Figure 1). Fruit intake was worse among young people: more than half (54%) of those aged 18-24 had inadequate fruit intake, compared to one-third (36%) of people aged 75 and over.

## Pair interaction practice cue no. 2

Teacher: A data of Prevalence of sugar sweetened drink consumption for persons aged 18 and over is given below. Look at the picture and share your views about the issue.



### Discussion points:

- 9.1% of adults aged 18 and over consumed sugar sweetened drinks daily.
- A greater proportion of men consumed sugar sweetened drinks daily than women— 12% compared with 6.4%
- 18-24 year olds had the highest daily consumption —16% of men and 10% of women,
- Women were more likely than men to report not consuming any sugar sweetened drinks—72% compared with 56%
- Overall, sugar sweetened drinks consumption decreased as age increased

**SAMPLE QUESTION PAPER (2023-24)**  
**ENGLISH CORE (Code No. 301)**  
**CLASS-XII (2024-25)**

**Time allowed: 3 Hrs.**

**Maximum Marks: 80**

**General Instructions:**

Read the following instructions very carefully and strictly follow them:

- i. This question paper has 13 questions. All questions are compulsory.
- ii. This question paper contains three sections:  
Section A: Reading Skills,  
Section B: Creative Writing Skills  
Section C: Literature
- iii. Attempt all questions based on specific instructions for each part. Write the correct question number and part thereof in your answer sheet.
- iv. Separate instructions are given with each question/part, wherever necessary.
- v. Adhere to the prescribed word limit while answering the questions.

**SECTION A**  
**READING SKILLS**

**(22 marks)**

1. **Read the following passage carefully:** 12
- (1) In a room filled with people, each face illuminated by the soft glow of their smartphones, moments drift away like autumn leaves in the wind. The constant hum of notifications fills the air, punctuating conversations like an incessant drumbeat. Every vibration or ping sends fingers flying to screens, a response ingrained by years of digital conditioning. The once-reliable tick-tock of analog timepieces has been overshadowed by the constant flicker of notifications on the wrist watch, blurring the boundaries between the virtual and the real.
  - (2) Anxiety gnaws at the edges of consciousness when the phone is out of reach, a phantom limb syndrome that leaves us feeling incomplete without our digital appendage. The fear of missing out permeates every moment spent away from the screen, driving us to constantly check for updates and notifications.
  - (3) Thumbs move with the speed and precision of skillful pianists, tapping out messages and scrolling through feeds with practiced ease. Yet amidst the flurry of activity, the true rhythm of life remains unheard, drowned out by the dissonance of digital noise. The weight of constant connectivity forms a hunch upon our shoulders, a physical manifestation of the burden we carry in an age of information overload. Our minds are perpetually on high alert, scanning for the next wave of excitement that comes with each like, share, or comment.
  - (4) And yet, for all our efforts to stay connected, we find ourselves increasingly isolated in a sea of digital faces. Genuine connections are fleeting, drowned out by the constant clamour for attention. In the pursuit of digital validation, we sacrifice the wealth of lived experience, trading meaningful moments for fleeting glimpses of connection. The true essence of life lies not in the pixels on a screen, but in the depth of human connection and the richness of shared experiences

- (5) As we navigate this brave new world of constant connectivity, let us not forget the value of presence and the beauty of being fully engaged in the moments that matter most. For in the end, it is not the number of likes or followers that defines us, but the depth of our connections and the richness of our experiences that truly matter.

Created for Academic Usage/421 words

**Answer the following questions, based on the passage above.**

- I. According to paragraph 1, what effect do smartphone notifications have on the people in the room? 1
- II. How does the author use the metaphor of 'autumn leaves in the wind' to interpret the passing of time in the setting described? 1
- III. Read and complete the following sentence suitably. 1  
The phrase 'a phantom limb syndrome that leaves us feeling incomplete without our digital appendage' suggests that just as an amputee might feel pain in a limb they no longer have, individuals can feel a sense of loss or incompleteness when they are separated from their digital devices.  
Choose the correct response from the two options to complete the sentence.  
The concern this analogy points towards is about\_\_\_\_\_.
- A. a deep (psychological) dependence on technology for a sense of wholeness or connection.
- B. excessive physical damage that can be caused due to constant use of digital devices.
- IV. Complete the following suitably with ONE advantage, with reference to paragraph 2. Designating specific hours each day to intentionally avoid checking digital devices can help\_\_\_\_\_. 1
- V. Why does the writer refer to digital noise as 'dissonance' in paragraph 3? Because- 1
- A. It creates a jarring and chaotic environment that disrupts focus.
- B. It contributes to a sense of overload, overwhelming the senses.
- C. It interferes with our ability to engage with meaningful aspects of our life.
- D. It induces stress by interrupting with regular updates about the device.
- VI. Provide ONE textual evidence with reference to paragraph 3, to prove the following: The need to be perpetually engaged with digital notifications manifests in the body. 1
- VII. In the line, 'Yet amidst the flurry of activity, the true rhythm of life remains unheard.... what does the phrase 'true rhythm of life' refer to?' (Paragraphs 3-4) 2
- VIII. Complete the analogy with ONE word from paragraph 4. 1  
whisper: quietly: \_\_\_\_\_ : loudly
- A. validation
- B. fleeting
- C. essence
- D. clamour

- IX Why is it fair to say that the statement 'And yet, for all our efforts to stay connected, we find ourselves increasingly isolated in a sea of digital faces' from paragraph 4. employs irony? 1
- A. Despite the intent to connect more effectively, the result is the opposite.
- B. The writer mocks the seriousness with which people approach digital connectivity.
- C. The writer exaggerates the effects of digital connectivity to highlight its impact.
- D. Use of 'a sea of digital faces' to symbolically represent digital platforms.
- X Assess the potential challenges OR benefits of relying on survey outcomes for designing health interventions, as outlined in paragraph 5. 2

**2. Read the following carefully. 10**

(1) Introduction:

In the hasty lifestyle of today's world, the choice of snacks can greatly impact one's health and well-being. This case study aims to analyse the preference for seasonal fruits compared to packaged snacks among different age groups and the implications for overall health.

(2) Methodology:

A survey was conducted among individuals across various age groups, ranging from children to seniors, to determine their snacking preferences. Participants were asked to indicate their preferred snack choices and provide reasons for their preferences. The data was then analysed to identify trends and patterns among different age demographics.

(3) Survey Examination:

The survey encompassed a comprehensive examination of snacking habits, including not only preferred snack choices but also delving into the underlying motivations and influences guiding these choices. Beyond mere preference, participants were encouraged to articulate the reasons behind their selections, providing invaluable insights into the multifaceted nature of snacking behavior.

(4) Results:

The survey results revealed interesting insights into snacking preferences among different age groups:

Age-group	%	Preferred snack	Reasons for preference
Children	77	Seasonal fruits	Taste, Health benefits, Parental guidance
Teenagers	65	Packaged snacks	Convenience, Taste, Peer influence
Young adults	52	seasonal fruits and packaged snacks	Transitional lifestyle(college, beginning careers, and establishing independence), Health consciousness, Convenience
Middle-aged	83	Seasonal fruits	Freshness, Nutrition, Health consciousness
Elderly	90	Seasonal fruits	Health benefits, Digestive ease

(5) Implications for Interventions:

By discerning the diverse preferences among different age groups, policymakers and health practitioners can tailor interventions to address specific demographic needs. For instance, targeting educational campaigns towards parents could empower them to instill healthy eating habits in their children from an early age. Concurrently, efforts to mitigate the

influence of advertising and peer pressure on teenagers could involve regulatory measures and educational initiatives aimed at promoting critical thinking and informed decision-making. Furthermore, the prominence of seasonal fruits as a preferred snack choice among middle-aged adults and senior's points towards the importance of promoting access to fresh produce and nutritional education across all age demographics.

(6) Conclusion:

The survey outcomes serve as a roadmap for designing targeted interventions that not only cater to diverse demographic needs but also nurture a culture of health and well-being. By harnessing the insights gleaned from this study, stakeholders can collaboratively work towards building healthier communities and promoting sustainable practices for generations to come.

