

STUDENT SUPPORT MATERIAL

Session : 2019-20



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

Class-XII
ENGLISH

STUDENT SUPPORT MATERIAL
CLASS XII
ENGLISH



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केन्द्रीय विद्यालय संगठन

SESSION 2019-2020

KENDRIYA VIDYALAYA SANGATHAN
NEW DELHI

संतोष कुमार मल्ल, भा.प्र.से.
आयुक्त

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A WORD TO MY DEAR STUDENTS

It gives me great pleasure in presenting the Students' Support Material to all KV students of class XII.

The material has been prepared keeping in mind your needs when you are preparing for final exams and wish to revise and practice questions or when you want to test your ability to complete the question paper in the time allotted or when you come across a question while studying that needs an immediate answer but going through the text book will take time or when you want to revise the complete concept or idea in just a minute or try your hand at a question from a previous CBSE Board exam paper or the Competitive exam to check your understanding of the chapter or unit you have just finished. This material will support you in any way you want to use it.

A team of dedicated and experienced teachers with expertise in their subjects has prepared this material after a lot of exercise. Care has been taken to include only those items that are relevant and are in addition to or in support of the text book. This material should not be taken as a substitute to the NCERT text book but it is designed to supplement it.

The Students' Support Material has all the important aspects required by you; a design of the question paper, syllabus, all the units/chapters or concepts in points, mind maps and information in tables for easy reference, sample test items from every chapter and question papers for practice along with previous years Board exam question papers.

I am sure that the Support Material will be used by both students and teachers and I am confident that the material will help you perform well in your exams.

Happy learning!

Santosh Kumar Mall
Commissioner, KVS

FOREWORD

The Students' Support Material is a product of an in-house academic exercise undertaken by our subject teachers under the supervision of subject expert at different levels to provide the students a comprehensive, yet concise, learning support tool for consolidation of your studies. It consists of lessons in capsule form, mind maps, concepts with flow charts, pictorial representation of chapters wherever possible, crossword puzzles, question bank of short and long answer type questions with previous years' CBSE question papers.

The material has been developed keeping in mind latest CBSE curriculum and question paper design. This material provides the students a valuable window on precise information and it covers all essential components that are required for effective revision of the subject.

In order to ensure uniformity in terms of content, design, standard and presentation of the material, it has been fine tuned at KVS Hqrs level.

I hope this material will prove to be a good tool for quick revision and will serve the purpose of enhancing students' confidence level to help them perform better. Planned study blended with hard work, good time management and sincerity will help the students reach the pinnacle of success.

Best of Luck.



U.N. Khaware

Additional Commissioner (Acad.)

English



STUDENT SUPPORT MATERIAL

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ENGLISH CORE (CODE NO. 301)
EXAMINATION SPECIFICATIONS
CLASS 12
SYLLABUS
SECTION A

READING COMPREHENSION

20 Marks

The section A will have two passages.

- A. One unseen passage with a variety of Objective Type Questions, including Multiple Choice questions and Short Answer Questions to test comprehension, interpretation and inference. Vocabulary such as word formation and inference of meaning will also be tested.

The total length of the passages will be between 800 - 900 words. Five Multiple Choice type questions and Seven Objective Type Questions (total 12 Marks) shall be asked from this passage.

The passage will include one of the following:

- a) Factual passages, e.g., instructions, descriptions, reports.
- b) Descriptive passages involving opinion, e.g., argumentative, persuasive or interpretative text.
- c) Literary passages, e.g., extract from fiction, drama, poetry, essay or biography.

- B. The second passage will be of 400-500 words. Note-making and Abstraction will be assessed.

- i. Note making (4 Marks)
- ii. Summary (4 Marks).

SECTION B

WRITING SKILLS

30 Marks

- A. Advertisements and notices, designing or drafting posters, writing formal and informal invitations and replies. One question out of the two Short Answer Questions— 4 Marks
- B. Letters based on verbal / visual input.- One question out of the two Long Answer Questions to be answered in 120-150 words: 6 Marks
- Letter types include
- Business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies)
 - Letters to the editor (giving suggestions or opinion on issues of public interest)
 - Application for a job
- C. Two compositions based on visual and/or verbal Input may be descriptive or argumentative in nature such as an article/a debate/ a speech or a report- Two Very Long Answer Questions containing internal choice, to be answered in 150-200 words. (10x2=20 Marks)



SECTION C

LITERATURE TEXTBOOKS

30 Marks

- (i) Eight Objective Type Questions – 4 from one poetry and 4 from one prose extract to test comprehension and appreciation. (8x1=8 Marks)
- Five out of Seven Short Answer Questions based on prose / drama / poetry from both texts
 - (5x2=10Marks)
- (ii) One out of two Long Answer Questions to be answered in 120-150 words to test global comprehension and extrapolation beyond the texts. (Flamingo) (6marks)
- (iii) One out of two Long Answer Questions to be answered in 120-150 words to test global comprehension along with analysis and extrapolation. (Vistas) (6marks)
- (iv) Prescribed Books

- Flamingo:** English Reader published by National Council of Education Research and Training, New Delhi
- Vistas:** Supplementary Reader published by National Council of Education Research and Training, New Delhi

Flamingo

Prose	Poetry:
1. The Last Lesson	1. My Mother at Sixty Six
2. Lost Spring	2. An Elementary School Classroom in a Slum
3. Deep Water	3. Keeping Quiet
4. The Rattrap	4. A Thing of Beauty
5. Indigo	5. A Roadside Stand
6. Poets and Pancakes	6. Aunt Jennifer's Tigers
7. The Interview	
8. Going Places	

Vistas:

1. The Third Level	6. On the Face of It
2. The Tiger King	7. Evans Tries an O - Level
3. Journey to the End of the Earth	8. Memories of childhood
4. The Enemy	
5. Should Wizard Hit the Mommy	

ENGLISH CORE (CODE NO. 301)

TIME: 3hrs

BLUE PRINT

CLASS 12 MARKS: 100

Typology	Testing Competencies	Objective Type Question including MCQs(1 mark each)	Short Answer Questions (2 marks each)	Short Answer Question (4 marks each)	Long Answer Question 120-150 words (6 marks each)	Very Long Answer Question 150-200 words (HOTS) (10 marks each)	Total marks
Comprehension	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s	MCQ = 5 Objective Type Questions = 7	-	2	-	-	20
Writing Skills	Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity	-	-	1	1	2	30
Literature Textbooks and Supplementary Reading Text	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency	8 Objective Type Questions (4 from 1 prose and 4 from 1 poetry extract)	5	-	2	-	30
	TOTAL	1x20=20	2x5=10	4x3=12	6x3=18	10x2=20	80
Assessment of Listening and Speaking Skills		-	-	-	-	-	20
	GRAND TOTAL	-	-	-	-	-	100

SECTION-A**READING COMPREHENSION****STRATEGIES FOR ATTEMPTING COMPREHENSION**

- 1- Read the title.
- 2- Quickly skim through the questions. This will help you to predict what the passage/ poem is about. It will help you to read and understand its contents with more clarity and will keep your mind focused on its theme.
- 3- Focus on the question that tests vocabulary skills. Read the antonym/synonym given. Look at the numbers of the paragraphs. Write each word against its respective paragraph. This gives you a ready reference and helps you to identify the word in the Passage / Para while reading.
- 4- While reading do the following:
 - a. Underline the content words
 - b. Underline the possible answers of the given questions. It will help you to identify the answers faster.
 - c. Encircle the words that are answers for the vocabulary. Normally a noun for noun, a verb for a verb and an adverb for an adverb etc.
- 5- Answer the questions -
 - a. The underlined content will help you to find the answer.
 - b. If confused between two words:
 - i. Choose the word of the same part of speech / form
 - ii. Read the sentence with the word in the question in place of the ones you are choosing from the passage.
- 6- Additional tips:
 - a. Write clearly and neatly.
 - b. Keep in mind the marks allotted to each question.
 - c. Do not leave any question unanswered.

PASSAGE - 1

1. The children probably don't know, or they don't care, the hugely popular WWF wrestling matches are actually all staged acts. The Hulks, the Undertaker or whatever else they are called-never really punch or kick as hard as they might appear doing on the show. It's all a show, a thrilling show.
2. So, you can't really blame children for getting hooked. But does that necessarily mean the show is entirely responsible for beating 12-year-old Subin Kumar got from his WWF inspired friends? Can viewing or watching violence on TV actually promote aggressive behaviour in children?
3. Media experts and social scientists have been wrestling with this question for decades and thousands of studies have been done on it. And most of them reached the same conclusion-media violence is responsible for aggressive behaviour in children.
4. Research has found that the more violence children watch on television, the more likely they may act in aggressive ways towards others. Also, they become less sensitive to others pain and are less likely to help a victim of violence.
5. A study of violence on Indian television and its impact on children commissioned by UNESCO accused the idiot box of "bombarding young minds with all kinds of violent images, cutting across channels, programmes and viewing times."
6. Not only studies, but also incidents go to prove that children who watch violent episodes show increased likelihood of behaving aggressively.
7. There have been reports from all over the country of children hurting themselves while trying to ape the superman feats of Shaktiman, the superhero of Indian TV. Then there was the six-year-old child of Lucknow who leapt off the balcony of his second floor flat trying to imitate a bungee jumping drop shown in a soft drinks commercial.
8. There's no doubt that media is a powerful teacher and contributes greatly to the way we act and behave. In some cases like these, the effects are immediate and in others there is a "sleeper effect", where the results show up much later.
9. Experts say it's incorrect to blame the media squarely. How would you explain the aggressive behaviour of a child who has never been exposed to television or any other media? So, while there is mounting evidence to link media violence and actual violence, most of it does not prove a direct cause-and-effect relationship. Because no one so far has been able to prove why and how TV affects some people and not the others. "We also have to take into account individual differences and vulnerabilities as human behaviour is result of many factors," points out Dr. Vasantha R. Patri, a counsellor, adding, "Violence viewing is only one of the myriad influences on a growing child."
10. Patri says there exists a population of risk individuals whose anger, aggression and anti-social tendencies are already quite high for whatever reason. Other factors like individual predisposition of the child, parental attitudes and reaction to aggression are probably equally important. In fact, she says that in most cases media is only the fourth most important



- influence in child's life-with parents, teachers and peers being the first three.
11. Patri points out that the growing "here-and-now" culture in which kids are getting used to immediate gratification is leading to an intolerant society on the whole. "Children are not taught how to handle failure and conflict," she says. "As a result, they resort to aggression."
 12. But media critics refuse to buy it. They insist the content of media needs to be monitored and care be taken to reduce violence if not remove it. But even if all the gore and violence is completely removed from the media, will it make a significant difference in aggressive behaviour of children? And then how do you justify the facts that studies have shown that viewing violence on TV also provides an opportunity to discharge the pent-up, aggressive feelings of anger, hostility and frustration.
 13. "The problem is not with the media, but the lack of media education," points out Patri. "No one teaches the children how to assess the reality status of TV programmes." Good parenting, she says, is perhaps the greatest defence against the negative effects of violent images on TV.
 14. Experts say it's time that parents and teachers took a long, hard look at themselves in the mirror. Say's Patri, "Most parents treat TV as a baby-sitter when it suits them. And when something goes wrong, they turn around and blame TV for it!"

- Shweta Rajpal

QUESTIONS

1. Choose the most appropriate option:

- (a) Violent behaviour is the outcome of.....
 - (i) Lack of media awareness
 - (ii) Lack of sensitivity
 - (iii) Increase in population
 - (iv) imperfection
- (b) Children fail to understand that the stunts shown on the screen are.....
 - (i) Real
 - (ii) Fake
 - (iii) Manipulated
 - (iv) None of the above



- (c) Parents consider TV a
- (i) Babysitter
 - (ii) Problem
 - (iii) Boon
 - (iv) None of the above
- (d) Aggressive behaviour in children can be best handled by.....
- (i) Teachers
 - (ii) Parents
 - (iii) Both teachers and parents
 - (iv) Children themselves
- (e) The aggressive children are likely to be;
- (i) Less sensitive and more helpful
 - (ii) More sensitive and less helpful
 - (iii) Lazy
 - (iv) Less sensitive and less helpful

2. Answer the following questions briefly:

- a. Does violence on TV promote children's aggressive behaviour? What is the opinion of media experts and social scientists?
- b. What two points have emerged from research on media violence?
- c. What two incidents are cited to prove the aggressive behaviour of children as an outcome of watching violence on TV?
- d. What factors other than violence viewing are important for causing aggressiveness in child?
- e. How do you think can the problem be solved?
- f. Find a word in the passage (Para 1) similar in meaning as 'exciting'
- g. Find words in the passage (Para 9) which means 'an extremely large number of Something'.

PASSAGE - 2

1. Among the natural resources which can be called upon in national plans for development, possibly the most important is human labour. Since the English language suffers from a certain weakness in its ability to describe groups composed of both male and female members, this is usually described as "manpower".
2. Without a productive labour force, including effective leadership and intelligent middle management, no amount of foreign assistance or of natural wealth can ensure successful development and modernization.
3. The manpower for development during the next quarter century will come from the world's present population of infants, children and adolescents. But we are not sure that they will be equal to task. Will they have the health, the education, the skills, the socio-cultural attitudes essential for the responsibilities of development?
4. For far too many of them the answer is no. The reason is basic. A child's most critical years, with regard to physical, intellectual, social, and emotional development, are those before he reaches five years of age. During those critical formative years he is cared for almost exclusively by his mother and in many parts of the world the mother may not have the capacity to raise a superior child. She is incapable of doing so by reason of her own poor health, her ignorance and her lack of status and recognition of social and legal rights, of economic parity of independence. One essential factor has been overlooked and ignored. The forgotten factor is the role of women. Development will be handicapped as long as women remain second class citizen, uneducated without any voice in family or community, decisions without legal or economic status, married when they are still practically children, and henceforth producing one baby after another, often to see half of them die before they are of school age.
5. We can enhance development by improving 'women power', by giving women the opportunity to develop themselves. Statistics show that the average family size increases in inverse ratio to the mother's years of education- is lowest among college graduates, highest among those with only primary school training, or no education. Malnutrition is most frequent in large families, and increases in frequency with each additional sibling. The principle seems established that an educated mother has healthier and more intelligent children, and that is related to the fact that she has fewer children. The tendency of educated, upper class mothers to have fewer children operates even without access to contraceptive services.
6. The educational level of women is significant also because it has a direct influence upon their chances of employment, and the number of employed women in country's total labour force has a direct bearing on both the gross national product and disposable income of the individual family. Disposable income, especially in the hands of women, influences food purchasing and therefore the nutritional status of the family. The fact that the additional income derives from the paid employment of women provides a logical incentive to restrict the size of the family.

**QUESTIONS:****1. Choose the most appropriate option:**

(a) Among the natural resources which can be called upon in national plans for development.....

- (i) The most important is certainly human labour.
- (ii) The most important is possibly human labour.
- (iii) The least developed is certainly human labour.
- (iv) The least developed is undoubtedly human labour.

(b) Without a productive labour force, including effective leadership and intelligent middle management.....

- (i) No productive work is possible.
- (ii) Entrepreneurs will incur heavy losses.
- (iii) Economic development will not keep pace with national movements.
- (iv) No amount of foreign assistance or of natural wealth can ensure successful development and modernization.

(c) Development will be handicapped as long as women remain.....

- (i) second class citizen
- (ii) third class citizen
- (iii) first class citizen
- (iv) fourth class citizen

(d) Disposable income in the hands of women strengthen

- (i) Family bond
- (ii) Nutritional status of the family
- (iii) Spiritual status of the family
- (iv) None of these

(e) What happens to the family size from an educated mother to an illiterate mother?

- (i) Increases in direct proportion
- (ii) Increases in reverse proportion
- (iii) Increases in inverse proportion
- (iv) There is no relation

2. Answer the following questions briefly:

- a. What will be the source of the manpower development during the next quarter century?
- b. During which period is the child growth maximum?
- c. Why can't the first teacher of a child be effective in many parts of the world?
- d. What will happen to development if the womenfolk is neglected?
- e. What is the difference between an educated mother and an illiterate mother?



- f. How can we accelerate the rate of progress?
- g. Find a word in the passage (Para 5) which means 'Increase'
- h. Find a word in the passage (Para 6) which means 'Important'

PASSAGE – 3

1. Read the passage given below and answer the questions that follow: 12
 1. Maharana Pratap ruled over Mewar only for 25 years. However, he accomplished so much grandeur during his reign that his glory surpassed the boundaries of countries and time turning him into an immortal personality. He along with his kingdom became a synonym for valour, sacrifice and patriotism. Mewar had been a leading Rajput kingdom even before Maharana Pratap occupied the throne. Kings of Mewar, with the cooperation of their nobles and subjects, had established such traditions in the kingdom, as augmented their magnificence despite the hurdles of having a smaller area under their command and less population. There did come a few thorny occasions when the flag of the kingdom seemed sliding down. Their flag once again heaved high in the sky thanks to the gallantry and brilliance of the people of Mewar.
 2. The destiny of Mewar was good in the sense that barring a few kings, most of the rulers were competent and patriotic. This glorious tradition of the kingdom almost continued for 1500 years since its establishment, right from the reign of Bappa Rawal. In fact only 60 years before Maharana Pratap, Rana Sanga drove the kingdom to the pinnacle of fame. His reputation went beyond Rajasthan and reached Delhi. Two generations before him, Rana Kumbha had given a new stature to the kingdom through victories and developmental work. During his reign, literature and art also progressed extraordinarily. Rana himself was inclined towards writing and his works are read with reverence even today. The ambience of his kingdom was conducive to the creation of high quality work of art and literature. These accomplishments were the outcome of a longstanding tradition sustained by several generations.
 3. The life of the people of Mewar must have been peaceful and prosperous during the long span of time; otherwise such extraordinary accomplishment in these fields would not have been possible. This is reflected in their art and literature as well as their loving nature. They compensate for lack of admirable physique by their firm but pleasant nature. The ambience of Mewar remains lovely thanks to the cheerful and liberal character of its people.
 4. One may observe astonishing pieces of workmanship not only in the forts and palaces of Mewar but also in public utility buildings. Ruins of many structures which are still standing tall in their grandeur are testimony to the fact that Mewar was not only the land of the brave but also a seat of art and culture. Amidst aggression and bloodshed, literature and art flourished and creative pursuits of literature and artists did not suffer. Imagine how glorious the period must have been when the Vijaya Stambha which is the sample of our great ancient architecture even today, was constructed. In the same fort, Kirti Stambha is standing high, reflecting how liberal the then administration was which allowed people from other communities and kingdoms to come and carry out construction work. It is useless to indulge in the debate whether the Vijaya Stambha was constructed



first or the Kirti Stambha. The fact is that both the capitals are standing side by side and reveal the proximity between the king and the subjects of Mewar.

5. The cycle of time does not remain the same. Whereas the reigns of Rana Sanga were crucial in raising the kingdom to the acme of glory, it also proved to be his nemesis. History took a turn. The fortune of Mewar - the land of the brave, started waning. Ranatried to save the day with his acumen which was running against the stream and the glorious traditions for some time.

1. On the basis of your understanding of the above passage answer each of the following questions with the help of the options given below: 1x5=5

- a. Maharana Pratap became immortal because
- he ruled Mewar for 25 year
 - he added a lot of grandeur to Mewar
 - of his valour, sacrifice and patriotism
 - Both (ii) and (iii)
- b. Difficulties in the way of Mewar were
- lack of cooperation of the nobility
 - ancient traditions of the kingdom
 - its small area and small population
 - the poverty of the subjects
- c. During thorny occasions
- the flag of Mewar seemed to be lowered
 - the flag of Mewar was hoisted high
 - the people of Mewar showed gallantry
 - most of the rulers heaved a sigh of relief
- d. Mewar was lucky because
- all of its rulers were competent
 - most of its people were competent
 - most of its rulers were competent
 - only a few of its people were incompetent
- e. Who was the earliest king of Mewar mentioned in the passage?
- Rana Kumbha
 - Bappa Rawal
 - Maharana Pratap
 - Ranasanga

2. Answer the following questions briefly.

1x5= 5

- What was Rana Kumbha's contribution to the glory of Mewar?
- What does the writer find worth admiration in the people of Mewar?
- How could art and literature flourish in Mewar?
- How did the rulers show that they cared for their subjects?
- What does the erection of Vijaya Stambha and Kirti Stambha in the same fort signify?



3. Find words from the passage which mean the same as:
- surprising (para 4)
 - evidence (para 4)

1x2=2

PASSAGE - 4

Read the following passage carefully

(12 marks)

- As religious people believing in God, we are all aware of the influence of prayer in our individual lives. It is true our temples, gurud waras, churches and mosques reverberate with the prayers of the devout on festive occasions and even in the course of daily life. When individuals face dire situations, often they are led into prayer; their faith thus opens for them a source of comfort and encouragement in their hour of need.
- But how does India as collective entity, exercise its faith in prayer? It may be recalled that during the freedom struggle and subsequently after Independence, the Father of the Nation used to lead the people in prayer on matters affecting its destiny. The men of different faiths used to take part in such meetings, which gave them a sense of purpose and also a sense of solidarity as people sharing one destiny.
- Since the Mahatma fell to the bullets of an assassin, no one else probably came forward to provide leadership to an exercise of prayer at the national level. No doubt, people of all faiths had organized prayers at their places of worship in the aftermath of national tragedies like the Gujarat Earthquake of the Orissa cyclone. The hijacking of an Indian plane with its passengers of Kandahar in the recent past had moved this nation to pray.
The whole nation again had taken to prayers in mass on two other occasions when Amitabh Bachchan fell seriously on the sick bed.
- Man's need for prayer is as great as his need for bread. As food is necessary for the body, prayer is necessary for the soul. I have not a shadow of doubt that the strife and quarrels with which our atmosphere is so full today are due to the absence of the spirit of true prayer. True prayer never goes unanswered," wrote Gandhiji. According to Vasudevan, Secretary of the Rajghat Samadhi Samiti, all-religion prayer meetings are held every Friday at Rajghat from 4 p.m. to 5.15 p.m.
- It is said that the act of prayer changes people and situations. There is a general impression that prayer is an act of seeking favours from God for selfish ends. It is as if all praying people are only interested in taking their shopping lists to their Maker!
For from it, the very act of praying teaches one to sympathize with those who suffer. It broadens one's vision and outlook. It builds up one's character by imparting a sense of responsibility towards other people and situations.
- The latest example of a praying nation comes from the United States which is often labelled as too materialistic. Speaking at the national Prayer Breakfast at Washington in the second week of February, President George Bush praised Americans of all faiths for turning to prayer in the wake of the September 11 terrorist attacks. He said he had spent much time 'one bended knee' since terrorists attacked the World Trade Centre and the Pentagon, killing more than 3000 people.



7. Regardless of the religious affiliations, people in the affected areas showed an exemplary sense of togetherness in the hour of tragedy. All differences of religion, ethnicity, race and language were forgotten as volunteers got busy assuaging the pain and sorrow felt by the victims. The American example has several lessons for India which is also a pluralistic society. It has demonstrated that differences of religion and ethnicity need not stand in the way of the nation untidily facing all its challenges. If it is true that all religious faiths teach tolerance, humility and the value of helping neighbours, then the religious leaders of this nation could also engender unity and oneness of purpose by coming together periodically to pray for the nation. And when they focus on the fact that all people, regardless of their differences share one common destiny, there could be greater communal harmony. Such a consciousness ought to pave the way for peace in society.

1. On the basis of your reading of the passage, answer the following questions by choosing the most appropriate option. (1x5=5 marks)

- a. People often pray when they _____
- (i) Are sick
 - (ii) Face dreadful situations
 - (iii) Want their desires to be fulfilled
 - (iv) Are depressed
- b. What is the general impression about the prayer?
- (i) It provides food to the soul.
 - (ii) It is an act of seeking favour from God.
 - (iii) It teaches us to sympathies with those Who suffer.
 - (iv) It imparts in us a sense of responsibility towards other people and situations.
- c. All-religion prayer meetings are held at Rajghat.
- (i) Biweekly
 - (ii) Weekly
 - (iii) Monthly
 - (iv) Annually
- d. Does the writer support the view that ‘all praying people are only interested in taking their shopping lists to their Maker!’
- (i) Yes
 - (ii) No
 - (iii) Not sure
 - (iv) Partially Correct
- e. What should the religious leaders do?
- (i) Coming together to pray for the nation
 - (ii) Demonstrate the differences of religion
 - (iii) Only teach tolerance, humility and the value of helping neighbour
 - (iv) They have no duty to the nation



2. Answer the following questions as briefly as possible.

(1x7=7 marks)

- a. Comment on the importance of the collective prayer organized by the Father of the Nation.
- b. On what occasions did the people of all faiths organize prayers at their places of worship?
- c. What has the absence of the true prayer resulted in?
- d. What lesson does the America example give to India?
- e. What do all religious faiths teach?
- f. Find a word in the passage (Para 4) which means 'Killer'.
- g. Find a word in the passage (Para 4) which means 'Shown/displayed'

PASSAGE - 5

Read the following passage and answer the questions that follow:

(12 marks)

1. Nuclear capability gives a status to the country in the community of nations. No nation can afford to make destructive use of the nuclear energy without risking a World War. That is why America did not make use of nuclear weapon in the Vietnam War though it had become a matter of prestige for her. Similarly Russia preferred to pull out her missile bases from Cuba instead of coming in direct conflict with a nuclear power, America. But India, since she started adopting nuclear technology, had decided to make only peaceful use of nuclear energy. The fear expressed by Pakistan and the comments made in the Chinese press are more for the sake of propaganda than for the projection of truth.
2. India needs nuclear energy in order to meet her power shortage. She has been depending upon hydroelectric power which is undependable because of the uncertainty of rainfall. Good quality of coal which is another source of energy cannot be extracted commercially because it lies very deep and the cost of extraction is very high. India is not producing much of oil; rather she has to import nearly 74 per cent of her total consumption. So the only alternative with India is to have a cheaper and more dependable source of energy. The known reserves of thorium in India are sufficient to last many hundred years. That is why India has already commissioned two nuclear power stations, one at Tarapur and the other at Rana Pratap Sagan. Each one has the installed capacity of producing 420 M.W. of electricity. Two other at Kalpakkam, are operational. This energy will be able to meet the power shortage throughout the country. If industries work at their full capacity, production will be higher and so per capita income will increase and inflation will be neutralized.
3. With the help of controlled nuclear explosions, artificial dams can be made. In fact for building a dam there should be two huge mountain walls enclosing a deep valley just near the course of a river. These conditions are not available at all the places. So with the help of controlled nuclear explosions mountains can be blown up. This can also help in laying roads in the mountainous areas. In fact, some of the borders of India have mountainous terrain and the movement of the army is quite difficult. So even for the sake of national security it is necessary to have roads in those areas.
4. With the help of radiation the shelf life of vegetables and fruits can be increased. In the tropical countries like India, it is necessary that the perishable fruit stuffs are preserved for a long time. Radiation can check the sprouting of onions and potatoes which are much in demand in foreign countries. Similarly fruits like bananas and mangoes which have much



export potential can be preserved for a very long time. The texture and taste of the fruit do not undergo any change.

5. Nuclear technology can also be harnessed for medical purposes. It is said that radioactive iodine is used for detecting the disease of the thyroid glands. Similarly, India of U.N. experts, radiated vaccine which can immunize sheep from lungworm disease, which used to take a heavy toll of sheep every year.
6. Properly processed nuclear fuel is also used for artificial satellite in space. Weather satellites can predict cyclones and the rainfall with extreme accuracy. Communication satellites can help in conveying the messages to very long distances. In a huge country like India, communication satellites are necessary.
7. Radiation is also used for preparing the mutant seeds. Many varieties of rice and some cereals have been prepared at Tarapur laboratory. This will increase our agricultural production and help India to become economically better off. So for India it is necessary to make peaceful uses of nuclear energy.

1. **On the basis of your reading of the passage, answer the following questions by choosing the most appropriate option** (1x5=5 marks)

- a. India needs nuclear energy in order to _____
 - (i) gain status in the community of nations
 - (ii) meet her power shortage
 - (iii) increase her might
 - (iv) frighten the hostile countries
- b. Coal, another source of energy, cannot be extracted commercially because _____
 - (i) it lies very deep
 - (ii) the cost of extraction is very high
 - (iii) it lies very deep and the cost of extraction is very high
 - (iv) it is risky for the miners to extract it
- c. Which are more for the sake of propaganda than for the projection of truth?
 - (i) Fear Expressed by Pakistan about India adopting nuclear technology
 - (ii) Comments made by the Chinese press about India's nuclear power.
 - (iii) Both (i) and (ii)
 - (iv) None of the above
- d. Which is not an example of the peaceful use of nuclear technology?
 - (i) Preparing the mutant seeds by the use of radiation.
 - (ii) Making artificial dams by controlled nuclear explosion.
 - (iii) Use of nuclear power stations to meet the shortage of power.
 - (iv) Contamination of local water supplies around uranium mines.
- e. The texture and taste of the fruit do not undergo any change due to
 - (i) Curing



- (ii) Boiling
- (iii) Radiation
- (iv) Cooling

2. Answer the following questions as briefly as possible. (1x7 =7marks)

- a. Why does India need nuclear energy?
- b. How can radiation be helpful?
- c. How does nuclear technology help in the field of medicine?
- d. In what way can nuclear energy boost our communication?
- e. How can nuclear energy help the country in its economic growth?
- f. Find a word in the passage (Para 1) which means 'withdraw'
- g. Find a word in the passage (Para 6) which means 'extremely'

ANSWERS -PASSAGE 1:

1. (a) (i) Lack of media awareness
2. (b) (ii) Fake
 - (c) (i) Babysitter
 - (d) (iii) Both teachers and parents
 - (e) (iv) Less sensitive and less helpful
3. (a) Yes, it does. Most of the media experts and social scientists think that media violence on TV is responsible for actually promoting aggressiveness in children.
 - (b) i. The more violence children view on TV, the more aggressively they behave with others.
 - ii. They become less sensitive to the pain of others. Hence, they are less likely to help a victim of violence.
 - (c) i. Beating that the 12-year old Subin Kumar got from his WWF inspired friends.
 - ii. The six year old child of Lucknow who leapt off the balcony of his second-floor flat was trying to imitate a bungee jumping drop shown in a soft drink commercial.
 - (d) Other factors are :
 - i. Individual predisposition of the child
 - ii. Parental attitudes
 - iii. Reaction to aggression
 - iv. Intolerance
 - (e) By providing media education and by teaching the children how to assess the reality status of TV programmes. Most parents and teachers have to understand their responsibility in imparting media education to children.



(f) Thrilling

(g) Myriad

Answers Passage 2 :

1.

- (a) (ii) The most important is possibly human labour
- (b) (iv) No amount of foreign assistance or of natural wealth can ensure successful development and modernization.
- (c) (i) second class citizen
- (d) (ii) nutritional status of the family
- (e) (iii) Increases in inverse proportion

2. (a) The manpower development during the next quarter century will come from the world's present population of infants, children and adolescents.

(b) The child grows maximum before he attains the age of five.

(c) The first teacher remains ineffective because of ignorance, poor health, lack of respect and recognition.

(d) There will be no growth and everything will stagnate.

(e) An educated mother does not beget children thoughtlessly but an illiterate mother considers children the blessings of god. Educated makes one wise and practical. Those who are uneducated fail to analyse the situation critically.

(f) Enhance

(g) Significant

NOTE - MAKING

STRATEGIES FOR ATTEMPTING NOTE MAKING

1. Read the passage thoroughly.
2. Find the title/Heading of the passage (Read the first/last paragraph for the title).
3. Underline the main points & supporting details.
4. Find out the chief division of the passage & use them for Main-headings.
5. Find the sub-headings & write them under the Main- headings.
6. Circle the longer words or those often repeated words & abbreviate them.
7. Organise the information systematically.

*NOTE:

1. Do not write in complete sentences; use words/phrases only.
2. Underline the HEADING & SUB-HEADING.
3. How to form Abbreviations:



- (a) Capitalized Initial Letters: eg: W.H .O, L.I.C
 - (b) The first few letters & the last few letters of the word: eg:
Advertisement-advt., government-govt.
 - (c) Taking first & last letters of the words: -eg. Reading-rdng. Education-edn
 - (d) Contractions of word:-eg:will not -won't; do not -don't
4. Universally recognized SYMBOLS used-eg: viz.-namely; eg.-for example
 5. Make a box for writing the abbreviations.(Use atleast-4 abbreviations.)
 6. Put the complete word & its abbreviation made in the box.

SUMMARISING

1. Use the NOTES made to draft the summary.
2. Join the points & make them into complete sentences.
3. Write short sentences.
4. Join the sentences using words like-and; not only; but also; such that; more over
5. Follow the word limit. (80 words.)

Marking Scheme:

Distribution of Marks

Note making

4 Marks

TITLE

Content (minimum 3 headings and sub-headings, with proper indentation and notes)

Abbreviation/Symbols (with key) - any four

Summary

The summary should include all the important points given in the notes.

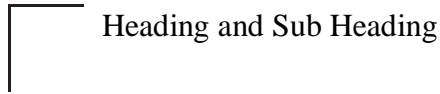
4 Marks



Format :

This is Just An Indicator Do not use words Main

Title



A **Main heading** _____

(a) sub heading _____

(b) sub heading _____

(c) sub-heading _____

(i) sub-sub heading _____

(ii) _____

B Main heading _____

(a) sub heading _____

(b) sub heading _____

(c) sub heading _____

Key to abbreviations :

1. wrtg.	=	writing
2. U.K.	=	United Kingdom
3. _____	=	_____
4. _____	=	_____
5. _____	=	_____

SUMMARISING: (100 Words)

Students are required to write a paragraph using the main points listed in the notes. Complete sentences are used. They are logically and cohesively linked together with the help of suitable linkers. Do not use abbreviations and symbols.

Passages for Note Making

PASSAGE-1

Read the passage given below:

The construction of the Leaning Tower of Pisa began in August 1173.

It was interrupted several times by wars, debt and while engineers worked on solutions to correct the lean. We now know that without these interruptions that allowed the soil to compress under the tower, it would have certainly toppled over.

Pisa Tower was eventually completed in the mid-1300s.



The Tower of Pisa is the churches bell tower. The city of Pisa was at the beginning a simple but important Italian seaport. With its growth, so did its religious buildings.

Its fame and power grew gradually over the years, as the people of Pisa were involved in various military conflicts and trade agreements.

The Pisans attacked the city of Palermo on the island of Sicily in 1063. The attack was successful and the conquerors returned to Pisa with a great deal of treasure.

To show the world just how important the city was, the people of Pisa decided to build a great cathedral complex, the Field of Miracles. The plan included a cathedral, a baptistery, a bell tower (the Tower of Pisa) and a cemetery.

The real identity of Tower of Pisa's architects is a mystery.

The most accredited architects of this first phase of work are Bonanno Pisano and Gherardo din Gherardo.

The second phase of construction started in 1275, and the work is attributed to Giovanni di Simone. Tommaso Pisano (1350-1372) was the architect who finished the work.

The leaning of the Tower of Pisa comes into the story in 1173, when construction began.

Thanks to the soft ground, it had begun to lean by the time its builders got to the third story, in 1178. Shifting soil had destabilized the tower's foundations.

Over the next 800 years, it became clear the 55-metre tower wasn't just leaning but was actually falling at a rate of one to two millimetres per year.

Today, the Leaning Tower of Pisa is more than five meters off perpendicular.

Its architect and engineer tried to correct this by making the remaining stories shorter on the uphill side - but to no avail. It kept leaning more and more.

The lean, first noted when three of the tower's eight stories had been built, resulted from the foundation stones being laid on soft ground consisting of clay, fine sand and shells.

The next stories were built slightly taller on the short side of the tower in an attempt to compensate for the lean. However, the weight of the extra floors caused the edifice to sink further and lean more.

A. On the basis of your reading of the passage above, make notes using points only, use abbreviations wherever necessary. Supply a suitable title.

LEANING TOWER OF PISA

A:Const. of Leaning Tower of Pisa

A.1 begin in Aug.1173

A.2 interrupted several times due to

A.2.1 wars

A.2.2 debt



A.2.3 prbl of leaning

B. Reasons behind Const. of Tower

B.1 to show their growth in

B1.1 religion

B1.2 power & fame

B.2 to show the world their imp

C. People involved in making of Tower

C.1 First phase - Bonanno & Gherardo in 1173

C.2 Second phase - Giovani di Simone in 1275

C.3 Third & final phase - Tommaso Pisano in 1350-1372

KEY FOR ABBREVIATIONS

1 Const.=construction

2 Aug =August

3 prbl=problem

4 &=and

5 imp =important

(b) Write a summary of the passage above in about 80 Words.

The construction of the Leaning Tower of Pisa began in August 1173 under Bonanno Pisano and Gherardo. Though there were many interruptions but they were proved to be a boon later as it compressed the soft soil beneath the tower. The Tower (bell tower) was built to show their importance to the world. The real identity of the architects of this Tower still remains a mystery. While making of the tower architects tried their best to stop it's leaning but all efforts proved to be futile and finally Tommaso Pisano completed it as The Leaning Tower of Pisa.

PASSAGE-2

Read the passage given below:

A difference in opinions, values, attitudes and lifestyle among people of different ages is called 'generation gap'. Due to these differences, people belonging to different generations find themselves unable to relate to each other. This communication gap between successive generations is not a new phenomenon. The fight between the old and the young is not new and has been bound in the culture of every nation of the world. Parents and children across the world have been facing this problem. Due to fast-paced modern lifestyles, parents and children hardly find time together. The children, thus unable to express their thoughts and ideas to their parents, turn to friends for advice who are as inexperienced as they are. In the era of globalization and liberalization, the gap between the young the old reached its zenith.



Today's children are born into a competitive world and have a struggle to get everything. Many a time their true potential gets overshadowed in the rat race. Parents- burdened by the expectations of the society- end up forcing certain subjects and careers and lives that their parents have chosen for them, children are left lost and confused. Parents, on the other hand, feel that in this rapidly changing society where everyone is so self-centred, it is their duty to protect their children. Parents tend to feel that their children require guidance. This cannot be denied. But their constant monitoring makes children feel oppressed and they tend to turn rebellious.

Thus, generation gap is destroying the basic human relationship and is obviously a threat to the social stability of family relations. It is essential for parents to talk to their children and treat them as individuals. To be forever treated as child can be irritating and sometimes even humiliating. Children, in turn, must reciprocate with due respect and attention. Matters such as career, lifestyle and sensitive issues like freedom of choice of friends must be dealt with carefully and with maturity. Love and understanding are the best antidotes to this ever-widening generation gap. Only then will children look up to their parents and parents will not be burdened with their guilt of not being there for their children in their hour of need. In this way generation gap can at least be narrowed, if not completely filled.

- (a) On the basis of your reading of the passage above, make notes using points only, use abbreviations wherever necessary. Supply a suitable title.
- (b) Write a summary of the passage above in about 80 Words.

PASSAGE-3

Read the passage given below:

'Thoda' is martial art form of Himachal Pradesh, India relies on one's talent with the bow and arrow. The name 'Thoda' is derived from the round piece of wood fixed to the head of the arrow. Its history is traced back to the days of Mahabharata when bows and arrows were used in the epic battles between the Pandavas and the Kauravas while residing in the beautiful valleys of Kulu and Manali. Thus, this martial art has its origins in Kulu. The equipments required for this game are bows and arrows.

In Himachal Pradesh, in the olden days, the game of Thoda was organized in a very interesting way. A handful of village folks would go to another village and throw tree leaves into the village well before sunrise. They would then hide in the bushes nearby, just outside the village. As soon as the villagers came to draw water the youths would shout and challenge them for a fight.

Held on Baisakhi Day, the competition is a mixture of martial art, cultural event and sport. Community prayers are organized to invoke the blessings of the Gods. The archers are divided into teams called Saathi and Pashi. The archers in this game have to aim at the leg region, below the knee.

On reaching the village fairground, both the teams dance on either side of the ground. Both the opponents face each other at a distance of about 10 meters and prepare to attack. Very quick and easy movements are the only methods of defence. The whole competition is conducted to the lively rhythm of war dance with one side furiously sidestepping, legs kicking in all directions, and other side doing its best to place an arrow on the target. There are minus points for a strike on the wrong parts of the leg.

Presently, the game is played in a marked court, which ensures that a certain degree of discipline is maintained in Thoda -a happy blend of culture and sport.



- (a) On the basis of your reading of the passage above, make notes using points only, use abbreviations wherever necessary. Supply a suitable title.
- (b) Write a summary of the passage above in about 80 Words.

PASSAGE-4

Read the passage given below:

My Dear Little Fellow,

You are now going to settle at school, and may consider this as your first entrance into the world. As my health is so indifferent, and I may not be with you long, I wish to leave you some advice (the best I can) for your conduct in life, both that it may be of use to you, and as something to remember me by. I may at least be able to caution you against my own errors, if nothing else.

As we went along to your new place of destination, you often repeated that "you durst say they were a set of stupid, disagreeable people," meaning the people at the school. You were to blame in this. It is a good old rule to hope for the best. Always, my dear, believe things to be right, till you find them the contrary; and even then, instead of irritating yourself against them, endeavour to put up with them as well as you can, if you cannot alter them. You said, "You were sure you should not like the school where you were going." This was wrong. What you meant was that you did not like to leave home. But you could not tell whether you should like the school or not, till you had given it a trial. Otherwise your saying that you should not like it was determining that you would not like it. Never anticipate evils, or, because you cannot have everything exactly as you wish, make them out worse than they are, through more spite and will fulness.

You seemed at first to take no notice of your school-fellows, or rather to set yourself against them, because they were strangers to you. They knew as little of you as you did of them; so that this would have been a reason for their keeping aloof from you as well, which you would have felt as a hardship. Learn never to conceive a prejudice against others, because you know nothing of them. It is bad reasoning, and makes enemies of half the world. Do not think ill of them, till they behave ill to you; and then strive to avoid the faults which you see in them. This will disarm their hostility sooner than pique or resentment or complaint.

I thought you were disposed to criticize the dress of some of the boys as not so good as your own. Never despise any one for anything that he cannot help -- least of all, for his poverty. I would wish you to keep up appearances yourself as a defence against the idle sneers of the world, but I would not have you value yourself upon them. I hope you will neither be the dupe nor victim of vulgar prejudices. Instead of saying above -- "Never despise any one for anything that he cannot help" -- I might have said, "Never despise any one at all"; for contempt implies a triumph over and pleasure in the ill of another. It means that you are glad and congratulate yourself on their failings or misfortunes. The sense of inferiority in others, without this indirect appeal to our self-love, is a painful feeling, and not an exulting one.

- (a) On the basis of your reading of the passage above, make notes using points only, use abbreviations wherever necessary. Supply a suitable title.
- (b) Write a summary of the passage above in about 80 Words.

PASSAGE -5

1. In a very short period of time, the internet has had a profound impact on the way we live. Since the internet was made operational in 1983, it has lowered both the costs of communication and the barriers to creative expression. It has challenged old business models and enabled new ones. It has provided access to information on a scale never before achievable.

2. It succeeded because we designed it to be flexible and open. These two features have allowed it to accommodate innovation without massive changes to its infrastructure. An open, borderless and standardized platform means that barriers to entry are low, competition is high, interoperability is assured and innovation is rapid. The beauty of an open platform is that there are no gatekeepers. For centuries, access to and creation of information was controlled by the few. The internet has changed that and is rapidly becoming the platform for everyone, by everyone.