Created for Academic Usage/315 words

**Answer the following questions, based on given passage.**

- I. Complete the following suitably. 1  
In the introduction, the researcher links a hasty lifestyle with the choice of snacks in the study to highlight \_\_\_\_\_.
- II. What would the following be classified as? 1  
To examine snacking preferences across various age groups in detail, and assess health implications.  
Select the appropriate response.  
A. Primary purpose B. Secondary objective  
C. Method of analysis D. Research outcome
- III. Give **two** points to support why it is likely that fresh fruits were given as an option to the survey participants to choose from in the study on snacking preferences. 2
- IV. Paragraph 3 includes words - 'motivations' and 'influences.' 1  
Classify the following sentences as 'influence' or 'motivation':  
Sentence 1: Peer pressure leads teenagers to prefer packaged snacks over healthier options.  
Sentence 2: The drive to maintain health as one ages makes middle-aged adults to choose seasonal fruits.
- V. **Read the following:** 1  
Seema regularly enjoys snacking on chips and cool drinks while watching movies. Mohan, her neighbour, prefers to snack on oranges and also some nuts occasionally. Arindam, who lives across, often tends to eat a mix of carrot sticks and instant noodles, in between meals.  
Select the option that identifies the correct demographic Seema, Mohan and Arindam belong to.  
A. Seema young adult; Mohan - teenager; Arindam -middle-age  
B. Seema teenager; Mohan middle-age; Arindam -child  
C. Seema young adult; Mohan - child; Arindam - teenager  
D. Seema teenager; Mohan elderly; Arindam -young adult

- VI. Although children, middle-aged, and elderly groups all prefer seasonal fruits, why is the preference percentage highest among the elderly? 1
- VII. Analyse how targeted interventions based on the diverse snacking preferences of different age groups can lead to improved health outcomes. (Paragraph 5) 2
- VIII What is the ultimate goal for stakeholders, based on the insights from the study?1
- Increase profitability through enhanced snack marketing
  - Building healthier communities
  - Reducing the cost of healthcare services
  - Expanding the range of available snack product

### SECTION B

#### CREATIVE WRITING SKILLS (18 marks)

3. Attempt **any one** of the two, (A) or (B), in about 50 words. 1x4=4
- A. Your school is planning to conduct an inter-class seminar on the topic-The Importance of Mental Health-to create awareness in adolescents. As the head of the organising committee, write a notice to inform all students about the seminar and invite registrations from classes XI-XII. Include other necessary details. Put your notice in a box.

OR

- B. Your school is organising an inter-House webinar on enhancing coding skills, As the President of the Computer Club, write a notice to inform all House members from IX-XII about the webinar and specify the number of registrations invited per House. Include other necessary details. Put your notice in a box.
4. **Attempt any one of the two, (A) or (B), in about 50 words.** 1x4=4
- A. Draft an invitation in not more than 50 words from Vani Gopalan, Chief Project Officer of an NGO, for the launch of the 'Each One Teach One' programme, addressed to school Principals and Coordinators. Mention a compelling highlight of the programme along with other necessary details

OR

- B. An invitation had been issued by Mr. Cherian, the HR Head of your company inviting you for the company picnic. As Joseph Vijayan, Asst. Manager, Operations, draft a reply in not more than 50 words, consenting to attend.
5. **Attempt any one of the two, (A) or (B), in 120 150 words.** 1x5=5
- A. Financial literacy is increasingly recognised as a crucial 21st-century skill for young individuals. Write a letter to the editor of a local daily discussing the benefits of providing financial literacy education to children. Also, suggest effective ways to raise awareness about the importance of this education among parents and guardians. You may use some of the given cues along with your own ideas to draft the letter. You are a counsellor, Chitra Mahapatra from Puri, Odisha.

- What are the long-term benefits of learning financial independence from a young age?
- Why is understanding the power of finances beneficial for young learners?
- Why skills learned during childhood tend to have a lasting impact.

**OR**

- B.** You are Maya Syiem from Shillong. You read the given advertisement and wish to apply for the post advertised. Write this job application along with your bio-data.

Join our Creative Team!  
 A renowned publishing house in Shillong  
 -A NEW WORLD-  
 is seeking a talented illustrator for children's books.  
 Creative individuals with a passion for storytelling through art, welcome.  
 Experience, not mandatory.  
 Team players with degree/ diploma in Fine Arts/ Graphic Design may apply with 5  
 samples from portfolio illustrating a variety of work.  
 Write to the Project Lead, 23-C Rosewood Lane, Shillong-793005

Attempt **any one** of the two, (A) or (B), in 120 150 words **1x5=5**

- 6. A.** In an era of rapid globalisation and technological advancement, the preservation of cultural heritage remains a vital challenge, particularly for the youth. India continues to navigate the complexities of maintaining tradition alongside modernity. Write an article exploring the role of cultural heritage in shaping the identities of today's Indian youth. Provide examples to illustrate your points wherever necessary. You may use some of the given cues along with your own ideas. You are Arti Nirula of Class XII-A.

- How have global interactions and technologies influenced or changed these traditional practices among today's youth?
- What are the benefits of preserving cultural heritage for young people? How does it contribute to their sense of identity and community?
- Suggest ways in which young people and institutions can work together to ensure the preservation of cultural heritage.

**OR**

- B.** You are Hina Aziz, student of Class XII-D and a member of the school magazine editorial board. Write a comprehensive report detailing the activities undertaken by students as part of the celebrations on Yoga Day. Include descriptions of the events, participation details, and the overall impact of these activities on the school community. You may organise your report by following - Who - What - When - Where - Why - How

**LITERATURE**

**(40 marks)**

- 7. Read the following extracts and answer the questions for any one of the given two-A 7. or B** **1x6=6**

**A** Those who prepare green wars,  
wars with gas, wars with fire,  
victory with no survivors,  
would put on clean clothes  
and walk about with their brothers  
in the shade, doing nothing.

(poem Keeping Quiet)

- I. What is a common outcome of all the wars described?
- II. What does the imagery of 'walking about with their brothers in the shade' primarily represent?
  - A. The readiness for further conflicts.
  - B. A return to normal activities post-conflict.
  - C. A moment of unity and peaceful reflection.
  - D. The physical environment of a typical war zone.
- III. Complete the following suitably.  
The putting on of 'clean clothes' by the warmongers, symbolises \_\_\_\_\_.
- IV. Select the correct option from those given in brackets, to fill in the blank.  
The excerpt tells us that the speaker \_\_\_\_\_ (condemns/glorifies) the destructive nature of modern warfare.
- V. Read the assertion and the reason below, with reference to the given extract.  
Assertion: The poet advocates for 'doing nothing' as a way to prevent the devastation of war.  
Reason: 'Doing nothing' refers to a time for stopping any action for a few moments.  
Choose the correct option regarding their relationship.
  - A. Both the assertion and the reason are true, and the reason is the correct explanation of the assertion.
  - B. Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.
  - C. The assertion is true, but the reason is false.
  - D. The assertion is false, but the reason is true.
- VI. How can the message in the excerpt, about the outcome of wars be applied to promote peace?