3. Of course, it still has a way to go. Today there are only about 2.3 billion internet users, representing roughly 30% of the world's population. Much of the information that they can access online is in English, but this is changing rapidly. The technological progress of the internet has also set social change in motion. As with other enabling inventions before it, from the telegraph to television, some will worry about the effects of broader access to information-the printing press and the rise in literacy that it affected were, after all, long seen as destabilizing. Similar concerns about the internet are occasionally raised, but if we take a long view, I'm confident that its benefits far outweigh the discomforts of learning to integrate it into our lives. The internet and the World Wide Web are what they are because literally, millions of people have made it so. It is a grand collaboration.

4. It would be foolish not to acknowledge that the openness of the internet has had a price. Security is an increasingly important issue and cannot be ignored. If there is an area of vital research and development for the internet, this is one of them. I am increasingly confident, however, that techniques and practices exist to make the internet safer and more secure while retaining its essentially open quality.

5. After working on the internet and its predecessors for over decades, I'm more optimistic about its promise than I have ever been. We are all free to innovate on the net every day.

The internet is tool of the people, built by the people and it must stay that way.



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

(b) Write a summary of the above passage in about 80 words using the notes made. 4 Marks

SECTION-B (ADVANCED WRITING SKILLS)

NOTICE – WRITING

(4 MARKS)

INTRODUCTION-Notices-where used: schools, organizations, government boards.

- Why used: to inform people about various events, issue, & public instructions.

Important points to be followed:

- Use the word "NOTICE" followed by the name of the organization/institute.
- Write the date on the left hand side. (Eg.18th July 2019)
- Give a suitable heading to the notice.
- Content should contain the following-event, date, place, time)
- Conclude the notice with name (signature), & post (designation)
- Write it in a box
- Follow 50 words -limit.

MAIN CHARACTERISTICS:

- Format-must include the word "NOTICE, Date, Heading, Writer's name, post
- Content-answers the question "What", "When", "Where"& "How" etc.
- Expression-relates to the overall organization & relevance of the content besides grammatical accuracy & fluency.
-

MARKING SCHEME-

- Format-(1m)
- Content-(2m)
- Expression-(1m)

SAMPLE NOTICE: 1

Q.1 You are Mohit/Mita Head boy/girl of Delhi Public School, Lucknow. Your school is celebrating "World Environment Day" on 5th June 2019. Draft a notice informing the students to bring two saplings from each class. Invent necessary details.(Do not exceed 50 words.)

DELHI PUBLIC SCHOOL,LUCKNOW

Date of Issue

18th May 2019

NOTICE

Name of the
Issuing Agency

Subject

Celebration of World Environment DayName of Issuing
Authority

Students are informed that "WORLD ENVIRONMENT DAY" will be observed on 5th June 2019 in the school premises. Each class is instructed to bring at least two saplings. For more information contact the undersigned.

Designation

Mohit

Head boy

MARKING SCHEME

FORMAT: 1 Mark

CONTENT: 2 Marks

EXPRESSION: 1 Mark

**NOTICES FOR PRACTICE****PRACTICE-QUESTIONS**

- (i). You are Amita/ Anil the Physical Instructor of St. Mary's Convent, Bhopal. You have organized an excursion to Kathmandu (Nepal) during the Autumn Break for the senior students of your school. Write a notice in about 50 words informing the students about the proposed excursion.

VALUE POINTS

Name of school: St Mary's Convent, school, Bhopal

Event: Excursion to Kathmandu,

Date: 10.10.2019 to 15.10.2019

Cost of Trip: Rs. 1,500/head

Consent letter of parents

Last date for submission: 15. 09.2019

Name: Amita/Anil

Post: Physical Instructor

- (ii) Jagat Taran School, Allahabad is organizing a Career Counselling session for the students of class XI and XII of your school. Write a notice giving details of it to be displayed on your school notice board.

(Word limit-50 words.)

- (iii) You are the Secretary of Akash Flats Welfare Association, Varanasi. Write a notice to be circulated to the members of the Association, requesting them to attend a meeting to discuss about the security measures of the flats and appointment of new security guards.

(Word limit-50 words.)

- (iv) You are Anita/Anil, the Sports Secretary of Jyoti Public School, Delhi. Draft a notice in not more than 50 words for your school notice board informing the students about the sale of old sports goods of your school.
- (v) You are Babita/Biman the Secretary of the History Club of your school. Draft a notice in not more than 50 words informing the students of class IX and X about a proposed excursion to historical places of your city.

POSTER - MAKING

A poster is used to spread awareness regarding a social issue, an event or a product.

IMPORTANT POINTS TO REMEMBER:

1. Give a heading.
2. Write a catchy line/slogan.
3. Remember to illustrate your poster with a sketch.
4. There is no fixed lay out.
5. Use convincing language.
6. Follow the word limit.(50 words)

1. For awareness of a Social Problem:

- Heading
- The problem & it causes
- Effects of the problem.
- Solutions to the problem.
- Any other additional information.

2. For an Event:

- name of event
- purpose
- date, time, venue
- organiser's name
- entry ticket
- highlights of the event
- any other relevant information

MARKING SCHEME

Format: 1 Mark

Content: 2 Marks

Expression: 1 Mark

SOLVED EXAMPLE

Q.1 Draft a poster for promoting the need for joining the Defence Services. (Word limit 50 words.)


**JOIN THE
DEFENCE FORCES
&
SERVE YOUR MOTHERLAND**

If you crave for:

- *Patriotism**
- *Adventure**
- *Heroism**

COURSES OFFERED: *N.D.A. after plus two

***I.M.A. after Graduation**



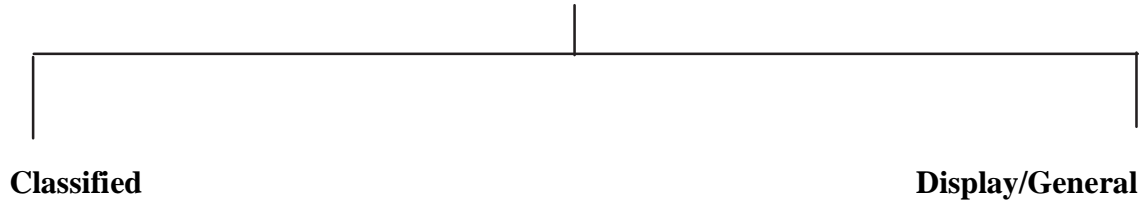
Issued by: Defence Ministry; Government of India.

PRACTICE QUESTIONS:

- (1) Design a poster in not more than 50 words for your school library on the value of books and good reading habits .You may use slogans.
- (2) You are making an effort to spread message that Old Persons are an asset to society and they should be taken care of by the society. Prepare a poster to be displayed in the different parts of the city in not more than 50 words.
- (3) Your company is launching a new range of lunch boxes & water bottles for children next month. Draft an attractive poster which can be displayed in all market areas of your town to promote their sale. Do not forget to mention the speciality of these lunch and water bottles.(Word limit 50 words)
- (4) Design a poster in not more than 50 words for your school on the importance of Yoga and its relevance in our daily life. You may use slogans.

ADVERTISEMENT

TYPES OF ADVERTISEMENT



Main Characteristics of Classified Advertisements:

1. They are categorised into columns according to different classes. The category is stated at the top.
2. They are written in short catchy phrases and words.
3. The language used is simple, factual and formal.
4. They are short, concise and to the point.
5. All the relevant information is provided.
6. Contact name and address is given.
7. They are written in a box to attract attention.

Marking Scheme

Format -	1 Mark
Content expression -	2 Marks
Expression -	1 Mark

DISPLAY/GENERAL

ADVERTISEMENTS Main Characteristics of Commercial

Advertisements:

1. Designed for display purpose.
2. More space, more expensive in terms of the advertising costs.
3. Visually attractive-varying font size or shape.
4. Language colourful and lucid, catchy slogans, punch lines, witty expressions and pictures or sketches.

Necessary Details:

1. Name of the company/ institute/ organizers etc.
2. Details regarding the product/ event/ educational course etc.
3. Special offers of discount, if any
4. Address of the company/ institute/organizers etc.



Example of Classified Advertisements

For Sale

FOR SALE a brand new Maruti 800, AC, 2002 model, white colour, 1634kms, excellent condition, all accessories intact, owner leaving for USA. Expected price Rs. 1.6 lakhs, negotiable. Interested parties may contact Amarnath, 26, Nai Sarak, Delhi or Call on 26000981.

SOME QUESTIONS FOR PRACTICE--

1. You are a Commerce graduate with 8 years experience of keeping accounts. You want a job in some MNC/Corporate House. Prepare an advertisement to this effect.
2. You are Manager, Infocom Network C-3 Main shopping Centre, Vasant Vihar, New Delhi-110057. Draft an advertisement offering office furniture for sale. Give details.
3. As the Managing Director of a bureau providing tutors for home coaching, write out an advertisement to be published in the classified columns of a newspaper.
4. An old man aged 68, poor vision, mentally upset has been missing for a week. Draft a suitable advertisement for the 'Missing Persons' column of a newspaper in about 50 words.
5. Escort Shoes wish to announce their annual clearance sale before Diwali. Construct a suitable advertisement.
6. You are a builder and the proprietor of 'Dream House Construction'. Draft a suitable advertisement for a new multi-storeyed residential building for sale to the public. Include details like area, surroundings, facilities, etc.
7. You are the proprietor of a finance company. You have a special scheme for car loans/ house building loans for public. Construct an advertisement in about 50 words.

FORMAL INVITATIONS AND REPLIES

Invitations are extended to relatives, friends, acquaintances and clients on a number of social occasions like marriages, births, engagements, deaths or other public functions.

Invitations are of two types. - 1) Formal Invitations 2) Informal Invitation

While formal invitations are sent for the above mentioned occasions, many people also send a handwritten informal invitation beforehand to make these occasions more personal, cordial and intimate as is appropriate to their relationship.

Replying to invitations is essential. It is an essential courtesy to the host who has extended an invitation and also helps the host know how many guests will arrive so that he she may make arrangements accordingly.

Like the invitations, replies to invitations also may be:-

- formal replies
- Informal replies

**Formal Invitations:-**

Formal invitations are sent in official capacity for public functions except in the case of Marriage/ Anniversaries.

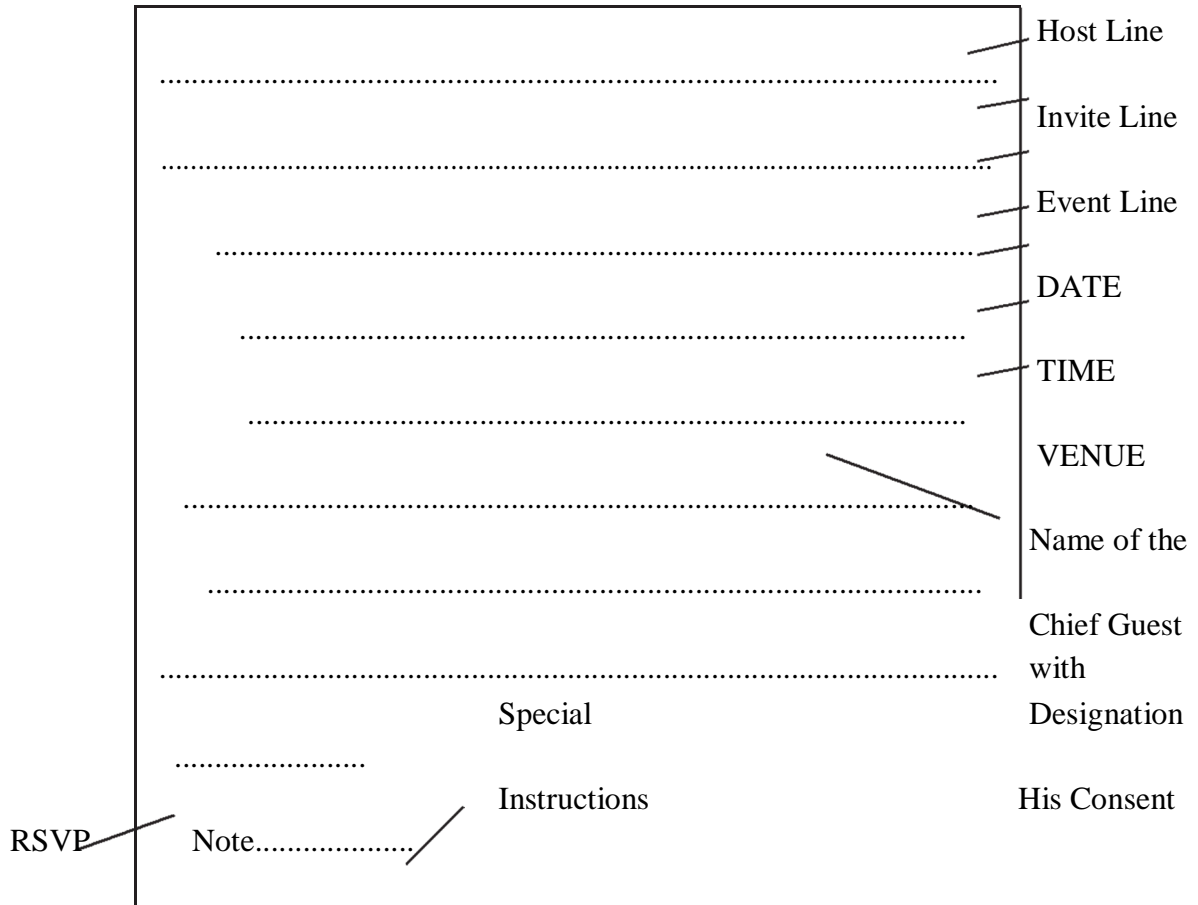
- A simple yet elegant printed card is preferred.
- Invitations are written in the third person.
Example:- Mr. and Mrs. S Surendran request the pleasure of the company of Mr. and Mrs. Rajkumar.....
- Note that the English etiquette requires the husband's name to be written first. Example:- Mr. and Mrs. G Joseph
- Avoid use of abbreviations for the names of guests, days, dates. However, the abbreviations RSVP. (Repondez s'il vous plait) which means 'Please Reply' is put at the bottom.
- The subject matter is written in the centre setting. Details like address, dress code or any other instructions are written at the bottom to the left or the right as per choice or convenience.

Important Points

The invitation is laid out so that each of the following is in a separate line:

- the name(s) of the host (s) issuing the invitation
- the standard expression 'request the pleasure of the company of
- the reason for the invitation.
- the time and date of the event.
- the venue of event
- In case a VIP is to be invited (at an official function), his/her name appears prominently
- In case of Printed cards, the name of the invitee may not figure in the invitation.
- The date of issuing the invitation is not mentioned.
- No punctuation is required at the end of a line.
- The simple present tense is used.

FORMAT OF FORMAL INVITATION



Example:-

Your school is organizing the Annual Day next month in one of the prestigious auditoriums of your city. Draft an invitation in not more than 50 words giving all the essential details. Do not forget to include necessary instructions against mobile phone and cameras.

The Management, Staff and Students
of
Government Model Sr. Sec. School, Chandigarh

Cordially invite you to their

ANNUAL FUNCTION

"TARANG"

at 6:00 p.m. on 4 December 2016

in

The National Auditorium

Sh. Pramod Kumar

Secretary Higher Education, Ministry of HRD, Govt. Of India

has kindly consented to be the chief guest

RSVP

Ph....

Instructions

1. The card admits two people only
2. Please be seated by 5:30 p.m.
3. The use of mobile phones and cameras is
prohibited
Program
overleaf

Accepting the Invitation (Formal)

Format (Formal Reply)

Sender's address/ letter head
Date
Content



Example

Dr. Geeta Sahni was invited to preside over the Inter-School Declamation Competition to be held on 5 October 2019 at 10.00 am by Neha Rawat, the President of the English Literary and Debating society of Government Model Senior Secondary School, Sector 19, Chandigarh. On behalf of Dr Geeta Sahni, send a reply to Neha Rawat accepting the invitation.

Sender's address/ letter head	Dr Geeta Sahni 75, Sector 11 A Chandigarh
Date	20 September 2019
Acknowledging Invitation	Geeta Sahni Thanks Ms Neha Rawat, President of the English Literary and Debating Society to preside over the inter school declamation competition to be held on 5 October 2019 at 10.00 am
Acceptance	She is delighted to accept the invitation. It will be kind of
Follow-up, if any	you if she is provided with transport for the occasion.

Informal Invitation

Informal invitations are sent for personal occasions.

Important points

The main characteristics of an informal invitation are:-

- It is written in the first person (I/We)
- The sender's address is written as usual but the receiver's address is not mentioned.
- The date of writing the invitation is given but there is no need to write the year.
- The salutation is 'Dear+ name'.
- The complimentary close is 'Yours Sincerely'.
- Various tenses of the verb are used unlike the formal invitation.
- The Invitation does not ask for a reply as in the formal invitation. However, it is polite to reply to the invitation.



- The vocabulary is less formal.

Example

Mr and Mrs. G Joseph of 27, The Apple Tree Orchard, Kottayam have decided to have a party on the occasion of twenty-first birthday of their son, Vineet. Write the invitation giving details of the date, time and venue. Do not exceed 50 words.

Sender's address	27, The Apple tree Orchard Kottayam
Date	8 October 2019
Salutation	My dear/Dear Naomi
Occasion	We are pleased to invite you to the 21st Birthday party of our
Time, Date and Venue	son, Vineet, at 6.30 p.m. on 14th October at our residence. We hope that you will be able to come.
Complimentary Close	Yours sincerely Mr & Mrs Joseph

Reply to Informal Invitations : -

It is an essential courtesy to reply to an invitation. The layout of a reply to an informal invitation is also informal, like the invitation.

The reply is written in the first person. The salient points in the reply to an informal invitation are:-

- acknowledging the invitation
- mention acceptance/ refusal (It is essential to give a reason for refusing an invitation.)
- making use of warm and simple language.



Declining the Invitation

Mr. and Mrs. G Joseph of 27 Sardar Patel Marg Allahabad invited their neighbour, Priyanka to a party on the occasion of 21st birthday of their son, Vineet. Write a reply to the invitation on behalf of Priyanka expressing her inability to attend the party. (Word limit 50 words)

Letter of Invitation should be included

Sender's address	27, Sardar Patel Marg Civil Lines, Allahabad
Date	20th July 2019
Salutation	Dear Mr. Joseph
Reason for refusal	Thank you for your kind invitation. I am sorry to say, however, that I shall not be able to come to the party as I shall be out of station that week.
Follow-up, if any	I wish Vineet all the best for the future.
Complimentary Close and name	With warm regards Yours sincerely Priyanka



Exercise

Questions for Practice :

1. On 30th November your school is going to hold its Annual Sports Day. You want Mr. Dhanraj Pillai, a noted hockey player to give away prizes to the budding sports-persons of the school. Write a formal invitation in about 50 words requesting him to grace the occasion. You are Karuna/Karan, Sports Secretary, Sunrise Global School, Agra.
2. You are Ankit Verma. Your friend from Malaysia is in the hostel. Invite him to join Diwali Celebrations with you at your residence.
3. Your parents have completed 25 years of happy married life. Invite your aunt, living in Hyderabad, to join you in the Silver Jubilee celebration of their marriage at your residence.
4. You are Navin/Neha, the Secretary of the Youth Club of your Locality. You are organizing an inter-school group song competition. Invite a prominent musician to act as one of the judges.
5. You are Manoj. You are going on a picnic with a group of your classmates to Karna lake, near Karnal. Write an informal invitation to your friend Mohit to join you on that day.

LETTER WRITING

FORMAL LETTERS

Formal Letters have a variety of purposes. Formal Letters are written to:

- Ask for/give information
- Apply for a job
- Make inquiries
- Register complaints about inadequate goods or services
- Place orders/send appropriate replies
- Apologize for behaviour
- Solicit new customers for grievances
- Persuade others
- Make an appeal for help
- Send a recommendation

However, all these letters have a common goal, which is to get the results you want from someone you may or may not know personally.

IMPORTANT POINTS

- The formal letter is written in formal language. Try to avoid starting with 'I'. Keep sentence short and to the point. Do not use contractions.
- End with a short sentence that anticipates the response of the addressee.
- The tone in formal letter is polite and impersonal.
- Use passive voice where possible.
- Be brief and to the point; do not beat about the bush.
- Be clear and specific; state the purpose clearly and concisely.
- Be positive and polite even if you are writing a complaint. Remember on the receiving end of your letter is a human being!



BUSINESS LETTERS

These include:

- (i) Letters of enquiry/asking for information
- (ii) Replying to enquiry/giving information
- (iii) Placing orders and sending replies
- (iv) Cancelling orders

A business letter is the basic means of communication between two companies. It is a document typically sent externally to those outside a company, but is also sent internally to those within a company.

A business letter should be written whenever you need a permanent record that you have sent the information requested for, because business letters are generally sent to other professionals. A formal salutation and closing must be added.

They are different from personal letters in form, tone and content. Most business letters have a formal tone as opposed to the informal, friendly or personal tone, content and style of the personal letter. The treatment of the subject has to be simple, systematic and formal.

IMPORTANT POINTS

- begin by identifying yourself
- clearly state the purpose of writing
- give relevant details
- make a request for appropriate action
- be positive and polite - even if you are making a complaint
- use polite language and a pleasant tone
- Quote reference numbers, order number, cheque/demand draft number, file numbers, etc.
- convey message briefly and in a straight forward manner

Official Letters

These include:

- i. Letters of complaint
- ii. Making inquiries
- iii. Making requests/appeals

Official letters are written to various public or civil servants who generally head their respective departments, sections, branches or zones.

Important points

- Show due respect but do not flatter or sound too servile
- Clearly state the purpose of writing
- Use polite language and a pleasant tone

Letters to the Editors

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

Important Points



- Begin with reference to the recent development/event/issue
- Give details of the topic bringing out cause-effect relationship
- Offer suggestions/solutions
- Do not ask the editor to solve the problem as he can only voice your views and ideas.

Job Applications

These types of letters demand a very formal and precise treatment. Their format is almost the same as that of the forwarding cover letter and is usually accompanied by a curriculum vitae/ resume. The curriculum vitae/resume ought to include the name, address, name, date of birth, educational qualifications, experience, hobbies, expected salary and signature.

EXAMPLE

Letter of complaint

Neera Singh is the secretary of Army Apartments C G road, Sagar. The complex subscribes to New Cable services M G road Sagar. The proprietor Mr. Singh has increased the monthly subscription, but he has done nothing to improve the quality of transmission. The sound is low and unclear, the colour is blurred, and the selection of channels limited. She writes a letter complaining out the same.

Sender's address Letter-head (optional)	Resident's welfare association Army Apartments C G Road Sagar
Date	22nd July 2019
Address of the Addressee	The Proprietor New Cable Services M G Road Sagar
Subject - Statement	Subject: Complaint against Cable Services
Salutation	Dear Mr. Singh
	I write this letter on behalf of around 350 cable



subscribers belonging to Army Apartments, C G Road Sagar. They are very dissatisfied with your services. The association has previously complained of low volume of sound, blurred images and distortion of colours which have not been addressed so far. And now the unreasonable increase in monthly subscription without corresponding improvement in transmission is causing dissatisfaction among the residents. The complaints to the cable operator posted in the colony has fallen on deaf ears. In spite of paying full subscription the residents have access to only limited channels.

Kindly take note of the complaints, otherwise the society will be forced to adhere to the members' demand to cancel the subscription.

Complimentary

Yours sincerely

Name & Designation

Neera Singh

Secretary

Questions for Exercise

1. Kumar Shanu of Bareilly has purchased a frost free Godrej refrigerator of 265 litres from Life Style, civil lines, Bareilly. After a month of purchase, the freezing section of the refrigerator has stopped functioning. Write a letter to the Sales Manager of the firm complaining about it and requesting for the piece to be replaced, since there is a two-year warranty.
2. Write a letter to the Commissioner of Chennai Municipal Corporation, complaining about the poor sanitary conditions and mosquito menace in your locality.
3. Write a letter to the police commissioner (Traffic) about the inadequate parking facilities in the commercial street area of Bangalore, which is causing a lot of inconvenience to the people. You may also offer your suggestions for solving it. You are Rakesh/Radhika, no. 12, Jai Nagar, Bangalore.
4. Along with air and water pollution our cities are also under an attack of noise pollution. Marriage processions, DJs, during wedding receptions, loud music from neighbour flats etc. are all sources of noise which is not good for the old, the ailing and students. Write a letter to the Editor of a local newspaper describing the problem and requesting the concerned authorities to solve it. You are Karan/Karuna, M-114, Mall Road, Delhi.
5. In all big cities road rage has become a serious problem. A minor scratch, a little push, or a small brushing past can lead to a scuffle sometimes resulting even in murder. Write a letter in 120-150 words to the Police commissioner giving your views on the problem and its solutions. You are Karuna/Karan , M 114, Mall Road, Delhi.

ARTICLE WRITING

Articles and speeches express the personal opinion of the writer and present information on a variety of themes.

FORMAT:

1. Write the HEADING/TITLE at the top.
2. Write the name of the writer below it.
3. Split your subject matter into 3-4 paragraphs.
 - (i) Paragraph-1: Introduction-briefly tell what the Article is about, giving some startling fact or quotation to arouse interest.
 - (ii) Paragraph-2 &3: Develop the cause and effect of the problem. Give statistical data to support your views. Compare and contrast.
 - (iii) Paragraph-4 : Conclusion. Briefly offer suggestions and solutions to improve the situation. Predictions and personal observation may be included.
4. Systematic presentation of ideas is a must.
5. Pay attention to grammatical accuracy and use of good vocabulary.
6. Use sentence linkers to ensure continuity-eg .consequently, similarly, finally, moreover, etc.
7. Avoid irrelevant information and repetition.
8. Follow word limit (150-200 words)

DISTRIBUTION OF MARKS:

ARTICLE WRITING

FORMAT: (title & writer's name) 1 mark

CONTENT: (4 marks)

EXPRESSION: (5 marks)

Grammatical accuracy, appropriate words and spellings (2 1/2marks)

Coherence and relevance of ideas and style (2 1/2marks)

SOLVED QUESTION

Q1. Over the past few years there has been constant rise in Coaching Institutes and private tuition centres all over India. Write an article in about 150-200 words highlighting the exploitation of young minds that seek sincere counselling and proper direction. You are Mahesh/Mita a student of class XII of Indira Public school, Gwalior.

Coaching institutes Exploit Students

By Mita, ClassXII

Coaching institutes have mushroomed in every nook and corner of a city over the past few years. These so called "temples of learning" are exploiting the young minds just for their financial gains. The misleading advertisements given by these Institutes act as magnets to attract the innocent, inexperienced students, who are seeking sincere counselling and proper direction.



Most private tuition centres and coaching institutes treat students just as commodities, instead of providing them proper direction in their scholarly pursuits and giving them individual attention, they leave them to their fate. The counsellor who is appointed to these institutes is assigned the task of filling the unpopular coaching programmes with more students so that the institution can maximize its profits, irrespective of whether that particular programme suits the student or not.

These Coaching Institutions take advantage of the ignorance of the illiterate Parents by advising them to enroll their weak child in a "crash" course whereas he needs to join the long term coaching programme for being successful in life. The sole purpose of these institutions is to fill their coffers with money, not to look into the well-being of these students, who are the future assets of the nation. These institutions are like the " termites" making the nation's future hollow.

The Education Department of the Government should be vigilant and stop these Coaching Institutes from exploiting the innocent students. Stringent laws should be enforced to stop these institutes from spreading their tentacles in the society. The guilty who are playing with the future of the students should be brought to task.

DEBATE/SPEECH

DEBATE

The purpose of making a debate/ speech is to convey information orally to a large gathering of people strongly and convincingly.

FORMAT Includes the topic (For/Against) SALUTATION, greeting the chief guest and fellow speakers or listeners.

-Begin with "Honourable Chairperson, judges, teachers and my dear friends, I stand before you to express my views for/against the motion on the topic....."

CONTENT: Express your views about the topic.

-Compare, contrast and sum up highlighting your viewpoint.

-use LANGUAGE that is persuasive and powerful using the expressions like-I vehemently disapprove of, I strongly feel, in my opinion, may I ask.....etc.

SPEECH: must reflect CLARITY of thought, accuracy of facts and balanced view.

At the end write "THANK YOU".

Follow the word limit.

Solved example (DEBATE):

BRAIN DRAIN IS NOT A BANE FOR DEVELOPING COUNTRY LIKE INDIA (AGAINST)

Honourable Judges, my worthy opponents and dear students,

Today I, Abha of class XII, will speak against the motion, "Brain drain is not bane for a developing country like India."

I would like to draw the attention of my worthy opponents to the fact that India is a developing nation and a lot of money is spent on the education and paid as subsidies to the students of Engineering and Medical but it is ironical that these students after completion of their studies instead of serving their Motherland go away to foreign countries to earn more money. This is indeed a great national loss because the expense incurred on their education comes from the taxes



submitted by the common people. The present statistical data reveals the fact the number of students leaving the country and going abroad has nearly doubled. I'm sure and confident that my honourable opponents will do some soul searching!

Those in favour of the motion have highlighted the view that brain drain has brought prestige to the Nation, I strongly disagree, in my opinion brain drain is a great loss of talent of our Nation. Had these talented Engineers Doctors stayed behind the people of our Motherland would have benefitted immensely, the day would not be far when she would once again be called the "Golden Bird".

The drifting away of the intelligent people has left our country poor and benefitted another country. To conclude I would once again firmly say that Brain drain is a bane for a developing country like India.

SOLVED EXAMPLE-SPEECH:

Q1. Write a speech in 150-200 words on the topic, "Discipline shapes the future of a student.

"It is to be delivered in the morning assembly. You are Karuna/Karan.

Respected Principal, teachers, and dear friends,

Today I, Karuna, am here to express my views on, "Discipline shapes the future of a student."

We are all aware of the fact that Discipline is the key to success. Discipline should be inculcated early in life. If we are disciplined in life we inculcate a sense of duty and obedience. Let me give you an example to prove my point, every day we are assigned homework by our teachers, if we are disciplined we complete the work within the stipulated time we get the appreciation of our teachers and also do well in the examinations.

Discipline is essential in all walks of life. Right from the working of the Government of the country to the ordinary farmer who tills his field all follow discipline. It is the bed rock of character. Absence of it leads to chaos and confusion. Imagine a day on the road when people do not follow the traffic rules. Can you imagine the utter chaos it will lead to! So Discipline is essential in running the society smoothly.

A person can reach the pinnacles of glory by following discipline. It acts as a restraint and at the same time builds self-confidence. Moreover it balances the personality of a person and inculcates good work ethics.

PRACTICE QUESTIONS:

Q1. "Brain drain is not bane for a developing country like India." Write a debate in 150-200 words either for or against the motion.

Q2. You are Shobha/Suresh of Springdale Senior Secondary School, Green Park, Delhi. You have been chosen to participate in a debate on "Women's Safety in Contemporary Time". It is an Inter-state debate contest arranged in an auditorium. You have to write the debate in 150-200 words.

Q3. In a debate competition mention your views in favour or against the topic" Can you change your personality?" (Word limit-150-200 words)

Q4. You are Mahindra/Madhumati of Delhi Public School, Gominagar, Lucknow. Your school has hosted a debate competition on "Increasing incidents of ill-treatment meted out to the aged in metro cities."(Word limit 150-200 Words)



Q5. An inter-school debate is arranged on the topic Globalisation its positive and negative impacts. You are Harsh/Harshita of St.Xavier's School, Bangalore. You are selected to participate in the said contest. Write a debate on the same. (Word limit-150-200 words.)

REPORT WRITING

A report can be a brief note or complete detailed information about an event that has taken place in the past.

Types of Reports

- For News Paper
- For Magazine

POINTS to Remember

- Be brief and to the point.
- Report an event in the order in which things happened.
- Should be always written in Past Tense (Magazine) and a mixture of tenses (for News Paper).

Format for Magazine

Heading by

Content Split into 3-4 paragraph.

1st Para :-What/Where/When/for Whom, who is invited.

2nd Para :- Sequence of the event to be described.

3rd Para : - Quote excerpts from Chief Guest's Speech and Conclusion.

FORMAT FOR NEWS PAPER

HEADLINE

BY _____

Date : _____

Place : _____

1st Para :-Expansion of the headline.

2nd Para :- Detailed description of the event/ happening.

3rd Para : - Remarks of the witness/people present at the event.

4th Para : - Action taken so far/will be taken

Q1. Last week you attended a Heritage awareness Programme organised by History Club of Modern Public school, Agra. Being a staff reporter, write a report to be published in a national daily. You are Aakash/Aakanks.

Sample of a report for a Newspaper

Heritage Awareness Programme

(By Aakash, a staff reporter)

New Delhi, August, 2019: Heritage awareness Programme was organised by History Club of Modern Public school, Agra on 9th August from 10:00 am to 2:00 pm in the school premises. The school was well decorated with posters of various historically important monuments. Mr. K.H. Sahu, Professor of History



Department of Delhi University was the chief guest. Other prominent guests included Mr. Avinash Malawar, Assistant Director, ASI of India and Mrs. Ratna Rajshree, head of Tourism Department of Government of Delhi. Around 2000 students and parents attended the programme. The Programme began by lighting of inaugural lamp by the Chief Guest. After that a skit was presented by students of XI classes showing importance of our heritage and monuments. The audience enjoyed an engrossing documentary prepared by history department of the school. The documentary showed a brief detail of 100 monuments from different parts of India. Chief Guest gave a very motivating speech on the role of Youth in keeping the monuments safe. Mrs. Smriti Pant told about the importance of monuments in encouraging tourism of the concerned place. The Principal presented a vote of thanks. There was an arrangement for light refreshment also.

Questions : -

Scholastic India Ltd. organised a one day workshop on creative writing in your school to promote writing skills. As the Literary captain of your school, write a report to be published in the school magazine. You are Rohit/Radha.

Sample of a report for the School Magazine
CREATIVE WRITING WORKSHOP
(Radha)

Scholastic India Ltd. conducted a one day workshop in KV..... as part of their campaign to promote creative writing on 20th September'19 in the school library for the student of class XI-XII.

The Team of scholastic India Ltd. was given a cordial welcome by the school coordinator Ms. J. Sharma. Mr. Rahul and Ms. Deepshikha of the team conducted the session. They took the students through the mechanics of writing and explained how the use of figurative language can improve their writing. The students were grouped into a team of 5 each and were given some clues and were asked to write a story in the stipulated time. The teams were expected to present their stories one by one. It was interesting to note the same clues getting developed to different stories.

The next session was mainly for the budding poets. Mrs Rima Roy, the famous poet took the next session. She highlighted the finer details of writing poetry. The students were then asked to compose poems. Rohit of class XII got a lot of appreciation for his poem. The stories and poems were all put on the library board for others to read.

The workshop came to an end with the address of the Principal Mr. Rajendran K... He expressed the need for developing effective writing skills for good communication. Master Anson, the Head boy proposed a vote of thanks for the organizers.

Questions: -

1. Your School organized Van Mahotsav Day recently. Write a report to be published in the School Magazine in 180-200 words. You are Suman of Class XII, Delhi Public School, Agra.
2. You are Amit of Class XII, Birla Vidya Mandir, the publication captain. Your School was the venue of National Level Social Science Exhibition. Write a report for the School Magazine.



3. You are Kavita, a reporter with the Times of India, You were asked to cover the health mela organized by "Ayush Ministry", at Jawaharlal Lal Nehru Stadium, Delhi. Submit your report for the publication.
4. A massive fire due to short circuit gutted 50 odd shops in the congested area of Sadar Bazar, Jaipur leading to loss of life and property. As a reporter with The Hindu write a report for the newspaper.

Section C

Literature

Flamingo

The Last Lesson

- By Alphonse Daudet
- 1840-1897
- A French novelist and a short story writer

Main Theme:-

The pain that is inflicted on the people of a territory by its conquerors by taking away their rights of studying or speaking in their own language. This lesson depicts the importance of one's own language for his/her existence. It also brings out Linguistic Chauvinism.

Sub-Theme

Students' and teachers' attitude to teaching and learning and the habit of postponing learning.

Incidents in the Story:-

1. Teaching of French was banned in schools in the districts of Alsace and Lorraine.
2. M. Hamel in his best clothes on the last day of school.
3. A school student named Franz enters the silent class with fear and finds the villagers on the back benches of the class.
4. M. Hamel teaches dedicatedly and explains the importance of one's own language.
5. While addressing the gathering in the end, his throat chokes and he writes on the black board: 'Vive La France'.
6. The lesson is a fine example of love, dedication, inclination, significance of learning one's language for existence.

MAIN POINTS OF THE LESSON:

- Little Franz Late for School
- Crowd at the Town Hall
- Unusual calm at school
- Presence of the villagers in the class
- Last Lesson declared by M. Hamel
- A sudden change in Franz's views



- Franz makes an effort to answer
- Mr. Hamel laments and reflects upon the reasons for the students' deficiency in the language
- M. Hamel highlighted the importance of French Language.
- M. Hamel conducts his last French lesson.
- Vive La France

SHORT ANSWER QUESTIONS:-

Distribution of marks:

Content: 1 mark

Expression: 1 mark (deduct ½ a mark for two or more grammatical/spelling mistakes.)

1. What was the notice from Berlin and how did it affect class?

Ans.: The notice, which was served from Berlin, was that no French language would be taught in schools of Alsace and Lorraine cities only German would be taught instead. So M. Hamel, the French teacher was asked to vacate the place for a new German teacher. The notice affected everyone badly. Everybody was repenting on wasting the time and not learnt the French.

2. Why did Franz think of running away from the school that morning?

Ans. Hints –feared that he would be scolded by Mr. Hamel

Spending day outside watching Prussian soldiers drilling, birds chirping and basking in the warmth and brightness

3. What did the French teacher tell his students in his last French lesson? What impact did it have on them?

Ans. Hints- the last lesson-a thunderclap

- order from Berlin
- the new teacher coming tomorrow
- children attentive

4. What changes did the order from Berlin cause in the school?

Ans. Hints- quiet like Sunday morning

- a. School- atmosphere strange and solemn
- b. M. Hamel in his best Sunday clothes
- c. village people on the last benches in school
- d. all the students and their teacher upset

5. How did Franz react to the declaration that it was his last French lesson?

Ans. Hints- Franz shocked

- a. sorry for not learning his lessons
- b. feelings for subject and teacher changed
- c. books not a nuisance, but old friends



6. What was the impact of the last lesson in grammar over Franz? How did he feel?

Ans. Hints- grammar seemed to be easy

- i. listened attentively
- ii. teacher taught dedicatedly

LONG ANSWER QUESTIONS:-

1. Franz's attitude towards school and M. Hamel changes when he comes to know about the takeover of his village by Prussians. Discuss with reference to the Last Lesson.

Ans. On his arrival at school, Franz noted an unusual silence. His teacher M. Hamel was dressed nicely and asked Franz to sit so that he could start his lesson. The teacher made a startling announcement that this would be their last lesson in French as the new teacher would be arriving the following day. He reiterated about an order from Berlin that German was to be taught in schools of Alsace and Lorraine. Franz was overcome with a feeling of remorse and regretted wasting his time in trivial pursuits. He decided to pay attention to the lesson since school had become very important for him. He began to realize the real worth of his school as well as of the teacher whom they had all taken for granted all these years. Now M. Hamel became a good teacher for him rather than a boring one. For him, the teacher seemed to be a good gentleman who was leaving the village on that day. Thus, there developed a specific liking to study history and grammar in Franz since on that day M. Hamel put all his heart and soul in teaching.

2. The day of the Last Lesson was full of regret and sadness. Describe the events of the day in the classroom in the light of above remark.

Ans. Hints- Alsace and Lorraine taken over by the Prussians

- directions from Berlin to teach German in schools
- the people shocked at the news
- remorse expression on the missed classes by M. Hamel
- his reproach on the elders' attitude
- stress on the importance of French language and keeping it alive
- the last lesson made memorable by M. Hamel

3. What did the French teacher tell his students in his last French lesson? What impact did it have on them?

Ans. Hints - French language most beautiful, clearest and logical language

- people must guard it and keep it alive
- their language would be like a key to their freedom
- village elders became emotional and repentant
- they became respectful for their language and the teacher

4. Why did Franz start very late that morning for school? How did he resist his momentary thoughts of running away and spending the day outside?

Ans. Hints- Franz dreaded grammar lesson and scolding from the teacher

- pleasant and warm morning
- birds chirping outside
- drill of the Prussian soldiers



- resisted the temptation because of his virtues

5. How does the presence of village elders in the classroom and M. Hamel's last Lesson show their love for French Language?

Ans. Hints- old men of the village sitting quietly at the back of classroom

- sad as well as sorry for not having gone to school more often.
- came to thank master for his forty years of faithful service and to show respect for a country that was theirs no more
- regretted neglecting their language
- M. Hamel explained everything patiently
- appealed to people to preserve 'French'
- holding on to their language will keep them united
- spoke about beauty of French language
- was overwhelmed with emotions
- Wrote Vive La France on the board in spite of Prussian soldiers marching outside

QUESTIONS BASED ON EXTRACT

1. Read the following extract and answer the questions that follow.

While I was thinking of this, I heard my name called. It was my turn to recite. What would I not have given to be able to say that dreadful rule for the participle all through, very loud and clear, and without one mistake? But I got mixed up on the first words and stood there holding on to my desk, my heart beating and not daring to look up.

- i) Who is 'I' in the above paragraph?
- ii) What was being recited?
- iii) Why was the person referred to in the above paragraph unable to perform?
- iv) Find a word which is synonymous with 'unpleasant'.

ANSWERS

- i) 'I' in the above paragraph is a small boy named Franz.
- ii) The rule for participle was being recited.
- iii) He was unable to perform because he had not learnt it.
- iv) Dreadful

**Lesson 2****LOST- SPRING**

Anees Jung

Main Theme

The plight of street children forced into labour early in life and denied the opportunity of schooling.

Sub-theme

The callousness of society and the political class to the sufferings of the poor.

Main Points :-**Part A : Seemapuri**

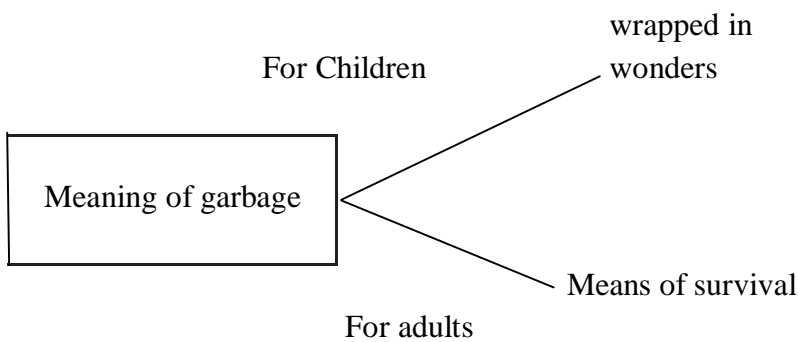
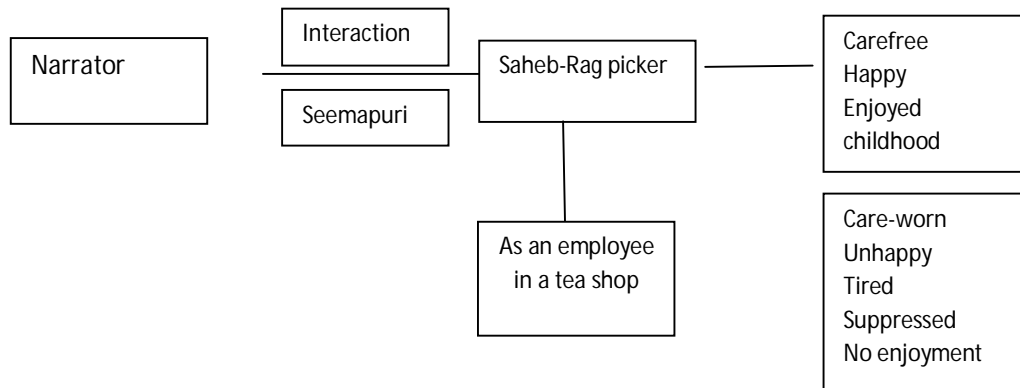
1. The boy Saheb-e-Alam meaning 'The Lord of Universe' lives in Seemapuri, on the outskirts of Delhi
2. A refugee from Bangladesh, he does rag-picking for survival. He lives in miserable unhygienic conditions.
3. Bangladesh refugees have been living in Seemapuri since 1971, without permits but with only ration cards.
4. Rag-picking has gradually acquired the proportions of a fine art, sometimes it brings them coins, a ten rupee note and even some valuable surprises.
5. On her next encounter, the author comes across 'Saheb' as an employee in a tea-stall, doing hard work.
6. Now, the care-free look of Saheb has been replaced by worries and anxieties on his face.