**OR**

**B** While greedy good-doers, beneficent beasts of prey,  
Swarm over their lives enforcing benefits

That are calculated to soothe them out of their wits,  
And by teaching them how to sleep they sleep all day,  
Destroy their sleeping at night the ancient way. (poem-The Roadside Stand)

- I. Select the phrase that suggests the following:  
The so-called aids are not offered out of genuine care or consent but are imposed in a controlling and perhaps unwelcome manner.
- II. What does the imagery of 'swarm' NOT represent in the given extract?  
A. Coordinated help. B. Overwhelming force  
C. Discomfort and chaos D. Neglect of individual needs
- III. Complete the following suitably.  
In the line, 'destroy their sleeping at night the ancient way, the phrase 'the ancient way' refers to \_\_\_\_\_.
- IV. Select the correct option from those given in brackets, to fill in the blank.  
The poet has used phrases like 'greedy good-doers' and 'beneficent beasts of prey' to illustrate the \_\_\_\_\_ (irony/satire) in the situation where those claiming to help the rural poor actually impose self-serving and detrimental actions on them.
- V. Read the assertion and the reason below, with reference to the given extract.  
Assertion: The poet criticizes the way the rural poor are treated by benefactors, suggesting it instills ambition.  
Reason: The interventions are overwhelmingly calming and lead to a loss of critical thinking among the rural poor.  
Choose the correct option regarding their relationship:  
A. Both the assertion and the reason are true, and the reason is the correct explanation of the assertion.  
B. Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.  
C. The assertion is true, but the reason is false.  
D. The assertion is false, but the reason is true.
- VI. State in one sentence, what cautionary advice your address to the rural poor from the extract, is most likely to include.
- 8. Read the following extracts and answer the questions for any one of the given two, (A) or (B) 4x1=4**
- A. To visit Antarctica now is to be a part of that history; to get a grasp of where we've come from and where we could possibly be heading. It's to understand the significance of Cordilleran folds and pre-Cambrian granite shields; ozone and carbon; evolution and extinction. When you think about all that can happen in a million years, it can get pretty mind-boggling. Imagine: India pushing northwards, jamming against Asia to buckle its crust and form the Himalayas; South America drifting off to join North America, opening up the Drake Passage to create a cold circumpolar current, keeping Antarctica frigid, desolate, and at the bottom of the world. (Journey to the End of the Earth)
1. Complete the following suitably.  
The passage suggests that visiting Antarctica offers insight into geological

- processes and Earth's history by\_\_\_\_\_.
- II. How does the author imply the role of geological knowledge in understanding the Earth's past and potential future changes?
  - III. The writer says, 'When you think about all that can happen in a million years, it can get pretty mind-boggling.'  
What is the most likely impact on the writer?
    - A. Feels overwhelmed by the vastness of geological time scales.
    - B. Is uneasy about the rapid pace of geological changes.
    - C. Feels indifferent towards geological phenomena.
    - D. Is surprised by the lack of significant geological events over a million years.
  - IV. How might understanding the geological processes mentioned in the passage help scientists in predicting and mitigating future environmental changes, particularly in polar regions?

**OR**

- B.** I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward's! In my anguish I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now, I was only one of many little animals driven by a herder.

*(Memories of Childhood: The Cutting of My Long Hair)*

1. Complete the following suitably.  
Zitkala-Sa's description of her experience at the boarding school conveys a sense of abandonment through her portrayal of\_\_\_\_\_
  - II. List any one emotion that Zitkala-Sa experiences as her hair is being cut.
  - III. Select the suitable option to complete the following.  
The metaphor of being 'tossed about in the air like a wooden puppet' contribute to the reader's understanding of Zitkala-Sa's feelings of being \_\_\_\_\_
    - A. forced to interact with others
    - B. manipulated and controlled
    - C. preached at and insulted
    - D. made to exist like toy animals
  - VI In what ways does the imagery of her 'long hair shingled like a coward's' symbolise the erasure of Zitkala's cultural heritage and the imposition of Western norms?
- 9. Read the following extracts and answer the questions for any one of the given two, A or B. 1x6=6**

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

(The Last Lesson)

- I. What was the writer's purpose in using the metaphor of a 'thunderclap'?
- II. Select the correct option from those given in brackets to fill in the blank.  
The use of exclamatory marks in the first five sentences of the extract serves to express the speaker's \_\_\_\_\_ (hidden/ intense) emotions.
- III. Complete the following suitably.  
The activities of seeking birds' eggs and sliding on the Saar reveal two things about Franz's character before his change in perspective. First, his youthful carefree nature and second, his preference for \_\_\_\_\_.
- IV. What is reflected through the shift in the speaker's perception of Mr. Hamel, conveyed through his readiness to forget the ruler?
- V. Select the textual option that is closest to indicating a sense of panic.
  - A. Oh, how sorry I was for not learning my lessons...
  - B. Why, I hardly knew how to write!
  - C. Oh, the wretches; that was what they had put up at the town-hall!
  - D. And M. Hamel, too;
- VI. What does the following line from the extract, showcase?  
*My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up.*
  - A. realization
  - B. confusion
  - C. expectation
  - D. affirmation

**OR**

- B. And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art. Garbage to them is gold. It is their daily bread, a roof over their heads, even if it is a leaking roof. But for a child it is even more "I sometimes find a rupee, even a ten-rupee note," Saheb says, his eyes lighting up. When you can find a silver coin in a heap of garbage, you don't stop scrounging, for there is hope of finding more. It seems that for children, garbage has a meaning different from what it means to their parents. For the children it is wrapped in wonder, for the elders it is a means of survival.

(Lost Spring-Stories of Stolen Childhood)

- I. What does Saheb's statement about finding money in the garbage reveal about his daily life and aspirations?

- II. Select the correct option from those given in brackets to fill in the blank.  
Describing garbage as 'gold' metaphorically elevates its value to the children, helping the reader understand the \_\_\_\_\_ (dynamic/desperate) conditions under which these children live, where even garbage can represent crucial economic resources.
- III. Complete the following with a suitable reason.  
Children continue to scrounge in the garbage because \_\_\_\_\_.
- IV. How does the perception of garbage differ between children and adults in Seemapuri?
- V. What is implied by the description of rag-picking as having 'acquired the proportions of a fine art' in the excerpt?
- Rag-picking is an undesirable and simple task that anyone can do without effort.
  - Rag-picking has evolved into a complex skill that is valued within the community.
  - Rag-picking is a temporary activity that does not significantly impact the community.
  - Rag-picking has the status of an artistic hobby that children pursue for enjoyment.
- VI. What is the reason for Saheb's eyes 'lighting up'?
- The immediate experience of finding something valuable.
  - Discussing his findings with others.
  - Reminiscing about past findings in the garbage.
  - Planning future scavenging expeditions
10. Answer **any five** of the following six questions in 40-50 words each: **5x2=10**
- Identify an instance of hope or resilience in 'Lost Spring' and analyse how it reflects one of the story's themes.
  - Interpret the use of visual imagery by Kamala Das in her poem to depict the passage of time.
  - What does the contrasting imagery of the church clock and the Prussian trumpets represent, in 'The Last Lesson'?
  - How does the author's writing style in 'The Interview' affect the reader's understanding of the story?
  - Explain how the rattrap symbolises the dual aspects of human nature.  
(The Rattrap)
- VI. What factor/s were largely instrumental in the victory of the peasants in 'Indigo'?
11. Answer **any two** of the following three questions in 40-50 words each: **2x2=4**
- Discuss the significance of the toy tiger in the climax of 'The Tiger King.'
  - Interpret the significance of both literal and metaphorical journeys in the story, 'The Third Level.'
  - How does Susan Hill subtly portray a blend of pessimism and optimism in 'On the Face of It'?
12. Answer **any one** of the following two questions, in about 120-150 words. **1x5=5**

**A** Analyse the poems, A Roadside Stand and Aunt Jennifer's Tigers for the theme of inequality and its impact on the bearers.

**OR**

**B** How do the characters of Sophie from 'Going Places' and Subbu from 'Poets and Pancakes' compare and contrast in terms of their aspirations, constraints, and the pursuit of their dreams?

**13.** Answer **any one** of the following two questions, in about 120-150 words **1x5=5**

**A** The influence of belief in traditions such as religion, family bonds, or patriotism can be used to develop narrative techniques like setting, motivation, sources of conflict, and pacing. Analyse how the writer has incorporated such influences to good effect in the story, The Enemy. Support your answer with valid textual evidence.

**OR**

**B** Discuss the narrative techniques used by the author in The Third Level. How do these techniques effectively convey the themes of escapism and nostalgia? Provide specific examples from the text to support your analysis.

**MARKING SCHEME**  
**ENGLISH CORE (Code No. 301)**  
**CLASS-XII (2024-25)**

**General Instructions:**

1. The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, then due marks should be awarded accordingly.
2. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note "Extra Question".
3. If more than one option is mentioned in the answer of multiple choice questions, then no marks to be awarded.

**SECTION A: READING SKILLS (22 marks)**

1. Answer the following questions, based on the passage above. (Descriptive Passage) **12**
  - I They lead to instant interruptions in conversations. [language/expression may vary but the idea should remain relevant] 1
  - II It illustrates how moments are fleeting and unnoticed, lost amid the distractions of digital interactions / it illustrates how easily significant moments can drift away when overshadowed by the focus on technology [language/expression may vary but the idea should remain relevant] 1
  - III A. a deep (psychological) dependence on technology for a sense of wholeness or connection 1
  - IV reduce the anxiety associated with the need to constantly be connected. 1
  - V C. It interferes with our ability to engage with meaningful aspects of our life. 1
  - VI Yes it does - develop a hunch / mind is constantly alert (any one) 1
  - VII The phrase refers to the natural, meaningful, and often quieter moments that make up human existence and relationships-those that occur away from the digital chaos. The writer draws our attention towards the genuine life experiences, such as face-to-face conversations, quiet contemplation, enjoying nature, and real-world interactions, that are overlooked or drowned out by the constant noise of digital activity. [language/expression may vary but the idea should remain relevant] 2
  - VIII D. clamour 1
  - IX A. Despite the intent to connect more effectively, the result is the opposite. (Option B is satire, C is hyperbole and D is metaphor) 1

- X They are (2 points to be elaborated for either) 2
- Benefits: Survey outcomes can offer a detailed understanding of the specific needs and preferences of various demographic groups, which can enhance the effectiveness of health interventions by making them more targeted and relevant. Additionally, using these data-driven insights can foster a sense of collaboration among stakeholders, promoting a unified approach towards health and sustainability.
- Challenges: Relying on survey outcomes may present challenges such as the risk of biases in the data collection process, which can twist results and lead to ineffective interventions. There's also the issue of survey fatigue among participants, potentially reducing engagement and the accuracy of the data gathered. Moreover, translating survey findings into practical interventions requires resources and continuous stakeholder commitment, which might not always be feasible.
2. **Answer the following questions, based on given passage.** 10
- 1 ... how busy daily routines influence people to opt for quick and convenient eating options, often at the expense of nutritional value. 1
- II A. Primary purpose 1
- III The TWO points are - 2
- a) Health focus, as fruits are widely recognised for their health benefits, and this aligns with the study's goal to analyse snacking habits and their implications for health (making fresh fruits a relevant choice for understanding healthy snacking behaviours).
- b) Comparative analysis, as the study aims to compare the health implications of seasonal fruits versus packaged snacks. Including fresh fruits allows researchers to directly evaluate preferences between natural, healthier choices and processed, potentially less healthy alternatives.
- IV Influence - sentence 1 Motivation- sentence 2 1
- V D. Seema teenager (taste and convenience); Mohan elderly(health, digestive ease); Arindam -young adult (health and convenience) 1
- VI Due to their increased health needs and focus on foods that are easier to digest and nutritionally beneficial. 1
- VII Targeted interventions can effectively address specific health needs by focusing on the unique factors influencing each demographic's snacking choices. For example, educational campaigns for parents can foster early healthy eating habits in children, while initiatives for teenagers can reduce the impact of advertising and peer pressure, promoting wiser food choices. Also, ensuring that middle-aged and older adults have access to fresh produce supports ongoing health maintenance, directly contributing to overall improved health outcomes across the lifespan. 2
- VIII B. Building healthier communities. 1

### SECTION B-CREATIVE WRITING SKILLS (18 marks)

- |    |   |            |                                     |                                     |   |
|----|---|------------|-------------------------------------|-------------------------------------|---|
| 3. | Format-1  | Content -2 | Accuracy of spelling and grammar -1 | 4                                   |   |
| 4  | A- (Card type formal / third person/ centre aligned) B- (Letter type- formal, first/third person)   |            |                                     | 4                                   |   |
|    | Format-1  | Content -2 | Accuracy of spelling and grammar -1 |                                     |   |
| 5. | Format-1  | Content -2 | Organisation-1                      | Accuracy of spelling and grammar -1 | 5 |
| 6. | Format-1  | Content -2 | Organisation-1                      | Accuracy of spelling and grammar -1 | 5 |
| A. | Article-Value points  |            |                                     |                                     |   |
|    | <ul style="list-style-type: none"><li>● Cultural heritage provides a strong sense of identity, helping young people connect with their roots and understand how historical influences shape their personal and community identities.</li><li>● Exposure to one's own and other cultures promotes tolerance and appreciation, which are vital in today's globalised society. This helps youths navigate diverse social environments with respect and empathy.</li><li>● Engaging with traditional arts, crafts, and practices can inspire creativity and innovation among youths, allowing them to reinterpret cultural expressions in ways that resonate with contemporary life.</li><li>● Active participation in cultural festivals, rituals, and community events strengthens bonds among community members and enhances social cohesion, making cultural heritage a pivotal part of daily life for youths.</li><li>● Incorporating cultural studies in education can increase awareness and pride among young people about their heritage, encouraging them to become advocates and preservers of their traditions.</li><li>● By using technology to create appealing and accessible cultural content, such as virtual museum tours, digital storytelling, and social media campaigns, youths can be engaged with their heritage in formats they find relatable and exciting.</li></ul> |            |                                     |                                     |   |
| B. | Cues lead to the eliciting of relevant response points  |            |                                     |                                     |   |

### SECTION C-LITERATURE (40 marks)

7. **Read the following extracts and answer the questions for any one of the given two-A or B**
- |     |  |   |
|-----|--|---|
| A   | Poetry (Flamingo)  | 6 |
| I   | Gaining victory with no survivors  |   |
| II  | C. A moment of unity and peaceful reflection   | 1 |
| III | ...a potential for change and renewal / a moment of pause and reflection / an act of cleansing of their actions /embracing a peaceful existence/ the possibility of transformation | 1 |
| IV  | condemns   | 1 |
| V   | B. Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.   | 1 |
| VI  | Global leaders and communities can work toward more sustainable and peaceful solutions Can be used to advocate for non-violent resolutions / peace                                 | 1 |

- negotiations in contemporary conflicts / Can be used to promote dialogue and understanding over aggression and warfare
- B I enforcing benefits 1
- II A. Coordinated help. 1
- III ...the traditional and longstanding sleeping patterns and nighttime rituals that have been part of the rural community's lifestyle for generations (deeply rooted cultural practices) 1  
[The speaker suggests that the modern practices, possibly influenced by external forces such as urbanisation or industrialisation, disrupt the natural sleep patterns of the rural inhabitants dilute their time-tested ways.]
- IV irony 1
- V D. The assertion is false, but the reason is true. (Correct assertion The poet criticizes the way the rural poor are treated by benefactors, suggesting it dulls their senses: 'soothe them out of their wits') 1
- VI Be wary of involvements by outsiders that might appear benevolent but could ultimately undermine your autonomy and dull your critical thinking abilities. [language/expression may vary but the idea should remain relevant] 1
- 8. Read the following extracts and answer the questions for any one of the given two, (A) or (B) 4**
- A. I ... exploring Cordilleran folds, granite shields, and environmental factors like ozone and carbon. 1
- II The author does so by linking geological events to Antarctica's environmental conditions, highlighting the significance of geological processes in shaping the planet's history and future trajectories. 1
- III A. Feels overwhelmed by the vastness of geological time scales. 1
- IV By providing insights into how geological events impact polar regions and influence global climate patterns. 1
- B. I ...isolation and lack of support / absence of any solace or reassurance from others / being an animal to a herder thereby suggesting a loss of identity. 1
- II anguish/ sense of loss/ turmoil (any other relevant). 1
- III B. manipulated and controlled. 1
- IV The imagery symbolises the forced assimilation and suppression of Indigenous culture, portraying the cutting of her hair as an act of cultural violence and the imposition of Western ideals of appearance and behaviour. 1
- 9. Read the following extracts and answer the questions for any one of the given two, A or B. 6**
- A I To emphasise the suddenness and shock of Franz's understanding about the importance of his education./ To conveys the urgency and deep impact of this 1

moment/To dramatically highlight how unexpected and jarring the realisation was to him like the startling and instant nature of a thunderclap / To effectively captures the emotional intensity of the moment of deep regret and abrupt awakening experienced by Franz