Part B: Firozabad

1. Mukesh, living in Firozabad, employed in the family business of making bangles, is ambitious to become a motor mechanic.
2. His grandmother considers 'bangle-making' to be God-given lineage owing to their caste and tradition.
3. Savita, also engaged in bangle-making, does not understand the importance of bangles in Indian society.
4. Those engaged in 'bangle-making' lose their eye-sight owing to the glass-dust, their working conditions are very tough.
5. They are ill-treated, ill-fed and ill brought up for want of money.
6. They fail to organise themselves into a co-operative as they are in the trap of vicious circle of Middlemen, Sahukars, policemen and politicians.
7. Their 'family traditions' and the 'Vicious Circle' keep them in this perpetual trap.
8. Mukesh dreams big but lack of resources such as-money, education etc put a check on his dreams, will he be able to pursue his dreams?

Major Features:

1.



Issues- Raised :

- (a) Child-labour
- (b) Exploitation in the name of traditions
- (c) Corruption by those in power and position.

Questions:

1. What does the name of 'Saheb-e-alam mean? Bring out the irony
2. Why does Mukesh want to become a motor-mechanic?
3. Does Savita understand the importance of bangles?
4. What keeps bangle-makers in the trap?

Ans-1:Saheb-a Alam means- 'The Lord of Universe' The irony is that he doesn't even have a roof over his head but his name means, the lord of universe

Ans-2:to become self-reliant, to improve his lot, doesn't like bangle-making.

Ans-3:Too young to understand the significance of the bangles.

Ans-4: Irrational adherence to tradition, perpetual poverty, Vicious circle of Sahukar , Police-men , Middlemen , Politicians, etc.

Questions:



1. Mention the hazards of working in bangle industry?
2. Why should child labour be eliminated and how?

Ans-1: Value-Points-- Unhygienic conditions, loss of eye-sight, high temperature etc.

Ans-2: Value- Points- A curse, affects child's proper growth cause of social awkwardness through awareness, implementation of strong legislations.

QUESTIONS BASED ON EXTRACT

1. Read the following extract and answer the questions that follow.

Together they have imposed the baggage on the child that he cannot put down. Before he is aware, he accepts it as naturally as his father. To do anything else would mean to dare. And daring is not part of his growing up.

- i) Who has imposed the 'baggage' on the child?
- ii) What does the child accept as naturally as his father?
- iii) Why is 'daring' not a part of his growing up?
- iv) Name the lesson and the author.

ANSWERS

- i) The forces that work against the bangle makers like caste system, poverty, middle men, politicians and bureaucracy.
- ii) The miserable living and working conditions of a bangle maker are accepted naturally by a child born in the caste of bangle maker.

Lesson 3

DEEP WATER

- By William Douglas

THEME: In this lesson William O. Douglas talks about his fear of water and thereafter, how he finally overcomes it.

IMPORTANT POINTS TO REMEMBER:

1. Developed aversion to water

- (i) 3 to 4 years old: father took him to the beach in California.
- (ii) waves knocked him down.
- (iii) swept over him.
- (iv) fear of water sets in

2. Yakima River :

- (i) dangerous
- (ii) mother-warned him against it.
- (iii) kept fresh in his mind - each drowning in the river.

3. Misadventure at Y.M.C.A.(safe pool)

- (i) Y.M.C.A. pool-shallow end is 2-3 feet deep; 9 feet at the deep end



- (ii) An 18 yr old bully tossed him into the deep end
- (iii) Douglas' plan (strategy)-when he hits the bottom of the pool-he would jump & come to the surface.
- (iv) went 9 feet down
- (v) failed to rise, suffocated, lungs ached, head throbbed. fear-stricken
- (vi) became unconscious, nearly died.

4. Effect/Impact of Fear :

- (i) ruined his fishing trips
- (ii) deprived him of the joy of canoeing , boating & swimming.

5. HIRED AN INSTRUCTOR TO OVERCOME FEAR OF WATER :

- (i) practised 5 days a week-1hour each day
- (ii) used belt & rope to teach swimming
- (iii) Taught to exhale under water & inhale above water
- (iv) Taught Limb coordination
- (v) Taught different strokes-crawl stroke, breast stroke, side stroke & back stroke

6. TESTED HIMSELF :

- (i) Went to Lake Wentworth in Hampshire-swam 2 miles to Stamp Act Island
- (ii) Went up to Meade Glacier to swim in warm lake near Gilbert Peak.

CHARACTER SKETCH OF DOUGLAS

- adventurous by nature.
- had a zest for life.
- courageous/bold.
- indomitable spirit-to overcome his fear.
- not frightened by crisis-accepted it as a challenge.

SOLVED QUESTION

Q.1. Answer the following questions in 30-40 words:

- (i) How did the fear of water ruin Douglas' leisure activities?

Value Points: EFFECT/IMPACT of FEAR:

- ruined his fishing trips
- deprived him of the joy of canoeing, boating & swimming.

Practice Questions

- (ii) What factors led Douglas to decide in favour of Y.M.C.A. pool?
- (iii) Why did Douglas go to Lake Wentworth in Hampshire?
- (iv) How did the instructor "build a swimmer" out of Douglas?
- (v) What does the author mean by "All we have to fear is fear itself"?



Q2. Answer the following questions in 120-150 words:

Solved Question:

Q.1. "All we have to fear is fear itself." Elucidate.

Value points:

- Douglas quotes Roosevelt-"All we have to fear is fear itself."
- instead of running away from fear-we must fight it - Douglas justifies the statement by recounting his YMCA experience and how it impacted his adult life.
- fear of water would raise its ugly head every time he was near water -trouble Douglas.
- He decided to deal with his fear by hiring an instructor to teach swimming.
alone at pool-tiny vestiges (remains) of terror return occasionally.
- challenge fear-
- went to Lake Wentworth-laughed & challenged fear
- removed residual fear-went to Warm Lake-swam across to the other shore
&back. shouted with joy-when he experienced no fear.
- overcame his fear by-determination, strong will-power, perseverance.

Q3. "At last I felt released". Describe the efforts made by Douglas to find this moment of release from fear.

Q4. Determination and courage is the strength of man. Elaborate with reference to the lesson "Deep Water.

Q5. In the essay "Deep Water "Douglas conveys the message that one should not accept defeat and if one tries one can conquer ones fear. Write a speech to be delivered in the morning assembly about the ways one can adopt to overcome his/her fear like addressing the morning assembly after being chosen as a prefect, fear of appearing in examination.

Q6. A big boy pushed Douglas into the deep end of the swimming pool which could have led to his death. Concerns regarding bullying and ragging still continue in many teenage groups. Discuss the problem of bullying and its effect on the victim. Also, suggest ways to deal with this problem.

QUESTIONS BASED ON EXTRACT

“This handicap stayed with me as the years rolled by.”

- a) Who is the speaker?
- b) What is the handicap being talked about in the given lines?
- c) How did this handicap affect him?
- d) How did he overcome the handicap?

Answers

- a)William Douglas is the speaker
- b)The handicap being referred to is the fear of water Douglas had developed due to unfortunate incidents in his childhood.



c) The fear of water haunted him everywhere and ruined his fishing trips. It deprived him of the joys of canoeing, boating and swimming.

d) He engaged an instructor and practised with him. It helped him to get rid of his fear.

Lesson 4

THE RATTRAP

- By Selma Lagerloff

THEME: The trap of material benefit that most human beings are prone to fall into

SUB-THEME: The human tendency to redeem oneself from dishonest ways

IMPORTANT POINTS TO REMEMBER:

1. **The story** -set- in the mines of Sweden-rich in iron ore.
2. **Tramp**- physical appearance: had sunken cheeks; eyes gleamed with hunger-
led a sad &dull life
-lived in rags.
-earned his living by selling rattraps-business not profitable.
-resorted to-begging & thievery.
-Philosophical thought- whole world a big rattrap-attracts people with riches, joy shelter, food, clothing just as cheese & pork attract a rat.
3. **Peddler's meeting the Crofter :**
One day-dark evening-saw little gray cottage & asked for shelter
Owner old man-alone-needed company- welcomed the peddler.
Old man-Crofter at Ramsjo ironworks earlier, now-had a cow-by selling milk had earned about 30 kronor-money hung in leather bag near window frame.
crofter-hospitable- offered porridge to eat, tobacco, played cards'
next morning the tramp left - returned half an hour later-stole the money.
Walked on public highway -went to the forest- lost his way-realised caught in trap.
4. **Peddler's meeting the owner of the Iron mill:**
Owner of the mill-rich; on night inspection-saw peddler-mistook for Nils Olof(Captain von Stahle)-invited him to the Manor house-peddler refused the invitation.
5. **Owner sent his daughter Edla Willmansson:**
Edla not pretty, modest, shy, compassionate.
She sensed that either the peddler has escaped from jail or stolen something.
The peddler accepted the invitation on Edla's assurance that he could go back as freely as he would come.
6. **Christmas Eve:**
Peddler-bathed, shaven, wore clean new clothes-owner realized his mistake.
Peddler confessed not being acquaintance; said he had been forced to come to the house; reacted angrily to threat of calling the police by the iron master.



Edla requested her father to allow the peddler to stay for Christmas Eve.

Peddler was gifted a suit; treated with warmth,

7. Christmas Morning:

Edla & her father went to church-heard about the theft at crofter's house by a peddler-worried-return home-peddler had left a package for Edla.

Package contained-small rattrap, three wrinkled ten kronor notes & a letter for Edla -expressing thanks for raising him to the level of Captain from an ordinary peddler & asking her to return the money to the old man.

CHARACTERS:

1. Peddler: dishonest, thief, deceives people, ungrateful-later Edla's kindness & love changes him to an honest, grateful person.
2. Edla: not pretty but kind, shy, modest.
3. Iron Master: helpful, kind, loses patience quickly, loving father.
4. Crofter: friendly, loved the company of people, talkative, hospitable, easily trusts others.

PRACTICE QUESTIONS:

Q.1. Answer the questions in 30-40 words each:

- (i) What do we learn about the crofter's nature from the story, "The Rattrap"?

Value Points:

- (i) Generous, loved company, loved to talk, hardworking, trusting, gullible, compassionate, lonely (any two).
- (ii) How did the peddler get trapped?
- (iii) Why did the peddler sign himself as Captain von Stahle?
- (iv) How did the peddler prove to be an ungrateful guest?
- (v) What brought a change in the peddler'?

Q2. Answer the following question in 120-150 words:

- (i) Mention in detail Edla's contribution in awakening the essential goodness in the peddler.

Value Points:

Edla-a modest, kind & considerate girl.

- has more persuasive power than her father.
- her friendly nature & compassion-creates confidence in the peddler. -has better insight of human understanding.
- requests father to allow him to stay for Christmas.
- her kindness, love, sympathy have magical effect-act as trap-to awaken the essential goodness in the peddler.
- peddler rises above the evils of greed & cheating because of Edla.



DISTRIBUTION OF MARKS:

Content :3 marks

Expression: 3marks(grammaral accuracy, appropriate words & spellings, (1½ marks)

(Coherence, relevance of ideas and style(1½ marks)

- (ii) Can a person really turn over a new leaf and can old habits really die? Explain in context to the story - "The Rattrap".
- (iii) The peddler had an opportunity to steal twice in this story, but he succumbs to temptation only once. Elucidate.
- (iv) There is a saying, " Kindness pays, rudeness never." In the story "The Rattrap" Edla's attitude towards men and matters is different from her father's attitude. How are the values of concern and compassion brought out in the story, "The Rattrap"?
- (v) The story, " The Rattrap" is both entertaining and philosophical. Do you think that the form of philosophy of the peddler still holds good in the present day world? Express your views in the form of an article.

QUESTIONS BASED ON EXTRACTS

“You do preach worse than a parson," said the iron master. “I only hope you won't have to regret this.”

1. Who preaches like a parson?
2. Why did the iron master say that the speaker preach worse than a parson?
3. Did the speaker regret her decision in the end?
4. Who is a parson?

Answers.

1. Edla Willmansson, the Iron master's daughter preaches like a parson.
2. The speaker insisted that they should not send the peddler away but should allow him to spend Christmas with them.
3. No, because her decision brought about a transformation in the character of the peddler.
4. Parson means priest.



INDIGO

- Louis Fischer (1896-1970)

THEME:

The leadership shown by Mahatma Gandhi to secure justice for oppressed people through convincing argumentation and negotiation.

SUB-THEME: Contributions made by anonymous Indians to the freedom movement.

MAIN POINT OF THE STORY

1. Raj kumar Shukla apprised Gandhiji of injustice of the landlord system in Bihar
2. Raj kumar Shukla- one of the share-croppers.
3. Gandhiji- busy - but Rajkumar followed him unless he promised to visit Champaran.
4. Gandhiji on his way to Muijafarpur stopped at the house of Rajendra Prasad.
5. Met J.B Kripalani for more information
6. Meeting advocates in Muijafarpur and chided them
7. Share-cropping system oppresses the farmers.
8. Introduction of Synthetic Indigo in Germany led to extortion of money from the peasants by landlords.
9. Gandhi's arrival in Champaran- meeting with the representative of landlords and Commissioner of Tirhut.
10. His clash with police superintendent and summon to appear in the court-his plea-admits he's facing the conflict of duties.
11. Demonstration by thousands of peasants - helplessness of the British government - plans jail bhara andolan with the help of lawyers.
12. British drop the case against Gandhi ji thus the battle of Champaran won.
13. Report of official commission inquiry.
14. Refund of 25% of money.
15. Landlord surrender and peasants gain courage, learn he has defenders and rights.
16. Social work, education, health and cleanliness in the villages addressed by Gandhi Ji.
17. Champaran episode became a turning point in Gandhi ji's life.
18. Developed an attitude of self -reliance among the people/Lawyers.

EXERCISE

Rearrange the following points in sequence of their narration in the lesson

1. Inquiry into peasants grievances
2. Motihari black with Peasants
3. At the house of Rajendra Prasad
4. Gandhi at Champaran
5. Apprising Louis Fischer about the departure of the British



6. Social Backwardness in Champaran
7. Englishmen owned large Estates
8. Champaran episode- a turning point for Gandhi
9. To Muzzafarpur En route Champaran
10. The Battle of Champaran is won

SHORT-ANSWER QUESTIONS

Q1. Who was Raj Kumar Shukla? Why did he come to Lucknow?

Ans. Rajkumar Shukla was a poor peasant from Champaran district in Bihar. He had come to Lucknow, where a Congress session was being held, to complain about the injustice of the landlord system in Bihar.

Q2. Why did Gandhi chide the lawyers? What according to him was the real relief for the sharecroppers?

Hint-collecting big fee

Court not any good for the fear stricken peasants

Freedom from fear

Q3. What according to Gandhi was the beginning of the poor peasants 'liberation from fear of the British'?

Hint- Gandhi ji's trouble with the authorities.

Action of protest - spontaneous demonstration outside the court.

Q4. What was 'conflict of duties' in which Gandhi was involved?

Gandhi expressed his conflict that he didn't want to be termed as a law breaker but he had to listen to the voice of conscience and help his fellow countrymen.

Q5. "Civil disobedience had triumphed the first time in modern India". How? Hint- case against Gandhi ji (disobedience of authorities) Released without bail

Case against Gandhi ji dropped

Q6. What amount of repayment did the big planters think Gandhi would demand? What did Gandhi ask? What amount was finally settled?

Hint- planters thought full repayment

Gandhi asked 50 percent but settled for 25%

Q7. How did Gandhi teach his followers a lesson of self-reliance?

Hint-idea of staying back of C.F Andrews proposed by lawyers.

Gandhi ji opposed the idea

1. If the cause is just they do not require outside help.
2. Peasents must rely upon themselves.



LONG-ANSWER TYPE QUESTIONS

Q1. Why was Gandhi summoned to appear in the court? How did civil disobedience triumph for the first time in India?

Ans. Gandhi had reached Motihari, the capital of Champaran, to study the problems of the sharecropper peasants. He was on his way to a neighbouring village, where a peasant was ill-treated. On the way, he was stopped by the police superintendent's messenger and ordered to return to town. When he reached home, he was served with an official notice to quit Champaran at once. Gandhi wrote on the receipt that he would disobey the order. So Gandhi received a summon to appear in the court the next day.

Next morning the town of Motihari was black with peasants. Thousands of peasants demonstrated voluntarily outside the court. The prosecutor requested the judge to postpone the trial. Gandhi protested against the delay. He read out the statement pleading guilty. He asked the penalty. The judge announced that he would pronounce the sentence after a two-hour recess. He asked Gandhi to furnish bail for that period. Gandhi refused. The judge released him without bail. After the recess, the judge said that he would not deliver the judgment for several days. Meanwhile he allowed Gandhi to remain at liberty. Several days later Gandhi received a letter. The case against him had been dropped. Thus, civil disobedience had triumphed, for the first time in India.

Q2. How did Gandhi work for rural upliftment during his stay in Champaran?

Hint- Gandhi ji appealed for teachers and doctors Primary schools were opened
Mrs Kasturba Gandhi and several other volunteers helped - Narhari Parikh, Mahadev Desai, Devdas (Youngest son of Gandhi) personal and community cleanliness stressed

Q3.'Self-Reliance, Indian independence and help to sharecroppers were all bound together'.

Elucidate on the basis of reading 'Indigo' by Louis Fischer.

Hint - root cause of problem-fear
Gandhi ji tried to eradicate the fear of peasants
Voluntary demonstration against government
Lesson of self reliance

Q4. Why is the Champaran episode considered to be the beginning of the Indian struggle for Independence?

Hint - Attempt to ease the sufferings of peasants Gets support of people
Peasants became aware of their rights
Method of non-violence used by Gandhi
Won battle of Champaran



QUESTIONS BASED ON EXTRACT

Gandhi was not permitted to draw water from the well, lest some drops from his bucket pollute the entire source.

- Name the lesson and the author.
- Who did not allow Gandhi to draw water from the well?
- What did they think of Gandhi?
- Who did Gandhi go with?

Answers

- Lesson-Indigo, Author-Louis Fischer
- Rajendra Prasad's servants did not allow Gandhi.
- They thought Gandhi was an untouchable.
- Gandhi went there with Rajkumar Shukla

POETS AND PANCAKES

ASOKAMITHRAN

Theme

An account of the events and personalities in a film company in the early days of Indian cinema.

Sub-Theme

Poets and writers in a film company environment.

Main Points

- The Gemini studio was located in Madras(Chennai)
- The writer recounts his years in the company
- The make-up department was in the upstairs of a building that was believed to have been Robert Clive's stables.
- Pancake was the brand name of the make-up material used by the artists in Gemini studios.
- The make-up room had the look of a hair-cutting salon with incandescent lights at all angles around half a dozen large mirrors, writer speaks about the 'fiery misery' 'of those subjected to make-up.
- There was a great deal of 'national integration' in the department and a strict hierarchy was maintained there.
- The players who played the crowd were the responsibility of the 'office boy' in his early forties, a frustrated person, who turned all his anger towards KothamanagalamSubbu.



- The author's job was to cut out newspaper clippings and store them in files.
- Most people including the 'boy' thought author was doing 'next to nothing'.
- S Vasan (editor of Tamil weekly AnanadaVikatan') was the owner of the studios. Subbu was No.2.
- Subbu-a Brahmin, had the ability to look cheerful at all times, could be 'inspired when commanded', was tailor –made for films, had a separate identity as a poet and actor, had genuine love for others , was charitable, always seen with The Boss, attached to Story Department.
- Story Department-assembly of poets and writers, wore khadi
- A lawyer(legal adviser) -referred to as 'the opposite'-caused the end of a brief and brilliant career of a talented actress, looked 'alone and helpless', man of cold logic in a crowd of dreamers, close to the Boss, wore pants, coat and a tie, attached to Story Department, lost his job when the Story Department was closed down.
- Gemini studios –favorite haunt of poets, excellent mess which supplied good coffee, Congress rule meant prohibition, almost everyone radiated leisure, wore Khadi and worshipped Gandhi, averse to Communism.
- Visit of MRA (a kind of counter movement to international Communism)in 1952-presented two plays 'The Forgotten Factor' and 'Jotham Valley' in a professional manner, impressed Madras and Tamil drama community
- Another visitor-a poet from England, tall man, very English, addressed 'a more dazed and silent audience', visit remained an unexplained mystery, staff did not know whether he was a poet or an editor
- Author's conviction about prose-writers –'prose writing is for the patient, persistent, persevering drudge', short story contest by a British periodical 'The Encounter'-found in the British Council Library almost 'untouched by readers', discovered Stephen Spender was the editor
- Author bought 'The God That Failed' years later –six essays describing the disillusionment of six eminent men of letters with Communism, Stephen Spender one among them, author suddenly realized the relevance of his visit to Gemini studios.

Short Answer Questions

1. What does the writer mean by 'the fiery misery' of those subjected to make-up'?



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

2. What is the example of national integration that the author refers to?

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. Why was the office boy frustrated? Who did he show his anger on?

The office boy had joined the studio years ago in the hope of becoming an actor or a screenwriter, or a director, or a lyricist. The fact that he ended up becoming none of these left him frustrated. According to him, “great literary talent was being allowed to go waste in a department fit only for barbers and perverts”. He used to direct his anger at the author even though it was meant for Kothamangalam Subbu.

4. Subbu is described as a many-sided genius. List four of his special abilities.

Subbu was a multi-disciplinarian. He could provide solutions to problems and remain cheerful all the time. He was an actor, a poet and a novelist.

5. Did the people at Gemini Studios have any particular political affiliations?

The people at Gemini Studios did not have any particular political affiliations. The common political notions of the day managed to influence them but that was limited to wearing Khadi and admiring the Gandhian philosophy. They were averse to the term ‘Communism’ but had only an erroneous understanding of the concept.

6. Why was the Moral Re-Armament army welcomed at the studio?

Frank Buchman’s Moral Re-Armament army was welcomed at the studio mainly because of their political association. The people at the Gemini Studios were averse to Communism, and hence, were ready to play host to the MRA. Apart from that, the studio people hardly had any occupation and suffered from boredom. The MRA came as a welcome change to their monotonous days at the studio.



LONG ANSWER QUESTIONS

1. How does the author describe the incongruity of an English poet addressing the audience at Gemini Studios?

The audience at the Gemini studios was not knowledgeable enough to understand the thrills and travails of an English poet, of which the visitor poet-editor talked about, in his speech. The studio made films for simple people whose limited resources did not provide them with an opportunity to develop a taste in English poetry. The audience failed to understand anything the poet said, all the more, because of the latter's accent. The poet-editor, in turn, looked baffled realizing the utter inappropriateness of his speech being directed to such an audience.

2. What do you understand about the author's literary inclinations from the account?

Though the author had a very tedious and unchallenging job at the studios, his interest in literature and writing is apparent in his willingness to participate in the short story contest organized by the British periodical, 'The Encounter'. Moreover, the author appears to be a keen reader visiting libraries and buying books on wide-ranging topics whenever he could afford them. The narrative also establishes the fact that the author was one of the most knowledgeable persons in Gemini Studios. His idea about how prose writing was not meant for geniuses but for those with patience and perseverance, highlights his deep thoughts on literature and creative writing.

QUESTIONS BASED ON EXTRACTS

(1) Gemini Studios was the favourite haunt of poets.'

- Name any two poets who used to meet there regularly.
- Why was the Gemini Studios the favourite haunt of poets?
- Did the people at the studios have any political affiliations?
- Find a word/phrase which means 'a place often visited'

Answers

- S.D,S Yogiari/Sangu Subramaniam/Krishna Sastry /Harindranath Chattopadhyaya
- It was an excellent place for coffee at all times.
- Most of the people wore Khadi and worshipped Gandhiji but beyond that they did not appreciate any political thought.
- haunt

(2) "He is not a poet. He is an editor. That's why The Boss is giving him a big reception."

- Who is 'he' being talked about?
- Why was he invited to the Gemini Studios?
- Who is The Boss?



d) Was 'he' able to make his visit meaningful?

Answers

- He refers to the poet Stephen Spender.
- He was invited to address the staff of the Gemini Studios.
- The Boss is Mr.S S Vasan, the owner of the studio.
- His visit could not be proved meaningful as none could understand what he intended to say as his accent was beyond their comprehension.

THE INTERVIEW

Christopher Silvester

THEME:

New invention- interview in the field of journalism

Sub Theme: Opinions of interview - methods – functions -merits

Main Points

Interview an ordinary convention in Journalism

Opinions on interviews vary

Some says it is a source of truth and in its practice an ART

Celebrities claim that they are the victims

An unwarranted intrusion into their lives, it diminishes them

Celebrity	Opinion about Interview
V.S . Naipaul	People are wounded by interviews and lose a part of themselves
Lewis Caroll	Horror of being lionised
Rudyard Kipling	It is immoral, crime, an offence against a person, an assault,merits, punishment, cowardly and vile
HG Wells	Ordeal
Saul Bellow	Thumbprints on his windpipe
Denis Brian	Our most vivid impressions of our contemporaries are formed through interviews

Mukund Padmanabhan from The Hindu interviews Umberto Eco.

Umberto Eco –Versatile genius-

Professor at the University of Bologna,

Scholar in Semiotics, literary interpretation and medieval aesthetics,

Author of the best seller Name of the Rose

Wide ranging written output - explains how he as one man does many works.

Pursues his philosophical interests



Eliminates interstices

Playful and personal quality in academic writing

Novels satisfied his taste for narration

Secret behind the success of the novel

Serious Novel,

Detective Yarn,

Delves into metaphysics, theology and medieval history. Difficult Reading Experience

QUESTIONS BASED ON EXTRACTS.

1) “It is cowardly and vile. No respectable man would ask it, much less give it”

- a) Who is the speaker?
- b) What does the speaker refer to?
- c) How did the speaker act contrary to his statement?
- d) Who was the victim then?

Answers.

- a) The speaker is Rudyard Kipling.
- b) The speaker refers to Interview.
- c) He has conducted an interview.
- d) He interviewed Mark Twain.

2)“I can’t understand how one man can do all the things he does”

- a) Who makes this remark?
- b) Whom does he refer to?
- c) How does ‘he’ manage to do many things ?
- d) What are the many things that ‘he’ does?

Answers

- a) The English novelist and academic David Lodge made this remark.
- b) He referred to Umberto ECO.
- c) He managed to do many things by following a bunch of ethical and philosophical interests in everything that he writes and by working in interstices.
- d) He was a professor, an academic writer, writer of children’s story books and the author of the best seller ‘Name of the Rose’.



SHORT ANSWER QUESTIONS

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

Interview, in the 130 years of its existence, has become an inherent part of journalism. It is a useful means of communication that is, at times, considered to be an art, serving as a source of truth. Denis Brian has stated that in today's world we get to know "our contemporaries" through their interviews.

2. Why do most celebrity writers despise being interviewed?

Celebrity writers believe that interviews unduly interfere in their private lives. They regard themselves as victims of interviews. They claim that the interview in some way 'diminishes' them, just like some ancient cultures believed that a portrait of a person takes away his soul. Certain celebrities like V.S Naipaul have claimed that interviews leave them wounded, while others like Rudyard Kipling have referred to it as a crime and an immoral act.

3. What is the belief in some primitive cultures about being photographed?

Some primitive cultures believed that getting oneself photographed would rob them of their souls.

4. What do you understand by the expression "thumbprints on his windpipe"?

"Thumbprints on his windpipe" means to choke or suffocate somebody by applying pressure on his throat. Saul Bellow uses this expression to refer to the pressure and discomfort felt by a celebrity while giving an interview.

5. Who, in today's world, is our chief source of information about personalities?

Interviews help us know our contemporaries and their opinions. They serve as a means of communication between the celebrities and the audience. In this case, the interviewer is endowed with a very special power and he becomes our chief source of information about personalities.

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

Yes, Umberto Eco, in all possibilities likes being interviewed. He readily answers every question asked by Mukund Padmanabhan in an energetic and lively manner. He does not seem apprehensive about sharing his secrets, experiences and opinions with



the interviewer, and consequently, the world. There is no indication throughout the interview that he dislikes being interviewed.

7. How does Eco find the time to write so much?

Whenever Eco has a few moments to spare in between two different tasks, instead of wasting them, he uses the time to write. Eco explains that just like the universe has empty spaces, our lives too, have a lot of empty spaces or 'interstices', as he calls them. He even gives an example of his working technique. He says that while waiting for someone to come up the elevator he keeps himself busy.

8. What was distinctive about Eco's academic writing style?

Eco's writing style is strikingly different from that of the standard academic mode. The academicians first make a thorough research, then move on to prove their hypotheses, and finally, give their conclusion on that subject. The final outcome, therefore, comes out as tedious. Eco, on the other hand, tells the story of his research, including his "trials and errors". While the scholars usually use a very depersonalised and dull manner, Eco's style is personalised and playful, and in the form of a narrative.

GOING PLACES

- A. R. Barton

THEME: Adolescent hero- worship and fantasizing

SUB THEME: Relationships- family, friends

MAIN POINTS:

- (1) Two school girls- Sophie and Jansie- talked about their future plans after school-education.
- (2) Sophie wanted to have a 'boutique' but Jansie doubted as it needed huge amount of money.
- (3) Sophie would find money by working as a manager, or an actress or a fashion designer.
- (4) Jansie thought that they (Sophie & she) are earmarked for biscuit factory.
- (5) Geoff, her brother and an apprentice mechanic, a silent and realistic fellow by nature, was in her complete trust.
- (6) She confided to him her illusory meeting with Danny Casey, a young Irish football player.
- (7) Her father did not like her make-believe world. He protested quite often.
- (8) On Saturday, the family went to watch the United, in which Casey scored the second goal for the United.
- (9) The family celebrated this in their own distinct manner.
- (10) Sophie under the delusion of meeting Danny Casey derives immense pleasure from it.
- (11) Gradually reality dawns on her.



(12) She was disappointed, and is worried about her credibility.

(13) But is convinced that Danny and she understand the situation. She continues to live in virtual reality.

Major features :

Sophie	Two School Girls	Jansie
Day dreamer		Realistic
ambitious		Practical
Lives in a make believe world		
Fantasies		Down-to-earth
Unhappy with her of life present station		gossip monger.

Sophie's family

- (1) Geoff -- Brother -- Apprentice mechanic- realistic and silent.
- (2) Her father --middleclass, poor man- dislikes her wild stories.

Issues Raised

- (1) Adolescent fantasising
- (2) Hero-worshipping

Questions on the lesson:

- 1- Bring out the differences between Sophie and Jansie?
- 2- How did Sophie's father reacts to the news- 'Sophie met Danny Casey'?
- 3- Who is Geoff?
- 4- Did Sophie actually meet Danny Casey personally at the canal side?

ANSWERS

Ans-1 Sophie was unrealistic and day-dreamer. She had high ambitions inconsistent with the resources available whereas, Jansie was realistic and practical. She knows her limitations.

Ans- 2 Disbelief, anger, looking at Sophie in disdain.

Ans-3 Sophie's brother, realistic, introvert, apprentice mechanic.

Ans-4 sheer imagination, illusion, never met him.

Some More Questions

- (1) What socio-economic background did Sophie belong to? What are the indicators of her family's financial status?
- (2) Comment on- Sophie's dreams and disappointments are all in her mind.

Ans-1

She belongs to middle class, earmarked for biscuit factory. They are not well-off, struggle and disappointment marks their daily life- Curtain less windows, cluttered room, congested living,



dirty linen piled up in a corner and mother's back bent on the sink are the indicators of the socio-economic background.

Ans-2

Value Points: An imaginative girl, dwells in the luxury of dreams unrealistic, highly ambitious etc.

QUESTIONS BASED ON EXTRACT

“Damn that Geoff, this was a Geoff thing not a Jansie thing”.

- Name the speaker?
- Why did the speaker say so?
- What did the speaker mean by ‘Jansie thing’
- What is the speaker talking about?

Answers

- Sophie
- Sophie said so as she believed that Geoff had shared her secret with others
- She means to say that Jansie was nosey and would spread everything in the neighbourhood.
- She is talking about her imaginary meeting with Danny Casey

Poem 1

POETRY SECTION MY MOTHER AT SIXTY SIX

- By Kamla Das

THEME: The poem "My Mother at Sixty- six" examines the themes of:

- Advancing age
- The fear of loss & separation.

MAIN POINTS TO REMEMBER:

- The poet was travelling in a car along with her mother to the Cochin airport.
- She compares the ashen face of her mother to a dead body; suddenly realizes that her mother has grown old & will finally die leaving her alone in this world.
- This thought is painful to her so to divert her mind she looks out of the window of the car.
- She sees the young trees running & the happy children coming out of their homes.
- They are representatives' of-youth, energy, life & are in contrast to the pale worn out face of her mother who is sleeping beside her.
- The dull face of her mother reminds her of the late winter's moon & troubles her once again of losing her mother.
- At last she says good bye to her mother with a smile & without disclosing her feelings and fear of separation.

Figures of Speech used:

- SIMILE-: her face ashen like that of a corpse, as a late winters moon.



- REPETITION-: smile and smile and smile
- CONTRAST-: Old mother in the car has been contrasted with the young trees running and happy children coming out of their homes to the sadness of the poet on realizing the advancing age of her mother.

SOLVED EXAMPLE:1

Q. Read the following extract and answer the questions that follow:

.....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.

(a) Name the poem and the poet.

The name of the poem is My Mother at Sixty-Six and the poet is Kamala Das.

(b) What is the poet's childhood fear?

The fear of separation from her mother

(c) What were the parting words of the poet?

The poet said, "See you soon Amma".

(d) Why did the poet smile and smile?

The poet smiled to hide her real feelings, her pain and her fears

PRACTICE QUESTIONS:

Q.2. Read the following extract and answer the questions that follow:

Driving from my parent's

Home to Cochin last Friday

Morning: I saw my mother,

Beside me;

(a) Name the poem and the poet.

(b) Where was the poet going?

(c) What was her mother doing?

(d) Who is "I"?

Answer the following in about 30-40 words each:

Q.3 (a) What was the poet's childhood fear?

(b) Why did the poet smile when she said goodbye to her mother?

(c) Why is mother compared to the late winter's moon?

(d) What were the parting words of the poet?

(e) What are the two images of youth used by the poet?



Poem 2

AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM

- By Stephen Spender

THEME: Social injustice and class inequalities

Main Points

Stanza-1

- The poem portrays a picture of an elementary school in a slum area
- Deprived of basic facilities such as-nutritional food, balanced diet, air, sun. shine and potable water, children are least interested in studies
- The tall girl and paper seeming boy-all are victims of malnutrition; they are suffering from various diseases
- A boy sitting at the back is dreaming of squirrel's game. He has no interest in class-room activity.

Stanza-2

- The class-room wall contains pictures and paintings -like Shakespeare's head developed cities with skyscrapers Tyrolese valley aesthetically beautiful, problem free world (cloudless at down)-they came by donations.
- These pictures belong to the world of the rich and prosperous.
- The world of these poor and deprived children contrasts with the world depicted on class-room walls.
- The rich have drawn an open handed map which is of no use to them as their world is limited to the end of the street.
- Far from rivers, capes and stars of words, their future is bleak and uncertain

Stanza-3

- Shakespeare is wicked and map a bad example as they do not correspond to their limited, narrow world.
- Ships and Sun depicted on the wall tempt them to experience the world of the rich with all its glory.
- However, they cannot get this opportunity as the responsible people do not want it.
- These malnourished children wearing mended glasses oscillate between fog and endless night, having uncertain life with no future.
- They pass all their time and space in the hell (the slum). This hell is a blot on the civilized world.

Stanza-4

- The poet calls upon governor, inspector and visitor (representing power and position) to review the system before it is too late.
- The revised system should empower these children to break away from the shackles of poverty and deprivation.
- He urges the civilized people to help them enjoy all the facilities such as blue-sky, sun-



- shine, sea-waves, fresh air, good and sufficient nutritious diet.
- Let the pages of wisdom be open for them and their tongues may run freely on the white leaves of books.
- Only those people find a place in history whose language has the warmth and power of the sun.

Major features:

1- Poetic devices:

1. SIMILE

- LIKE ROOTLESS WEEDS
untidy and unkempt hair of the slum children, children lack proper nutrition, unwanted like weeds
- like bottle bits on stones
slum children sitting on the slag heap look like the bits and pieces of glass shattered against a stone, their hopes, aspirations, ambitions and lives also lie shattered and neglected.
- like catacombs
- slum children dwell in dark and dingy rooms which resemble catacombs. The windows of these rooms look like the lids of catacombs.
- slums as big as dooms
Slums where life is worse than death. It is like living in a hell.

2. METAPHOR

- rat's eyes
Suggests boy's timidity and anxiety, timid like a rat and searches for food and security.
- father's gnarled disease
boy disease stricken like his father, carrying ahead his disease which has left his body crooked
- squirrel's game
The boy also wants to be like a squirrel, play freely in the garden but cannot. He must sit in the dull and dreary classroom.
- tree room
The hiding place of the squirrel—a hollow in the tree, which in the boy's imagination is full of fun, curiosity and mystery. It is such a contrast to the gloomy classroom
- future's painted with a fog
just as fog blurs one's vision in winters, the slum children's future is blurred by hopelessness and lack of empathy.
- lead sky
lead sky is dark and dull, just as the metal whereas the sky is normally bright. There is no hope for the slum children.
- spectacles of steel
 - i) suggests that some slum children are wearing spectacles made of steel, having shattered, chipped or scratched glass.



- ii) Or the emaciated and skeletal bodies of the slum children look like wiry framework of steel just like that pair of specs.

2- Imagery /Symbols

- (i) Gusty waves
- (ii) Rootless weeds
- (iii) Paper-seeming boy
- (iv) Sour-cream walls

'History theirs whose language is the sun'

Explanation: History belongs to those who speak the language of the sun-meaning Power, energy, caliber, radiance and strength. Only if one outshines others can he make a mark in history. One has to outshine and glow like the sun. People who create history have the courage and conviction to break free from the constraints of life. They do things differently and create history with grit and determination.

Extract-1

On Sour cream walls, donations, Shakespeare's head.
 Cloudless at dawn, civilized dome riding all cities
 Belled, flowery, Tyrolese valley. Open handed map

- (i) Why are the walls referred to as 'sour'?
- (ii) What does Shakespeare's head symbolize?
- (iii) Why the map is 'open handed'?
- (iv) How is the sky at dawn?

(i) Ans. (i)The walls are not maintained or plastered; they look pale and add to the sad environment of the class

(ii) Shakespeare is an epitome of high literary excellence but in the slum schools, hardly any learning takes place

(iii) It is drawn at will irrespective of realities.

(iv) It is clear, bright and cloudless, not dull and dim

Extract-2

Unless governor, inspector, visitor,
 This map becomes their window and these windows
 That shut upon their lives like catacombs,



Break o break open till they break the town

Q.1 Who are called upon by the poet in the first line?

Q.2 What does the poet want them to do?

Q.3 What is the poetic device used in the third line?

Q.4 Explain, "Break town"?

1. Governor, inspector, visitor, all those in power
2. To help the slum-dwellers lead respectable life with all the facilities.
3. Simile like 'catacombs'
4. The education system should empower and liberate the children from the shackles and boundaries imposed by the rich and powerful.

Short Answer Questions.

- (1) Why is Shakespeare wicked?
- (2) Describe, in brief, the conditions surrounding these slum children?
- (3) Present the two worlds depicted in the poem?

Ans-1 Shakespeare is a literary icon and stands for the elite and seems irrelevant to these children from the slum

Ans-2 Poverty, diseases, malnourishment, uncertainty, bleak future.

Ans-3 (1) Slum dwellers

(2) The rich and the prosperous

Poem 3

KEEPING QUIET

- By Pablo Neruda (1904-1973)

THEME: Necessity of quiet introspection and creating a feeling of mutual understanding among humans. Emphasis on meditation.

Main Points

- The poet requests readers to keep quiet till he counts up to twelve
- He requests us not to use any language and move our arms so much for a while as it will become a hurdle in keeping quiet.
- When there is no rush; no movement and noise of engines, the threat of sudden strangeness will tie all of us together into an exotic moment
- This will bring about relief to the fishermen in cold sea and the salt gatherer also will be able to look after their injured bleeding hands.



- A good sense will also prevail on the war-mongers as they will understand the futility of the same
- When environment is in jeopardy; human-existence is threatened on the earth, the survivor of the war will face fatal consequences.
- Such war-mongers are also exhorted to put on clean clothes and walk about with their brothers
- The poet urges us not to mistake inactivity advocated by him for death.
- He clarifies that single-minded indulgence in the rat-race of self-centered goals leading to materialism is unwarranted.
- Keeping quiet and discharging our duties peacefully will evolve better understanding in us.
- The achievement of mental peace will lead us to introspection and mutual understanding. The absence of these two traits amounts to various conflicts in the world.
- With the development of mutual understanding comes empathy and then our life becomes a pleasant experience.
- The poet says like the earth the potentials may not be exhibited all the time.
- Finally, he declares his departure while persuading us to keep quiet.

Short Answer Questions

1. What is the result of not speaking and not moving our arms so much?
2. How does the poet suggest us to keep quiet?
3. How will 'keeping quiet' benefit the mankind?

Figures of speech used in the poem

Poetic Device	Example
i. Irony	Green wars; wars with gas, wars with fire; victory with no survivors
ii. Repetition	Let's not speak in any language/let's stop for a second. Wars with gas; wars with fire; (Palilogia,-Deliberate repetition of a word or a phrase for the sake of emphasis)
iii. Metaphor	Put on clean cloths In the shade
iv. Symbol	Count to twelve Fisherman in the cold sea/would not harm whales/and the man gathering salt/ would look at his hurt hands Brothers



	Earth can teach us as when everything seems dead and later proves to be alive.
v. Euphemism	No truck with death

C-Extracts with questions-

1- It would be an exotic moment

Without rush, without engines,

We would all be together

In a sudden strangeness.

Q- i- Name the literary device used in the last line

ii-What is the exotic moment referred above?

iii-What will 'sudden strangeness' result from?

iv-What is the advantage of the exotic moment?

2- Perhaps the earth can teach us

As when everything seems dead

And later proves to be alive.

Now I will count up to twelve

And you keep quiet and I will go.