- |            |   |           |
|------------|---|-----------|
| II         | intense   | 1         |
| III        | ...preference for play over study   | 1         |
| IV         | It reflects a newfound respect and appreciation, overshadowing past fears of discipline and strictness.   | 1         |
| V          | B. Why, I hardly knew how to write!   | 1         |
| VI         | A, realisation  | 1         |
| B          | I It highlights his precarious economic situation and his dependence on chance finds for small joys and possibly essential income, reflecting the dire poverty and limited opportunities available to him.  | 1         |
|            | II desperate.   | 1         |
|            | III ...finding valuable items like coins gives them hope of finding more.   | 1         |
|            | IV For children, garbage represents a source of wonder and potential treasure, whereas for adults, it is primarily a means of survival.   | 1         |
|            | V B. Rag-picking has evolved into a complex skill that is valued within the community.  | 1         |
|            | VI C. Reminiscing about past findings in the garbage.   | 1         |
| <b>10.</b> | <b>Answer any five of the following six questions in 40 50 words each:</b>  | <b>10</b> |
|            | 1-Content            1- Expression    ½-1 deducted from overall, for Accuracy   |           |
| I          | An instance of hope or resilience Saheb's continued search in the garbage, driven by the occasional discovery of a rupee or a ten-rupee note, symbolises his hope and resilience against the overwhelming odds of his harsh life. This reflects the theme of enduring hope amidst poverty and destitution the human spirit's capacity to dream and hope, even in the terribly dire circumstances -- suggesting that the desire for a better life can exist independent of one's current state of poverty.   | 2         |
| II         | (Any one)   | 2         |
|            | <ul style="list-style-type: none"> <li>● The image of her aging mother 'pale as a late winter's moon, conveys the fragility and the inevitability of aging highlights the physical changes brought by time and evokes a sense of gentle, serene decline rather than abrupt decay.</li> <li>● The image with the vivid, lively description of young trees sprinting and merry children spilling out of their homes--- contrasts sharply with her mother's stillness and silence--- enhances the sense of her mother's isolation in her old age / the relentless passage of time that spares no one--- life's transient nature</li> </ul> |           |
| III        | Represents -- the tension between local traditions and foreign occupation   | 2         |

The church clock symbol of local, everyday life and continuity -- in stark opposition to the Prussian trumpets, which symbolise disruption, military power, and the enforcement of foreign rule Highlights the theme of loss and the struggle to preserve one's cultural heritage against overwhelming odds.

- IV The author's writing style often blends a conversational tone with introspective moments -- deeply affects the reader's engagement and understanding of the narrative. 2

Use of direct dialogues interspersed with reflective commentary this approach not only makes the interactions more dynamic and engaging but enhances the reader's insight into the complexities of personalities and themes being explored.

- V Dual- 2

- The tendency towards greed and deceit - society, driven by wealth and gain, ensnares individuals, reducing their existence to a constant struggle to escape from materialistic enticements
- The potential for redemption through empathy and kindness -kindness and trust by the ironmaster's daughter, Edla, inspires the peddler to reclaim his essential humanity and escape the identity of a thief signified by his decision to return the stolen money and leaving a note explaining his thoughts about the world being a rattrap

- VI Largely due to the leadership and advocacy provided by Mahatma Gandhi - his involvement brought national attention to their plight-highlighted the importance of civil rights and nonviolent resistance

Gandhi's strategic approach to negotiations & his insistence on nonviolent protest empowered the peasants to stand up against oppressive landlords - led to their immediate victory - inspired a broader movement for social and economic justice across India. 2

**11. Answer any two of the following three questions in 40 50 words each: 4**

- I The significance of the toy tiger lies in its stark contrast to the dangerous live tigers the Maharaja had been hunting throughout his life. 2

Its role in his death brings up the themes of irony and fate central to the story.

It illustrates - despite human efforts to control or escape destiny, it can manifest in the most unexpected and trivial forms.

The toy tiger symbolises the ultimate futility of the Maharaja's efforts -- points to the folly of those who believe they can master fate through power or violence

- II The literal journey involves Charley, discovering a supposed 'third level' at the Grand Central Station--a portal to the year 1894. The metaphorical journey-- Charley's inner longing for a simpler, more reassuring past-a common human desire to retreat to a time perceived as better or less complicated. 2

The significance - their portrayal of the universal quest for happiness and fulfillment -- together, these journeys explore themes of escapism, the subjective nature of reality, and the deep-seated human need for connection and comfort in familiar but idealised, settings.

- III Derry is of the pessimistic view whereas Mr. Lamb is of the optimistic view point. Both are disabled but still view life from different perspectives. 2

Both protagonists challenges with disfigurement are depicted with a stark realism that leans towards pessimism, yet interactions that offer genuine connection hint at underlying optimism suggest the possibility of emotional survival despite physical and social barriers

**12. Answer ANY ONE of the following two questions, in about 120-150 words**

A. A Roadside Stand' focuses on the economic disparities between rural and urban areas, and 'Aunt Jennifer's Tigers' delves into the gender-based inequalities within marriage and society.

- | A Roadside Stand  | Aunt Jennifer's Tigers  |
|---|---|
| <ul style="list-style-type: none"> <li>● Depicts the struggles of rural individuals facing economic inequality.</li> <li>● Highlights the disparity between urban and rural lifestyles.</li> <li>● Reflects on the exploitation of rural communities by those in power.</li> <li>● Explores the loss of traditional ways of life due to modernisation and industrialisation.</li> </ul> | <ul style="list-style-type: none"> <li>● Illustrates the oppression faced by Aunt Jennifer within her marriage.</li> <li>● Reflects on the expectations and restrictions placed on women, socially.</li> <li>● Explores theme of domestic suppression and its impact on women's autonomy.</li> <li>● Highlights the contrast between Aunt Jennifer's inner world and her external reality.</li> </ul> |

Impact on Bearers:

- A Roadside Stand rural folk are portrayed as struggling to make ends meet due to economic disparities, leading to feelings of frustration and helplessness.
- Aunt Jennifer's Tigers - Aunt experiences oppression and suppression within her marriage
- Both sets of bearers face the psychological and emotional toll of their respective inequalities, resulting in a longing for freedom and empowerment.
- Despite their challenges, the bearers in both poems demonstrate a desire to assert themselves through small acts of defiance or dreams of liberation.

B While both Sophie and Subbu share aspirations for success in their respective fields, they encounter different constraints and demonstrate distinct approaches in pursuing their dreams.

- | Sophie  | Subbu   |
|---|---|
| <ul style="list-style-type: none"> <li>● Aspiration: Sophie dreams of owning a boutique or becoming a fashion designer.</li> <li>● Constraints: Financial limitations and other expectations, such as her father's disapproval, hinder Sophie's pursuit of her dreams.</li> <li>● Pursuit of Dreams: Despite the challenges, Sophie remains determined to achieve her goals, showing persistence and creativity in her pursuits.</li> </ul> | <ul style="list-style-type: none"> <li>● Aspiration: Subbu aims to succeed in the film industry as a poet, actor, and contributor to Gemini Studios.</li> <li>● Constraints: While Subbu faces challenges, such as criticism for his perceived sycophancy and overshadowing of his literary achievements by his success in films, he navigates these obstacles with grace and humility.</li> <li>● Pursuit of Dreams: Subbu's dedication to his craft and ability to adapt to various roles within Gemini Studios reflect his unwavering commitment to his pursuits.</li> </ul> |

**13. Answer any one of the following two questions, in about 120-150 words**

**A** Incorporation of Traditions:

→ Religion - how religious beliefs influence character actions and decisions.

For example, Sadao's internal conflict may be influenced by his moral beliefs shaped by religious teachings.

→ Family Bonds how relationships in the family impact character interactions and motivations.

For example, Hana's concern for the safety of her family and the potential repercussions of harbouring an enemy soldier could drive her actions.

→ Patriotism - how national loyalty and patriotism create tension and conflict in the story.