Q-i What can the earth teach us?

ii- What does the 'counting up to twelve signify'?

iii-What does the poet expect us to do?

Poem 4

A THING OF BEAUTY

- John Keats

THEME: Nature is an endless treasure of beauty and a perpetual source of joy

Main Points:

- Based on a Greek legend, the poem is an excerpt from 'Endymion'
- According to the poet a beautiful thing is a constant source of joy. Its loveliness only increases.
- It gives sweet dreams and peaceful sleep, fine breathing and good health. Hence a boon to all.
- We are surrounded by jealousy and disappointment.
- The ignoble qualities make our life gloomy and miserable resulting in suffering and pain.
- A thing of beauty removes the gloom (sadness) from our spirits.



- The sight of nature such as- clear streams of water, daffodils (a flower), musk-rose and forest thickets -make our lives sweet, soothing and happy
- This beauty is also experienced in grandeur of the dooms that we have imagined for our powerful dead forefathers - Doom-refers to the ruins of the great deeds of the legendary heroes.
- Lovelier than lovely tales, the incessant beauty of nature is pouring unto us like an immortal drink through an endless fountain from the heaven meaning that nature's beauty acts as an elixir for humanity.

Major Features:

Rhyme Scheme: aa bb cc

Alliteration:

Noble Natures,
Some shape
cooling covert
Band to bind

Metaphor:

Heaven's brink, Bower quiet, Sweet dreams, Flowery band, Unhealthy and over darkened ways, The pall, Dark spirits, Endless fountain of immortal drink.

Transferred Epithet

Unhealthy and over darkened ways, Gloomy days

Personification

Shape of beauty

Images and Symbols: All the senses are involved---- bower, flowery band, the sun, the moon

Trees old and young, green world, musk-rose etc.

Constant Source of joy

Removes negative emotions

1. Anger
2. Spite
3. Dejection

A thing of beauty

Eternal (Never passes into nothingness

Stanza -1

Therefore, on every morrow, are we wreathing

A flowery band to bind us to the earth,

Spite of despondence, of the inhuman dearth of noble natures,



of the gloomy days of all the unhealthy and over-darkened ways.

Question:

- (i) What do we wreathe on every morrow?
- (ii) Why do we wreathe it?
- (iii) What do you understand by the inhuman dearth of noble nature?
- (iv) What is the poetic device used in 'noble natures'?

Answers:

- (i) We wreathe a flowery band every morrow
- (ii) To connect with nature
- (iii) Lack of great human qualities of head and heart eg. Compassion, patience, love, generosity etc.
- (iv) Alliteration

rich with a sprinkling of fair musk-rose blooms;
 and such too is the grandeur of dooms;
 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.

Question:

- (i) What is rich with a sprinkling of fair musk-rose?
- (ii) What is the meaning of grandeur?
- (iii) What is lovelier than a lovely tale?
- (iv) What comes to us from the heaven's brink?

Answer:

- (i) The forest and nature
- (ii) Glorious, magnificent
- (iii) Inspiring stories of legendary heroes.
- (iv) An endless fountain of immortal drink of nature.

Additional Questions:

1. What, according to the poet, removes the pall of gloom?
2. What is the grandeur associated with mighty dead?
3. Why does a thing of beauty not pass into nothingness?

**Poem 6****A ROADSIDE STAND****Robert Frost**

THEME: The poem A Roadside Stand depicts the lives of the rural poor. Robert Frost is critical of the contemptuous way in which the city dwellers look at the villagers who yearn to sell their vegetables by setting up a roadside stand by the side of the high way. He reminds us that the economic well-being of a country depends on a balanced development of the villages and the cities.

Main Points:**Lines 1-22**

The villagers have set up a roadside stand as an extension to their houses by the side of the high way. Though they ache for some money to better their living conditions it would be unfair to say that these poor folk implore for charity. They expect the rich city dwellers who pass by in their speeding cars in the highway to stop and buy some of the local produce like berries or golden squash. But the humble road side stand fails to impress the rich city people. Instead of helping these deprived folk they complain about the tasteless way in which it is painted or the signboards that are marked wrong. The poet angrily says that the hurt to the scenery wouldn't be his complaint. The poet conveys the ardent desire of the rural poor to feel some cash in their hands which help them to expand their living conditions. They may live the prosperous life depicted in movies which the party in power forbids them to enjoy.

Lines 23-31

The poet openly talks about the exploitation that takes place in the villages. The villagers are lured with the promise that they can stay near a theatre or a store and are Frost expands his theme by saying that 'good-doers' who want to re-locate the country people into the cities and lure them with the promise that if they went there, they would be able to access stores and cinemas. Thus, they deprive them of their reasoning skills and do more harm. They force these people to be dependent on others. The exploiters and the exploited lose their sleep. The exploiters lose their sleep because those who have earned their living by illicit means fail to have a good sleep at night. The exploited repent their foolish decisions and pine over the way in which they were cheated by others and are not able to sleep at night. Moreover, in the cities they are not able to work as they did in the rural places. Hence, they can't sleep.



The poet finds it difficult to bear the pain of those who wait near the roadside stand with an open prayer to make the speeding cars to stop. Some of the cars do stop but to reverse, to ask the way or to ask for a gallon of gas.

The poet listens to the voice of the countryside that complains of how the requisite lift of spirit has not been given to it. It would be a great relief for him if he would be able to put them out of their pain in one stroke. But the next day when he returns to sanity, he realizes that it is impossible to happen and requests the reader to join him in his efforts.

Poetic Devices

Transferred Epithet: Polished traffic

Personification: The sadness that lurks behind the window, Selfish cars, polished traffic

The roadside stand that too pathetically pled

Alliteration: Greedy good doers, beneficent beasts of prey,, pathetically pled

Oxymoron: Greedy good doers, beneficent beasts of prey

Metaphor: Flower of cities

Imagery : A roadside stand that too pathetically pled....

QUESTIONS BASED ON EXTRACTS:

1.Offered for sale are wild berries in wooden quarts

Or crook necked golden squash with silver warts,

Or beauty rest in a mountain scene...

Questions:

- (i) What articles are 'offered for sale' at the stand?
- (ii) What qualities of the 'offered articles' make them unfit for sale?
- (iii) What does, 'beauty rest in a mountain scene' mean?.
- (iv)How does 'crook necked 'and' silver warts' add to your understanding of the vegetables offered for sale?

Answers:

- (i) Wild berries in wooden containers, crook-necked golden squash with silver warts and paintings of mountain scenery are for sale at the roadside stand.
- (ii) The articles for sale at the roadside stand are wild and therefore lack the polished look of the similar articles available in the cities. Moreover, these articles are not packed properly
- (iii)Beauty resting in a mountain scene is probably a scenic painting made by the inhabitants of the roadside stand meant for selling to the rich people



(iv) It tells that the vegetables are wild and lack the polish of the similar ones sold in the city.

Hence the humble vegetables don't appeal the urban rich.

2. The hurt to the scenery wouldn't be my complaint

So much as the trusting sorrow of what is unsaid:

Here far from the city we make our roadside stand

And ask for some city money to feel in hand

To try if it will not make our being expand,

And give us the life of the moving pictures promise

That the party in power is said to be keeping from us

Questions:

- (i) Name the poem and poet
- (ii) What is not a complaint for the poet?
- (iii) What do the owners of the shack wish for?
- (iv) How will it help them?

Answers:

- (i) The poem is 'A Roadside Stand' and the poet is Robert Frost.
- (ii) The hurt to the scenery is not a complaint for the poet.
- (iii) The owners of the shack wish to some cash by selling their products.
- (iv) It will help them to better their living conditions.

SHORT ANSWER QUESTIONS

1. What do you mean by 'polished traffic'?

Polished traffic refers to the rich city dwellers travelling in big, luxurious cars.

They appear to be 'polished' outside but their minds do not understand the sufferings of the poor people.

2. Explain, 'passed with a mind ahead.'

The city people who passed by the roadside stand were self-centred and their minds were restless with greed for money and ambitions for great profits in their business.

3. What are the usual complaints made by the city men when they stop at the roadside stand?

The rich people to and from the cities usually have the same sets of complaints. Having failed to see the wretchedness of the poor, they complain that the roadside stand, with the tasteless way in



which it is painted, ruined the beauty of the nature. Another complaint is that direction boards are wrongly written.

4. State the reasons for which the cars from the city halt at the roadside stand?

Some cars stop at the roadside stand to take a reverse and some of them ask for directions to their destinations. A few of them demand fuel.

Poem 7

AUNT JENNIFER'S TIGERS

- By Adrienne Rich

THEME: The poem Aunt Jennifer's Tigers expresses the constraints of married life a woman experiences.

IMPORTANT POINTS TO REMEMBER:

- The desire of a woman for freedom & strength has been brought out by the poet.
- Aunt Jennifer has embroidered bright yellow tigers on a screen.
- These tigers move about freely, fearlessly & confidently in the green forests.
- They are not afraid of the hunters.
- In contrast, Aunt Jennifer is weak & nervous.
- To make her embroidery she finds the ivory needle hard to pull.
- The wedding ring is symbolic of the burden of commitments & bindings of married life.
- Her marriage with uncle has taken away her freedom & confidence to live life the way she wishes.
- After her death, the mark of the wedding ring will continue to show her sad, burdened life.
- She is mortal (dies) whereas the embroidery of tigers (Art) that she has made is immortal.

LITERARY DEVICES USED BY THE POET:

- **SYMBOLS-**
 - Tigers: are fearless, bold, courageous and confident.
 - Actually they are a reflection of Aunt Jennifer's inner self.
 - Ring & Uncle's wedding band: show power of her husband on her, bondage, burden of marriage.
 - The band has become metaphorically too heavy to break for Aunt Jennifer.

(a) Name the poem and the poet.

*Aunt Jennifer's Tigers & the poet is Adrienne Rich.

(b) What is Aunt Jennifer's death symbolic of?

*Aunt Jennifer's death is symbolic of her complete submission to her suppression.

(c) Is the society in any way affected by her death?

*No, the society is not affected by her death.

(d) What is the significance of "terrified hands"?



* Even after her death she has not been able to free herself from the chains of her mental suppression.

PRACTICE QUESTIONS:

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.

Q1.

- (i) Where are the tigers?
- (ii) Are the tigers real?
- (iii) What does "denizens" mean?
- (iv) What is the significance of the line, "They do not fear the men beneath the tree"?

Q2. Answer the following in about 30-40 words each:

- (a) How are Aunt Jennifer's tigers different from her?

*Value points:

Aunt: weak, docile, submissive afraid of her husband.

Tigers: bold courageous, confident, and elegant.

- (b) What kind of married life did she lead? Do you sympathise with her? Why?
- (c) What will happen to Aunt Jennifer's tigers after her death?
- (d) Where are Aunt Jennifer's tigers?
- (e) Why did Aunt Jennifer create the tigers?

VISTAS (SUPPLEMENTARY READER)

THE THIRD LEVEL

JACK FINNEY

Main Points

1. Grand Central Station of New York has two levels. But Charley, a thirty-one year old resident of New York, talks about a third level. He believes in the existence of this hypothetical third level and claims to have been there.

2. Charley visits a psychiatrist friend to talk about this problem. The psychiatrist calls it a "waking-dream wish fulfilment" and rationalizes Charley's experience by saying that the "modern world is full of insecurity, fear, worry, and war..." and everybody wants to escape to some "temporary



refuge from reality.” According to him, even hobbies like stamp collection is a manifestation of this escape. Charley thinks about his grandfather who didn’t need any refuge from reality.

Charley’s grandfather started his collection.

3. The fast growing Grand Central station at times seems to be a maze to Charley. He had lost his way a couple of times earlier too while taking the subway.

4. Once, he entered the lobby of the Roosevelt Hotel while the other time he emerged at an office building that was three blocks away. But this time when he loses his way, something unique happens. He visits the third level!

5. Charley keeps walking in the quiet corridor, angling left and slanting downward, till he reaches an architecturally old station that is completely different from the two familiar levels.

6. The antiquated small room with fewer ticket counters and train gates, a wooden information booth, flickering open flame gas lights and brass spittoons remind him of the architecture of the 1800s.

7. He also finds that people are dressed in outmoded outfits. He notices that the date on the newspaper ‘The World’ is printed June 11, 1894. As he tenders money to the clerk at the counter to buy two tickets, he realizes that he needs to have old currency bills to do so.

8. He had always wanted to travel to Galesburg with his wife, Louisa. In his mind, it is “a wonderful town still, with big old frame houses, huge lawns, and tremendous trees....” It is a place with long and pleasant summer evenings and where people have time for each other.

9. So, the next day during lunch, he exchanges three hundred dollars for old style bills amounting to some two hundred only.

10. The loss doesn’t bother him much as he believes that in Galesburg everything will be cheaper and that he can manage even with a small amount. But, he could never again find the corridor leading to the third level.

11. His wife Louisa is worried after knowing all this and asks him not to look for the third level any further. Suddenly Charley realizes that his friend, Sam Weiner, is nowhere to be found, so he and his wife keep looking for him in the weekends.



12. Philately is not just stamp collection but a broad term including the study of stamps, postal history and other related items.

13. When a new stamp is issued, on the first day, people mail a blank paper to themselves and then retain that unopened letter with the date on the postmark. Such an envelope is known as a 'first day cover'. Charley has inherited his grandfather's collection of first day covers.

14. One day while fidgeting with his stamp collection, Charley comes across a letter that was not there earlier. It bears the postmark on a faded six-cent stamp with a picture of the President Garfield.

15. The envelope was sent on July 18, 1894 to Charley's grandfather in Galesburg and was addressed to Charley.

16. The letter was written by Sam Weiner, who was Charley's psychiatrist!

Sam has reached Galesburg and is having whole of a time there.

17. He also invites Charley and Louisa to Galesburg. When Charley goes to the stamp and coin store, he is apprised of Sam's exchanging eight hundred dollars for the old currency bills.

SHORT ANSWER QUESTIONS

1. Do you think that the third level was a medium of escape for Charley? Why? /How did Charley's psychiatrist friend interpret his unique experience?

Answer-Yes, the third level was a medium of escape for Charley from the unhappy modern - Grand Central Station. Charley did not agree with his psychiatrist friend when the latter called his experience of visiting the third level 'a waking-dream wish fulfilment.' His friend tried in vain to make him realize that his hallucinations are a result of his strong desire to escape to the peaceful times of the 1890s.

2. What is a first day cover?

Answer-When a new stamp is issued, on the first day, people mail a blank paper to themselves and then retain that unopened letter with the date on the postmark. Such an envelope is known as a 'first day cover'.



LONG ANSWER QUESTIONS

1. What does the third level refer to?

Answer. The Grand Central Station of New York has subways on two levels from where the commuters take trains to different destinations. No third level was ever built. However, the protagonist of the story, Charley, believes in the existence of a third level, operating in a time-frame of 1890s. The third level signifies an escape from the modern world that is “full of insecurity, fear, war, worry and all the rest of it...” The period of 1890s represents a peaceful life not possible in the present era. From this level, the protagonist wants to travel to Galesburg, Illinois, with his wife Louisa. For him, it is a part of reality while his psychiatrist friend calls it a “waking-dream wish fulfilment.”

2. Would Charley ever go back to the ticket-counter on the third level to buy tickets to Galesburg for himself and his wife?

Answer-After reading the story we get to know that Charley was interested in travelling to Galesburg with his wife Louisa. However, he couldn't locate the third level again. The first time round, he found the third level by accident. When he reached the ticket-counter, he realised that the currency he had with him was not useful as it belonged to a different period. He went back to convert his three hundred dollars into the “old-style currency” that could enable him to buy two tickets to Galesburg. However, when he returned to the Grand Central, he could not find the corridor leading to the third level. He couldn't go back looking for the third level as his wife was too worried about him. Moreover, he himself had stopped looking for it after sometime.

3. What do you infer from Sam's letter to Charley?

Answer- The letter was addressed to Charley but mailed to his grandfather in Galesburg, Illinois. It was mailed in 1894 and now appears in his grandfather's collection. The letter was suddenly found among the first-day covers where it had never been seen earlier. Moreover, the contents of the letter are exactly what Charley thought about Galesburg of 1890s. Sam's letter to Charley is a mystery that blends together the worlds of reality and fantasy, and thus, needs further exploring.

There are two perspectives from which one can look at the letter. At one level, it proves that Sam has reached Galesburg of 1984. However, if we look at a deeper level, we can infer that the



letter is just another instance of his hallucination or dreams of escapism. It is possible that while Charley was looking at the old first-cover letter, he was carried away to a different world where the letter was sent to Charley by Sam. The letter reflects Sam's undeterred urge that forces him to keep looking for the third level.

Lesson 2

The Tiger King

- By Kalki

THEME:

1. The story is a satire on the conceit of those in power.
2. It makes an earnest plea for the protection of tigers.

Main Points :

1. The Maharaja Sir Jilani Jung Jung Bahadur of Pratibandapuram is known as The Tiger King.
2. A Miracle
 - (a) Infant- 10 days old spoke
 - (b) Asked intelligent question- the source and manner of his death.
 - (c) Cautioned all tigers.
3. The royal child grew stronger, taller.
4. Grew up in English environment -
taught by an English tutor -drank
milk of an English cow -looked
after by an English Nanny -
watched English films.
5. At the age of 20 he was crowned as a king.
6. Began hunting tigers in Pratibandapuram.
7. Astrologer warned him to be careful with the 100th tiger.
8. He became the Sole Hunter and none other were allowed to hunt tiger.
9. He faced threat of losing his kingdom. One British officer was denied the permission to hunt tigers in Pratibandapuram or even get a photograph with the carcass of a tiger.



10. He saved his kingdom by gifting 50 expensive diamond rings, costing 3 lakhs rupees to the British officer's wife.
11. Maharaja killed 70 tigers in 10 years.
12. As there were no more tigers left in Pratibandapuram Maharaja married a girl from that royal state which had more tigers.
13. Hunted in his father-in-law's kingdom and killed 99 tigers.
14. He was feverishly anxious to kill the 100th but couldn't find.
15. News regarding presence of tiger near a village.
16. Irrational behaviour of king towards villagers
 - (a) First he gave 3-years tax exemption to find a tiger
 - (b) Later in anger he doubled land tax as no tiger was found
17. The hundredth tiger
 - (a) Dewan warned by the king
 - (b) Dewan had the tiger at home which he had earlier brought from people's park in Madras
 - (c) Put that tiger in the forest
 - (d) King shot the tiger and it collapsed
 - (e) King thought it was dead- went home triumphant
 - (f) But actually he had missed the shot
 - (g) Shot again and killed by hunters (not by the king)
 - (h) Carcass of the tiger was carried in procession and buried- tomb erected.
- 18. Maharaja's Death**
 - (a) Maharaja gifted a wooden toy tiger to his son on his birthday.
 - (b) Toy tiger was made by unskilled worker.
 - (c) One tiny sliver pierced in king's left hand while he was playing with the toy with his son.
 - (d) Three famous surgeons from Madras operated.
 - (e) The operation was successful but the king died.
 - (f) Final revenge by hundredth tiger (wooden toy tiger)

Short Answer Question (30- 40 words)(content 2+ expression 1 = 3 marks each.)

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

Answer-The miracle was associated with the birth of Maharaja. When he was only 10 days old infant he not only spoke but raised an intelligent question about the manner of his death. After knowing that he would be killed by a tiger, he uttered "Let tigers beware".

Q2. Why was it celebration time for all the tigers inhabiting Pratibandapuram ?



- Q.3. What did the Maharaja do when he stood in danger of losing his kingdom by refusing the British officer for tiger hunting?
- Q.4. Why did Maharaja order the Dewan to double the tax?
- Q.5. From where did the Dewan arrange the hundredth tiger?

Long answer type Question.(125-150 words)(content 3 +expression 3 = 6 marks each)

Q.1 Draw a character sketch of the Tiger King in your own words.

Answer-

- The Maharaja of Pratibandapuram.

- | | |
|---|--|
| - The astrologers' prediction | Character traits :- Royalty, fearless, (showed |
| - Tiger King brought up | signs in infancy) |
| - Maharaja's campaign of tiger hunting. | courageous, egoistic (spent his youth to |
| - The obstacles he faced to complete | disprove the prophecy) |
| - The special episode of 100th tiger. | obsessed, whimsical |
| - The revenge of wooden toy tiger. | |

Q.2. How did the hundredth tiger avenge the death of all the tigers? Elucidate.

Q.3. The story is a satire on the conceit of those in power: Elucidate

Q.4. What is the author's comment on subjecting innocent animals to the wilfulness of human beings?

JOURNEY TO THE END OF THE EARTH

Tishani Doshi

Main Points

1. The writer visited Antarctica, the coldest, driest and windiest continent in the world, aboard the Russian research vessel, *Akademik Shokalskiy*.
2. The journey, beginning at Chennai, passed through many areas, geographical, local, ecological and temporal.



3. The writer's first reaction to the continent was of relief, followed by wonder at its vastness, seclusion and geological history.

Part of History

4. Before human evolution, Antarctica was part of a huge tropical landmass called the Gondwana land, which flourished 500 million years ago.
5. Biological (flora and fauna), geological (changing continents) and geographical (climatic) changes occurred and Antarctica separated and moved away evolving into what it is today.
6. A visit to Antarctica gave the writer a deeper understanding of mountains, the earth's history, ecology and environment.
7. The writer felt unsettled in two weeks' time not only because she came from a much hotter place, but also because all features of human civilization were absent from an already desolate landscape.
8. The long summers, the silence broken occasionally by cracking ice sheets and avalanches, the blue whales and icebergs, all contribute to an ecological implication that the future for humans isn't good.