For example, Sadao's duty as a citizen and as a doctor may conflict with his compassion towards the wounded soldier, highlighting the complexities of wartime allegiances.

Narrative Techniques:

→ Setting how the wartime setting amplifies the moral dilemmas faced by the characters.

The backdrop of war intensifies the stakes and adds urgency to their decisions.

→ Motivation how cultural influences shape character motivations and drive the plot forward.

The characters' actions may be guided by deeply ingrained cultural values and beliefs.

→ Sources of Conflict the key conflicts stemming from cultural differences, expectations, and wartime circumstances.

These conflicts drive the narrative forward and heighten the tension.

→ Pacing how the pacing of the story reflects the characters' internal struggles and external conflicts.

The pacing may fluctuate to convey moments of tension, reflection, and resolution.

**B.** (Any two narrative techniques)

[The examples may be references and not direct quotes]

**a)** First-Person Narrative:

→ Technique - The story is narrated from the first-person perspective of Charley, which creates an intimate and personal recounting of his experiences and thoughts.

→ Effect - This technique allows readers to directly engage with Charley's desires and fears, making his longing for escape and the nostalgia for a simpler past more tangible.

→ Textual Evidence - Charley states, "But that's the reason, he said, and my friends all agreed. Everything points to it, they claimed. My stamp collecting, for example; that's a 'temporary refuge from reality.'"

This personal reflection shares his internal justifications and how others perceive his escapism.

b) Detailed Descriptive Language:

→ Technique The use of vivid and specific descriptions of settings and times, particularly Charley's descriptions of the third level of Grand Central Station.

→ Effect on Themes - These descriptions not only build a believable world but also vividly paint the past, stressing the theme of nostalgia and the allure of escapism to a seemingly better and simpler time.

→ Textual Evidence "Then I saw why; they were open-flame gaslights." and "everyone in the station was dressed like eighteen-ninety-something; I never saw so many beards, sideburns, and fancy mustaches in my life."

These details highlight the historical setting Charley escapes to, filled with elements from the past.

c) Symbolism:

→ Technique - The story uses the 'third level' as a symbol, representing not just a physical place but a mental escape into another time.

→ Effect on Themes The third level serves as a metaphor for the psychological refuge one seeks from the modern world's anxieties, underlining the theme of escapism.

→ Textual Evidence - Charley mentions, "Grand Central has been an exit, a way of escape-maybe that's how the tunnel I got into."

This line explicitly connects the physical space of the third level to the concept of escaping reality.

d) Contrast and Irony:

→ Technique - The stark contrast between Charley's mundane, modern life and his adventures on the third level introduces a layer of irony.

→ Effect on Themes - This contrast enhances the nostalgic appeal of the third level while ironically pointing out the impracticalities of such escapism.

→ Textual Evidence - "The clerk figured the fare-he glanced at my fancy hatband, but he figured the fare-and I had enough for two coach tickets, one way. But when I counted out the money and looked up, the clerk was staring at me."

This shows how out of place modern elements are in the past, highlighting the nostalgic yet challenging nature of his escape.

**QUESTION PAPER CBSE**  
**ENGLISH CORE (Code No. 301)**  
**CLASS-XII (2024-25)**

**Time allowed: 3 Hrs.**

**Maximum Marks: 80**

**General Instructions:**

Read the following instructions very carefully and strictly follow them:

- (i) This Question Paper has **13** questions. **All** questions are compulsory.
- (ii) This question paper contains three sections - Section-A: **Reading Skills**, Section-B: **Creative Writing Skills** and Section-C: **Literature**.
- (iii) Attempt all questions based on specific instructions for each part. Write the correct question number and part thereof in your answer sheet.
- (iv) Separate instructions are given with each question/part, wherever necessary.
- (v) Adhere to the prescribed word limit while answering the questions.

**SECTION-A**

**(READING SKILLS)**

(22 Marks)

**1. Read the following passage carefully:**

**12 M**

(1) Marketing is all about creativity and expression, so it must be an art, right? Not necessarily. While marketers once relied purely on instinct, they now rely on data-driven insights. On top of that, cutting-edge technologies and analytics have shifted the focus of marketing farther toward the science side of the spectrum. Armed with so much data, marketers can now track the impact of money spent on their bottom line.

(2) In today's world, the best approach to marketing combines both disciplines. And there's a distinct balance to the craft a strategic mix of interpersonal empathy and tactical analysis. Neither side of the mix can be isolated or ignored, or the results will not be encouraging. Psychologists believe the brain is separated into two distinct functions: the left-brain and the right-brain. The right side of the brain is responsible for creative thinking and artistic intuition.

- (3) As an art, marketing is all about understanding the nuances of human behaviour and determining how to make an emotional connection with the customer. More importantly, some level of art is needed to create brand standards for your company, including the logo, messaging, and overall visual identity for a brand.
- (4) Right-brained marketers focus on the creative the copy, graphics and emotions tied to the message. The science side of marketing tells us to let the data guide what strategies will be most effective. Marketers are now reporting the need for digital-first expertise including digital proficiency, data analysis, and data science. With science, marketers adopt an outcome-centric mindset that helps. them curate smarter campaigns. Over the past few years, there has been an evolving prioritization on data-savvy talent. In 2020 and beyond, brands will need to focus on recruiting talent that can understand the complexities of AI and machine technologies.
- (5) But when we reflect on earlier times, marketing was defined as the predominance of traditional advertising, like television, newspaper, and direct mail. Today, it ropes in digital channels, social media, mobile devices, and integrated, complex campaigns. And just as consumers today are more tech-savvy, employees should be able to match and exceed their expertise. It's important that brands continue to prioritize creative, engaging campaign messages while also focusing on key insights and performance metrics for optimal results.

**Answer the following questions, based on the passage above:**

- (i) According to paragraph 1, how does the author describe the evolution of marketing? 2
- (ii) Choose ONE of the following statements that aptly reflects the point of view of the writer. 1
- (a) In the field of marketing, there is a conflict between Art and Science.
- (b) Art and Science should work in tandem to do effective marketing.

- (iii) Provide ONE textual evidence with reference to paragraph 3 to support that marketing is an art. 1
- (iv) Based on the passage, assess the way data and digital platforms have transformed the field of marketing and employment. 2
- (v) \_\_\_\_\_ cutting-edge technologies and analytics have shifted the focus of marketing. (Para 1) 1  
By 'cutting-edge technologies', the writer refers to \_\_\_\_\_.
- (vi) Complete the analogy with ONE word from paragraph 2: 1  
included: incorporated: \_\_\_\_\_ : secluded  
(A) approach  
(B) empathy  
(C) isolated  
(D) intuition
- (vii) Marketing is all about understanding the nuances of human behaviour. (Para 3) 1  
The writer uses the word 'nuances' to denote  
(A) man's appreciation for art.  
(B) man's preference for branded clothes.  
(C) the complexities of human character.  
(D) human inclination for analytical approach.
- (viii) Complete the following based on your understanding of the above passage: 1  
According to the writer, modern marketing is built on both \_\_\_\_\_ and \_\_\_\_\_.
- (ix) \_\_\_\_\_ exceed their expertise'. (Para 5)  
With reference to paragraph 5, what skills do you think the employees should possess to match the demand of the consumers? 1
- (x) What fascinating fact about the human brain is revealed by the writer in the above passage. 1

2. Case Study: Tourism in India

10 M

- (1) Introduction India, with its rich cultural heritage, diverse landscapes, and historical sites, attracts millions of tourists each year. Tourism significantly contributes to India's GDP, generating employment and boosting infrastructure. This case study explores factors impacting tourism in India, examines seasonal patterns, and assesses tourist satisfaction through a survey.
- (2) Methodology: The study involved primary data collection through a structured survey targeting 500 tourists across major destinations like Delhi, Jaipur, Goa and Kerala. Additionally, secondary data from government reports and tourism boards were used. The survey included questions about preferences, challenges and satisfaction levels, focusing on various demographics, including international and domestic tourists.
- (3) Survey Examination: Tourists were surveyed on travel preferences, challenges encountered, accommodation satisfaction and cultural experiences. Feedback highlighted India's appeal due to its history and cultural diversity, but also noted issues like infrastructure gaps and pollution.
- (4) Results: The study found that most tourists preferred historical sites and beaches. International tourists were drawn to heritage sites, while domestic tourists preferred nature destinations. Satisfaction was high among tourists who experienced local culture, but infrastructure issues and overcrowding at key locations were common complaints. Overall, 85% of tourists expressed a desire to revisit.

**Answer the following questions, based on the given passage:**

- (i) Complete the following suitably.

In the introduction, the researcher links tourism to India's GDP to highlight \_\_\_\_\_.

1

- (ii) What would the following be classified as? 1  
 The study involved primary data collection through a structured survey  
 Select the appropriate response.  
 (A) Primary purpose (B) Secondary objective  
 (C) Method of analysis (D) Research outcome
- (iii) Give two points to support why the study involved primary data and secondary data. 2
- (iv) Paragraph 3 includes words 'preferences' and 'challenges'.  
 Classify the following sentences as 'preference' or 'challenge':  
 Sentence 1: Feedback highlighted India's appeal due to its history and cultural diversity.  
 Sentence 2: Also noted issues like infrastructure gaps and pollution. 1
- (v) List any two points tourists were asked about in the survey. 1
- (vi) What were the more preferred destinations? 1
- (vii) Analyse why though there was satisfaction among tourists, there were some complaints. 1
- (viii) What is the ultimate goal for stakeholders, based on the insights from the study? 1
- (A) tourists expressed a desire to revisit.  
 (B) tourist will visit historical sites.  
 (C) domestic tourism will increase.  
 (D) to promote India as a tourist destination.

### SECTION-B

#### (CREATIVE WRITING SKILLS)

(18 Marks)

(Note: All details presented in the questions are imaginary and created for assessment purpose)

3. Attempt ANY ONE of the two (A) or (B) in about 50 words: 1×4=4
- (A) Your school is organizing an Education Fair in the school premises.  
 As the Head boy / Head girl of Sunshine Public School, Agra, draft a notice informing students of Classes IX-XII about the fair. Include other necessary details. You are Muskan / Manoj. Put your notice in a box.

**OR**

(B) Your school is organising an inter-house 'Maths Quiz Competition. As president of the Quiz Club, draft a notice informing students of Classes IX-XII about the competition. Include necessary details regarding the number of participants, registration date, etc. You are Akila/Akhil. Put your notice in a box.

4. **Attempt ANY ONE of the two (A) or (B) in about 50 words: 1x4=4**

(A) You are Mr. Abhishek Sharma. You are planning to celebrate your parents' 50th wedding anniversary in a grand manner. Draft a formal invitation card for your friends and relatives. Mention all necessary details.

**OR**

(B) You are Mrs. Sonali Gupta, a nutritionist. You are invited by the Principal of Radiant Public School, Jammu to address the students on 'Forming Healthy Food Habits'. Write a formal letter of reply accepting the invitation.

5. **Attempt ANY ONE of the two, (A) or (B) in 120-150 words: 1x5=5**

(A) You are Radhika / Rakesh of 43, J.N. Colony, Cochin. You read the given advertisement and wish to apply for the post advertised. Write a job application along with your bio-data:

	<b>EduNet Innovations requires Marketing Executive</b>
Qualifications	- Graduation in Commerce with Post Graduation in Marketing, Advertising, Business or Economics.
Skills required	- Strong communication, presentation and interpersonal skills. Proficient in software and data analysis. Detail oriented and understanding of product field.
Experience	- Min. 2 years in similar field.
Apply with detailed bio-data to The General Manager, EduNet Innovations, 46 Rose Avenue, Bangalore	

**OR**

(B) You are Kirti / Keshav of 7, M.G. Road, Jhansi. You observe that students who come on a one day picnic to public parks leave plastic bottles and cans, littered all over the park. You are disturbed by the sight of this and write a letter to the editor of a national daily suggesting ways to inculcate civic sense among students. You may use some of the cues given along with your own ideas to draft the letter.

- What is the role of parents and school in inculcating civic sense?
- Ways to sensitize students
  - Involve them in community projects
  - emphasize on civic responsibility
- Demonstrate civic behaviour in daily routine

6. Attempt ANY ONE of the two, (A) or (B) in 120-150 words: 1x5=5

(A) Children today are increasingly dependent on AI to help them complete their school tasks such as writing an article, answering questions, and making presentations. Therefore, they are unable to discover their own creative potential. However, AI can also be judiciously used for the benefit of the children.

Write an article on how Artificial Intelligence can be judiciously used for the benefit of students. You are Nirja of XII A. You may use the given cues along with your own ideas to draft the article.

- how it helps in digital literacy.
- how it enhances learning by giving real time feedback.
- facilitates collaborative learning.

**OR**

(B) You are Chayan, student reporter of S.M. Public School, Bhopal. Your school celebrated the annual winter carnival where various stalls, games and shows were put up by students. Write a comprehensive report of the event in detail to be published in your school magazine. You may organize your report by following -

WhoWhatWhen - Where Why - How.

**SECTION-C**  
**(LITERATURE)**

**(40 Marks)**

7. Read the following extracts and answer the questions for ANY ONE of the given two (A) or (B): 1×6=6

(A) It would be an exotic moment  
without rush, without engines.  
we would all be together  
in a sudden strangeness  
Fishermen in the cold sea  
would not harm whales  
and the man gathering salt  
would look back at his hurt hands.

(Keeping Quiet)

- (i) How according to the poet can we create this exotic moment?
- (ii) Choose the correct option:  
The outcome of fisherman's activity led to the \_\_\_\_\_  
(destruction/protection) of environment.
- (iii) What is the common outcome of this exotic moment?
- (A) No rush and no mechanization  
(B) Men would be gathering salt.  
(C) There would be a strangeness among warring nations.  
(D) Fisherman will look at his hurt hands.
- (iv) Choose the correct option:  
The tone of the poet is \_\_\_\_\_ (appealing/introspective) in the line  
"and the man gathering salt would look back at his hurt hands."
- (v) The poet uses the expression 'sudden strangeness' to suggest.
- (vi) Read the assertion and the reason below, with reference to the given extract:

**Assertion:** The poet advocates for taking a break to introspect the damage inflicted by man.

**Reason :** Introspection will make man's life better.

Choose the correct option regarding their relationship.

- (A) Both the Assertion and Reason are true, but the Reason is not the correct explanation.
- (B) Both the Assertion and Reason are true, but the Reason is correct explanation of the Assertion.
- (C) The Assertion is true, but the Reason is false.
- (D) The Assertion is false, but the Reason is true.

**OR**

- (B) A thing of beauty is a joy forever  
 Its loveliness increases, it will never  
 pass into nothingness; but will keep  
 A bower quiet for us, and a sleep  
 Full of sweet dreams, and health, and quiet breathing,  
 Therefore, on every morrow are we wreathing  
 A flowery band to bind us to the earth. (A Thing of Beauty)
- (i) By the phrase 'joy forever' the poet refers to things  
 (A) that make people extremely happy.  
 (B) that are a feast to eyes.  
 (C) that are a constant source of happiness.  
 (D) that are beautiful but transient.
- (ii) Choose the correct option:  
 By using the expression 'never pass into nothingness' the poet states  
 that nature's beauty will create a \_\_\_\_\_ (lasting/temporary)  
 impression on man's mind.
- (iii) How does Keats make it evident that there is a link between man's  
 wellness and nature's beauty?
- (iv) Read the Assertion and the Reason below, with reference to the given  
 extract:  
**Assertion:** Keats states that man derives strength and inspiration from  
 the beauty of nature.  
**Reason :** Nature gives physical, emotional and mental solace to man.  
 Choose the correct option regarding their relationship.  
 (A) Both the Assertion and Reason are true, and the Reason is the  
 correct explanation of the Assertion.  
 (B) Both the Assertion and Reason are true, and the Reason is not the  
 correct explanation of the Assertion.  
 (C) The Assertion is false, but the Reason is true.  
 (D) The Assertion is true, but the Reason is false.
- (v) Select one phrase from the extract which implies that man wants to  
 continue his life on this earth despite innumerable problems.
- (vi) Complete the following sentence:  
 'a sleep full of sweet dreams' implies \_\_\_\_\_.

8. Read the following extracts and answer the questions for ANY ONE of the given two (A) or (B): 1×4=4

(A) At midnight when the town slept in peace, the Dewan and his aged wife dragged the tiger to the car and shoved it into the seat. The Dewan himself drove the car straight to the forest where the Maharaja was hunting. When they reached the forest, the tiger launched its Satyagraha and refused to get out of the car. The Dewan was thoroughly exhausted in his efforts to haul the beast out of the car and push it down to the ground.

On the following day, the same old tiger wandered into the Maharaja's presence and stood as if in humble supplication, "Master, what do you command of me?" It was with boundless joy that the Maharaja took careful aim at the beast. The tiger fell in a crumpled heap. (The Tiger King)

- (i) How did the Dewan manage to take the tiger to the forest?
- (A) The Dewan conceded to the tiger's satyagraha.
  - (B) The Dewan pushed the tiger into the car and drove to the forest.
  - (C) The Dewan hauled the tiger into the tent.
  - (D) The Dewan persuaded the tiger into a humble supplication of the Maharaja.
- (ii) Choose the correct option:  
The attitude of the Dewan in the above extract can be described as \_\_\_\_\_ (negligent and reluctant / meek and servile)
- (iii) Select one statement or expression from the extract that reflects the humorous writing style of the author.
- (iv) State one reason for the 'boundless joy of the Maharaja'.

**OR**

(B) The rapid increase of human populations has left us battling with other species for limited resources, and the unmitigated burning of the fossil fuels has now created a blanket of carbon dioxide around the world, which is slowly but surely increasing the average global temperature.

Climate change is one of the most hotly contested environmental debates of our time. Will the west Antarctic ice sheet melt entirely ? Will the Gulf stream ocean current be disrupted? Will be the end of the world as we know it?

(Journey to the End of the Earth)

- (i) List one way in which the increasing human population is affecting other species.
- (ii) Choose the correct option that best reflects the tone of the writer in the last line of the extract.
  - (A) happy and excited
  - (B) encouraging and optimistic
  - (C) anxious and concerned
  - (D) spiteful and bitter
- (iii) Choose the correct option:
  - 'unmitigated burning of fossil fuels' reflects the (avaricious / furious) streak in man's nature.
- (iv) In the above extract, what message is the author giving to mankind?

**9. Read the following extracts and answer the questions for ANY ONE of the given two (A) or (B):** **1x6=6**

(A) The next day both men got up in good season. The crofter was in a hurry to milk his cow, and the other man probably thought he should not stay in bed when the head of the house had gotten up. They left the cottage at the same time. The crofter locked the door and put the key in his pocket. The man with the rattraps said good bye and thank you, and thereupon each went his own way.

But half an hour later the rattrap peddler stood again before the door. He ] did not try to get in, however. He only went up to the window, smashed a pane, stuck in his hand, and got hold of the pouch with the thirty Kronor. He took the money and thrust it into his own pocket. Then he hung the leather pouch very carefully back in its place and went away.

(The Rattrap)

- (i) Select the correct option from those given in brackets, to fill in the blank.

The behaviour of the peddler as described in the above extract is an act of \_\_\_\_\_.(deceit / obedience)

- (ii) "Both men got up in good season". The author uses the expression 'good season' to denote that
- (A) They slept for a long time.
  - (B) They got up in a good mood.
  - (C) They got up early and timely.
  - (D) They got up hurriedly.
- (iii) State the irony in the peddler's response. "The man with the rattaps said good bye and thank you".
- (iv) Choose the correct option:  
The flaw in the peddler's character as reflected in the above extract is
- (A) He is jealous of rich people.
  - (B) He indulges in self-pity.
  - (C) He can rob his benefactor.
  - (D) He can sleep anywhere without any hesitation.
- (v) Complete the following sentence:  
The role of cow in the crofter's life is \_\_\_\_\_.
- (vi) Choose one instance from the above extract to show that peddler acted like a well mannered person.

**OR**

- (B) "It takes longer to build a school." I say, embarrassed at having made a promise that was not meant. But promises like mine abound in every corner of his bleak world.

After months of knowing him, I ask him his name. 'Saheb-e-Alam', he announces. He does not know what it means. If he knew its meaning - lord of the universe - he would have a hard time believing it. Unaware of what his name represents, he roams the streets with his friends, an army of bare feet boys who appear like the morning birds and disappear at noon. Over the months, I have come to recognise each of them.

"Why aren't you wearing chappals?" I ask one.

"My mother did not bring them down from the shelf." He answers simply.

"Even if she did he will throw them off," adds another who is wearing shoes that do not match. (The Last Spring)

Select the option from those given in brackets, to fill in the blank.

- (i) The intention of the speaker in the first line of the extract is one of \_\_\_\_\_.(clarification/confusion)
- (ii) What is implied by the expression he would have a hard time believing it'.  
(A) Saheb is too innocent to believe everything.  
(B) Saheb is living upto his name.  
(C) Saheb's living condition is contrary to the meaning of his name.  
(D) Saheb is not used to anyone calling his name.
- (iii) Select the correct option from those given in brackets to fill in the blank:  
"Promises like mine abound in every corner of his bleak world."  
The above statement of the speaker reveals the fact that people like Saheb are\_\_\_\_\_ (deluded empowered) by such promises.
- (iv) State one reason for the boy was wearing shoes that did not match.
- (v) The speaker describes Saheb's life as a 'bleak world' because  
(A) he lives in a house without electricity.  
(B) his world is his friends.  
(C) his life is devoid of hope.  
(D) he belongs to the world of illiterates.
- (vi) "Why aren't you wearing chappals?" I asked one. The conversation between the speaker and the boys reflects the \_\_\_\_\_of the speaker.

**10. Answer ANY FIVE of the following six questions in 40-50 words each:**

**5x2=10**

- (i) What valid reason does Rudyard Kipling have to call an interview immoral? (The Interview)
- (ii) How was self-reliance intertwined with the Champaran incident? (Indigo)
- (iii) "T've plenty of time. I'll learn it tomorrow. And now you see where we've come out." (The Last Lesson)  
What does M. Hamel mean to convey through these lines?

- (iv) How can Earth play the role of a teacher according to Pablo Neruda?  
(Keeping Quiet)
- (v) 'And such too is the grandeur of dooms'. How can 'grandeur of dooms' be impressive and inspiring according to Keats? (A Thing of Beauty)
- (vi) "Christ, Sophie, you're still at school. (Going Places)  
What image do you form of Geoff as a brother from the above context?

**11. Answer ANY TWO of the following three questions, in 40-50 words each:**

**2x2=4**

- (i) Charlie's desperate attempt to find the third level reflects his frustration with the modern world. Substantiate the above statement with evidence from the story. (The Third Level)
- (ii) 'Students on Ice Programme' proves Geoff Green's farsightedness. Explain with reference to the text of "The Journey to the End of the Earth'.
- (iii) You speak Peculiar Things.' Why does Derry find Mr. Lamb's conversation peculiar? (On the Face of it)

**12. Answer ANY ONE of the following two questions in 120-150 words: 1x5=5**

- (A) How do the peddler from 'The Rattrap' and 'the office boy' from 'Poets and Pancakes' compare in terms of their frustration, status, and grudges against others.

**OR**

- (B) Analyse the characters of William Douglas from 'Deep Water' and Mukesh from 'Lost Spring' in terms of their determination and will power in pursuing their goals.

**13. Answer ANY ONE of the following questions, in 120-150 words: 1x5=5**

- (A) Why did Dr. Sadao treat the American soldier, even though it was an unpatriotic act? Describe the difficulties faced by Dr. Sadao when he decided to help the enemy soldier. (The Enemy)

**OR**

- (B) "If you want to test a man's character, give him power." Analyse the theme of The Tiger King in the light of the above quote. (The Tiger King)