Human Impact

1. Humans, who are known to have existed for a mere 12000 years, have caused tremendous impact and played havoc with nature.
2. Population explosion, putting a strain on available resources, carbon emissions, fossil fuels and global warming have all resulted in climatic and ecological imbalances that have also affected Antarctica.
3. Antarctica, though unpopulated, has been affected and there are concerns for its half a million year old carbon records trapped under its ice sheets.
4. The 'Students on Ice' programme, an initiative of Canadian adventure educator, Geoff Green takes students on expeditions to Antarctica, to create awareness in them, the future policy makers.
5. The stark proof of global warming and environmental threats help students attain an understanding of ecosystems and biodiversity of our planet.
6. An amazing display of the food chain of the Southern Ocean helps in the understanding that further depletion of the ozone layer will set off a chain reaction that will affect the global carbon cycle.
7. The simple truth is- take care of the small things and the bigger ones will automatically be taken care of.

Walk on The Ocean

8. Before their return, the writer got an opportunity to walk on the ocean at 65.55 degrees south, which made her realize that she was walking on 180 meters of ocean water, a rich kaleidoscope of life.
9. Reaching home, she wondered whether Antarctica would ever be warm again, how much difference a million years can make and, that each day makes a difference.

1. How does the geological phenomenon help us to know about the history of mankind?

Answer- Geological phenomena give one an insight into why and how the present landforms came into being. About six hundred and fifty million years ago, there existed a giant southern supercontinent Gondwana. It thrived for 500 million years and finally it broke into separate countries as they exist today.



By visiting Antarctica we can know from where we have come from and where we are heading. It also helps us understand the importance of Cordilleran folds and pre-Cambrian Granite shields, ozone and carbon and also about the evolution and extinction. Its ice cores hold more than half –million-year old carbon records which are useful for the study of past.

2. What are the indications for the future of mankind?

- Future of mankind appears dismal.
- Increase in population has led to a “population boom.” It has greatly depleted the resources of nature, destroyed forests, caused extinction of certain species of wildlife.
- Excessive burning of fossil fuels has created a blanket of carbon dioxide around the earth.
- Antarctic environment has been affected by global warming- this is clear from receding glaciers and collapsing ice shelves.
- These grave indications do not augur well for the future of mankind

3. How is the study of Antarctica useful to us?

- Antarctica – only place in the world remaining pristine (never sustained human population)
- holds in its ice-cores half million year-old carbon records
- only place to study Earth’s past, present and future
- gives an insight into how the earth forms and continents as they are today came into being
- tells us about repercussions of environmental changes through the parable of phytoplankton
- enables us to study problems of global warming (glacier retreating, ice-shelves collapsing), concept of evolution and extinction, significance of Cordilleran folds and granite shields, ozone and carbon

LONG ANSWER QUESTIONS

1. What are Geoff Green’s reasons for including high school students in the ‘Students on Ice’ expedition?

Answer- A visit to Antarctica makes it quite clear and there one can see the ice shelves melting. ‘Students on Ice’ is a programme headed by Canadian Geoff Green. He aims at organizing this programme by taking high school students to the ends of the world. He thinks it most essential to provide the students with inspiring educational opportunities to know more about Antarctica. Through this programme they will generate a new understanding and respect for our planet. Earlier Geoff Green had organized programme with celebrities and rich people who could give him back only in a limited way. With Students on Ice, Geoff Green offers the future generations of policy –makers a life changing experience at an age when they are ready to absorb, learn and most importantly, act. They can see through their own eyes glaciers retreating and ice-shelves collapsing. They can realize the catastrophic effect of climatic changes and the global warming. Antarctica provides the young students a perfect place to study the varied changes occurring in the environment. These little changes can have significant consequences. Thus the programme provides a lively study of changes occurring at Antarctica.

2. ‘Take care of small things and big things will take care of themselves.’ What is the relevance of this statement in the context of the Antarctic environment?



Answer- Antarctica has a simple ecosystem and lacks biodiversity. It is the best place to study how little changes in the environment can have big consequences. The author gives the example of microscopic plants called phytoplankton which nourish and sustain the entire southern ocean's food chain. The phytoplankton uses the energy to absorb carbon and also synthesizes various organic compounds through photosynthesis. Scientists have forewarned that if Ozone layer depletes any further it will have a direct impact on the activities of the phytoplankton. This will lead to a chain reaction adversely affecting the lives of marine animals and birds of the region which will further result in the disturbance of global carbon cycle. So, humans should pay special attention to tiny forms of animal and plant life. The depletion of ozone layer can be prevented by reducing carbon dioxide emissions. If we take care of small things big things will automatically fall into place.

ADDITIONAL QUESTIONS

SHORT ANSWER QUESTIONS

1. Why does Tishani Doshi call her two week stay in Antarctica 'a chilling prospect'?
2. Why does one lose all earthly perspective on reaching Antarctica?
3. How is present day Antarctica different from Gondwana?
4. What sort of brightness and silence prevail in Antarctica during summer?
5. "And for humans, the prognosis is not good". Explain why the writer comes to such a conclusion.

LONG ANSWER QUESTIONS

- Q.1 Describe the author's journey to the end of the Earth?
- Q.2 Describe the impact of Antarctica on the writer.
- Q.3 What are phytoplankton's? How are they important to our ecosystem?
- Q.4 What is the significance of the title 'Journey to the End of the Earth'?
- Q.5 "A lot can happen in a million years but what a difference a day makes". Discuss with reference to the lesson 'A Journey to the End of the Earth'.

**Lesson 4 -****THE ENEMY**

- By Pearl S. Buck

NOTES OF THE LESSON:

1. Important for Sadao Hoki
 - 1.1 His father's statements and priorities
 - 1.2 His wife's background
 - 1.3 American professor Harley
2. The shadow from the sea
 - 2.1 Staggering, Crawling, Falling
 - 2.2 A fisherman perhaps
 - 2.3 A white man!
 - 2.4 Shot and bleeding
3. What to do next- a dilemma
 - 3.1 Put him back in the sea
 - 3.2 An escaped American POW
 - 3.3 Decision to carry him into the house
4. Taking care of POW
 - 4.1 Refusal of the Yumi, the servant
 - 4.2 Hana washes the man
 - 4.3 Sadao operates
 - 4.4 Hana thinks of his perils
5. Recovery period of POW
 - 5.1 His fears, their problems
 - 5.2 The servants' rebel/condemnation
 - 5.3 The man heals, Sadao confused
6. The seventh day
 - 6.1 The servants left together
 - 6.2 A messenger arrives
 - 6.3 Sadao summoned



7. At the General's Palace
 - 7.1 Sadao's confession
 - 7.2 General's suggestion
8. Waiting for assassins
 - 8.1 Restless nights for Sadao
 - 8.2 Sadao's decision
9. The Prisoner escapes
 - 9.1 Arrangements made by Sadao
 - 9.2 The prisoner gone
 - 9.3 The servants return
 - 9.4 The General operated and saved
10. Sadao's final observation about the General
 - 10.1 Lack of dutifulness
 - 10.2 Sadao knows General's weakness upper hand

EXERCISE

Rearrange the following points in sequence of their narration in the lesson

1. Serving the enemy
2. Meeting the wounded enemy
3. Treating the enemy
4. Recovery in the enemy
5. Dr Sadao and his wife Hana
6. Sending off the enemy in the sea
7. Dr Sadao and his life
8. Annoyance in the household servants
9. Revealing to General
10. Explaining to General
11. Waiting for the enemy's assassination
12. The Real Reward

SHORT ANSWER TYPE QUESTIONS

Q1. What do you learn about Sadao's father from the story?

Ans. Sadao's father was a visionary. He knew that islands near the sea coast were the stepping stones to the future of Japan. No one could limit their future as it depended on what they made it. His son's education was his chief concern. He sent his son to America



at the age of twenty-two to learn surgery and medicine. He loved the Japanese race, customs and manners.

Q2. Who was Sadao's wife? Where had he met her? Why did he wait to fall in love with her?

Hint - American professor's house

Hana was a Japanese

Q3. 'Both of them saw something black coming out of the mists '. What did they see and how did they react to it?

Hint - A man crawling

Sadao thought man as fisherman

Sadao ran and Hana followed

Q4. What dilemma did Sadao face about the young white man?

Hint - Putting him back into sea

Being American, man was enemy

Handed him over to police

Man was wounded

Q5. How did the servants react when their master told them about the wounded white man?

Hint - Frightened and puzzled

Man ought to die

If healed, time would take revenge

Q6. Why had Hana to wash the wounded man herself?

Hint - Yumi refused to wash

Fierce look of Yumi made Hana afraid

Hana had no option

Q7. What did Hana inform Sadao about the servants? How did Sadao react to it?

Hint - Master sheltered a white man

- Americans were their enemies

- Trained not to let a man die

- Servants could not understand



Q8. Why did Dr Sadao tell the General everything about the man he had operated upon?

Hint - wanted to get rid of the man for his wife and his loyalty towards his country.

- Since operated, could not kill POW

- General received the information and decided to take matters in his hands.

Q9. Why do you think, did the old General not want Dr Sadao to be arrested?

Hint - If General had an attack

He wanted Sadao to operate No

faith in other surgeons

Q10. What plan did the old General suggest for getting rid of the man?

Hint - General suggested killing the man

Offered to send assassins Trick

of inward bleeding Leave the

outer partition open

Q11. How was the plan of the prisoner's escape executed?

Hint - Dr Sadao provided essentials to man, Flashlight to signal

Dressed in Japanese style

Head covered

Q12. What did the General tell Dr Sadao about his promise to kill the prisoner for him?

Hint - Sadao told, prisoner escaped

General confessed that he forgot his promise

Indicates General's Lack of Patriotism.

LONG ANSWER TYPE QUESTIONS

1. How can you say that Dr Sadao's father was a Japanese to the core?

Ans. Dr Sadao's father had high dreams about the future of Japan. There was no limit of their future as it depended on what they made it. He never played or joked with his only son. But he spent infinite pains upon him. For the sake of the best possible medical education, he sent his son to America. Sadao met Hana there, but waited to fall in love until he was sure that she was a Japanese. His father would never have received her unless she had been pure in her race. Their marriage was arranged in the old Japanese way only after Sadao's father had seen her when both of them had come home to Japan after finishing their education. He was Japanese every inch. The floor of his room was deeply matted. He would never sit on



chair or sleep in a foreign bed in his house. The quilt was covered with flowered silk and the lining was pure white silk. In short, everything here had been Japanese to please him.

2. What was the dilemma that Sadao faced when he saw a wounded, young white man washed at his doorstep? What solution did his wife, Hana, offer to resolve his predicament?

Hint - young man needed treatment
Helping American- they could be arrested
They could hand him over to police
As a doctor Sadao could not let him die
Hana suggested helping the man

3. Hana was a loving, caring, devoted and obedient wife who was quite anxious about her husband's wellbeing, position and reputation? Discuss.

Hint - Hana understood her husband very well
Sentimental, pragmatic approach
Maintained her dignity
Devoted wife
Ideal life partner

4. What impression do you form of Dr Sadao as a man and as a surgeon from your reading of the story 'The Enemy' ?

Hint - Brave and Obedient
Intelligent and hardworking
Surgeon and scientist
Sensitive and helpful
Real doctor

5. Comment on the role of the General in the story 'The Enemy'.

Hint - Suffering from attack
Needed operation any time
Have faith on Sadao
Promised to help Sadao
Offered assassins
Forgot his promise

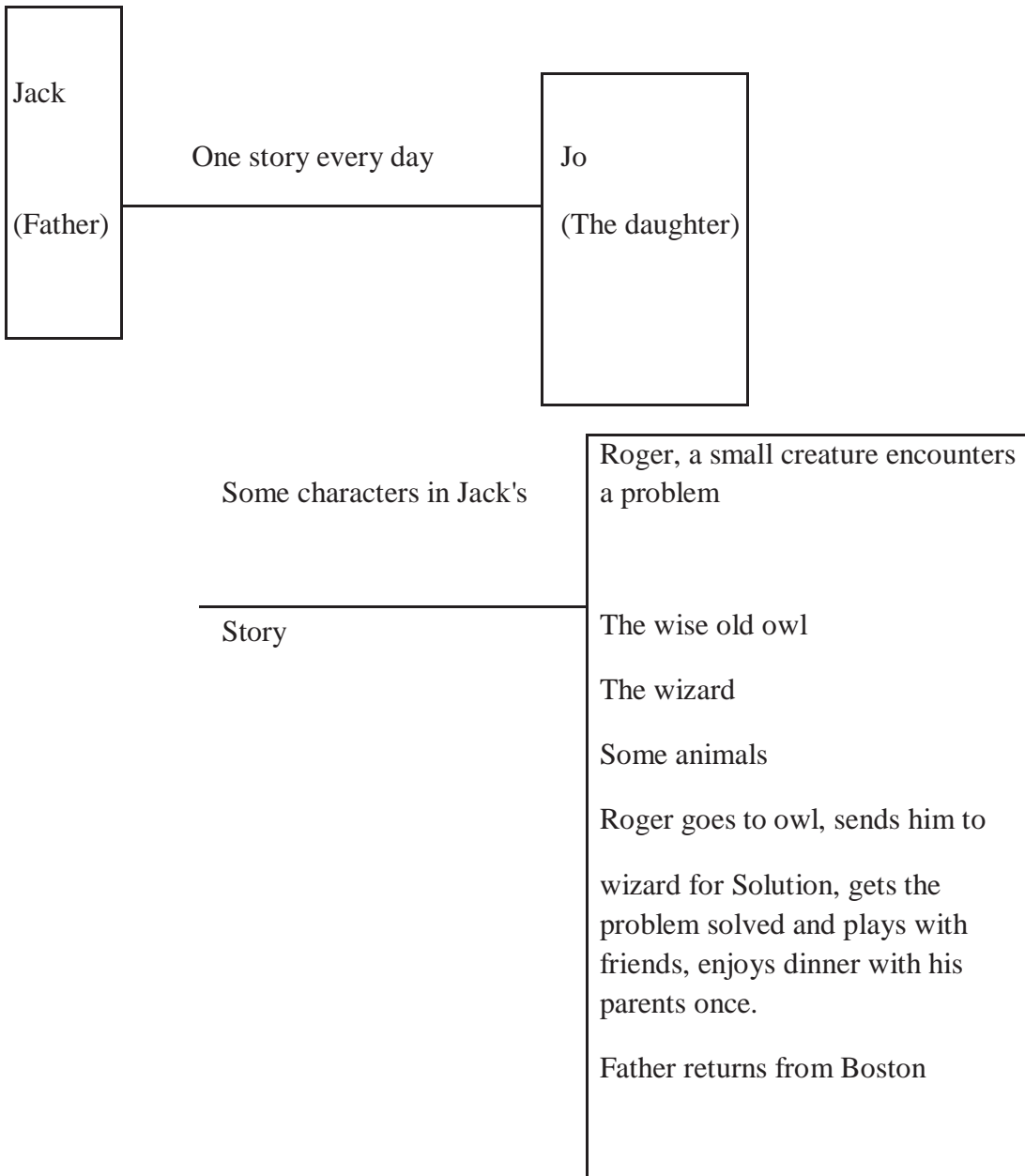


Lesson 5 -

SHOULD WIZARD HIT MOMMY

- John Updike

1. Story with the same characters every day.



The story on the particular day (Saturday)



Main points

1. This time, Jack tells her the story of a baby Skunk who smelt very bad. No animal would play with Roger Skunk. He felt very bad and isolated
2. The Skunk went to the wise owl and the owl sent him to the wizard
3. The wizard changed his smell into a sweet smell of roses. Skunk came back and played with other animals. Now, other animals liked him and he felt happy.
4. Roger's mother found his smell awful and took him back to wizard. She hit the wizard on his head and got her son's smell changed.
5. The end of the story is unacceptable to Jo. She is not happy with it. She wants the wizard to hit on the mother skunk's head.
6. She raised moral questions which baffled her father-she sticks to her point and does not accept her father's perspective.

Moral Issues Raised:-

(1)	Adult's perspective	Practical, harsh, a world of inequalities, one should be what one is, parents know what is best for the child
(2)	Child's perspective	Rosy, romantic, socialist world, unrealistic because of limited intelligence and exposure.
(3)	Discrimination and Rejection	Discrimination faced by Jack during his childhood. Skunk faces rejection due to bad smell



Questions & Answers

1. What part of the story did Jack himself enjoy the most and why?
2. How did Jo want the wizard to behave when Mommy Skunk approached him?
3. What made Jo feel that the story was over?
 - (i) Jack enjoyed being the wizard most. He used to change his voice. He believed that being an old man suited him the most.
 - (ii) Joe was very sympathetic towards Roger Skunk---She wanted wizard to hit mommy. Roger Skunk hit the wizard, the latter also got annoyed with the smell, changed him into rose- smell – Joe liked it-wizard had done a noble thing.
 - (iii) She wanted a happy ending to the story. All stories that Jack told used to end happily. So when Roger smelt like roses and other animals played with him, Jo thought the story was over.

LONG ANSWER QUESTIONS

- 1 What makes Jack feel caught in an ugly middle position?

Answer-Value Points

- Jack went to help his wife
- Furniture laid around in a mess
- Some old tanned and the other new ivory
- Old furniture represents conservative views whereas new furniture represents modern progressive world
- Jack and Clare belong to two different ideologies
- Jack and Clare bound to each other in a cage of marriage which is metaphorically represented by the woodwork and mouldings.
- Neither able to satisfy Jo with the ending of the story nor reaches his wife in time.
- Made him feel weak and dejected.
- Didn't want to talk or touch anyone, not even his wife.

EXTRA QUESTIONS

- 1 . An adult's perspective is different from that of a child. Answer with reference to the story 'Should Wizard Hit Mommy?'
2. How would you explain the rational world of an adult versus the dream world of a child?
3. "Should Wizard Hit Mommy". What is your stance regarding the two endings to the story?



Lesson 6 –

ON THE FACE OF IT

- By Susan Hill

THEME: This play highlights the discrimination faced by the people who suffer from some handicap.

IMPORTANT POINTS TO REMEMBER :

Mr Lamb
Owns an apple orchard, garden

Keeps gate open for people to meet him
Bomb blew up his leg-has tin leg
Lonely yet optimistic

Keeps his spirit high
His visitors temporary-never come back
Lives in a house with open windows & no
Curtains
Enjoys life & loves people

Lamb inspires Derry**Teaches him:**

- watching, listening & thinking
- shows him positive side of life.
- life cannot be lived in fear-narrates the story of a man who feared death-but died when a painting fell off the wall in the house & killed him.

Derry inspired:

- despite his mother's protests -returns to Lamb
- Lamb has a fall-dies.
- Derry is inspired to live life to the full.

Q1 . Answer the following questions in about 30-40 words:

(i) How did Mr. Lamb get one of his legs blown off? What do children call him?

Value points: Mr. Lamb's leg was blown off by a bomb. The children call him "Lamey-Lamb."

- Why does Derry say, "People are afraid of me"?
- How does Mr. Lamb spend his time?
- Why is Derry withdrawn and defiant?
- What changes comes in Derry at the end of the play?

Q2. Answer the following questions in 120-150 words:



- (i) Both Derry and Lamb are victims of physical impairment, but much more painful for them is the feeling of loneliness. Comment. (6 Marks)

DISTRIBUTION OF MARKS:

CONTENT:	3
EXPRESSION: Grammatical accuracy. Appropriate words & spellings	(1 ½)
Coherence & relevance of ideas & style.	(1 ½)

Value points

- Mr. Lamb & Derry- having different sorts of physical disabilities.
 - Mr. Lamb had a tin leg
 - Derry-acid burnt face
 - both suffered alienation from society.
 - not accepted by society
 - Loneliness caused constant pain for Derry but Mr. Lamb reconciled-both expected a kind & considerate behaviour from others
 - do not want sympathy
 - Derry dislikes being pointed at, nicknamed, mocked at or made fun of; Mr. Lamb reconciled.
 - Derry sensitive about mother kissing only on other cheek.
- (ii) How did Mr. Lamb's meeting with Derry become a turning point in Derry's life?
- (iii) The play ends on a tragic note yet leaves the reader with a hope for Derry. Elaborate.

VALUE BASED QUESTION:

- (I) Both the adolescent and the old man are victims of loneliness due to society's non-support and negligence in the lesson "On the Face of It". Draw the essence of their conversation in a paragraph..
- (II) The society's behaviour towards the physically impaired finds expression in the play "On the Face of it". Do you think the attitude of the people towards the physically challenged has undergone a change over the years? What can be done to bring them at par with the main stream people?



Lesson 7 -

EVANS TRIES AN 'O' LEVEL

- Colin Dexter

Main Points

1. The story tells about Evans, a prisoner who wants to appear in an 'O' Level exam in German, to escape
2. He is cunning and contrives to dodge the authority
3. The prison authority arranges his test in his cell and beef up security there.
4. Prison officer Stephens keeps on watching in the cell after every minute, through the peephole.
5. After some time, prison authority receives a call from the Examination Board regarding a correction slip.
6. Evans got the permission from the invigilator to put a blanket around him as he was feeling cold.
7. McLeery, the invigilator (Evans's man) leaves the prison escorted by Stephens on the order of the governor of the prison.
8. Stephens finds a person on Evans chair in wounded conditions.
9. The wounded invigilator (Actual Evans) tells them that Evans (here McLeery) has gone towards Else field. He gets to know this through a photocopied sheet pasted at the last blank page of the question paper.
10. He accompanies the police party to help it find the culprit.
11. The detective superintendent informs the governor of Evans being near Else field way towards Heading ton round about, but he could not be traced later.
12. He also informs that the wounded invigilator has been sent to the Redcliffs hospital.
13. The hospital informs that there is no patient there and no one knows about him.
14. Then, the governor understands that the wounded invigilator is actual Evans. The real invigilator, the real McLeery is found tied in the study since 8:15 a.m.
15. The analysis of the hints helps the governor nab Evans again. He is staying in the hotel Golden Lion in Chipping Norton.
16. He confesses everything but again flees away.
17. He outsmarts the authorities fourth time and has the 'Last Laugh'.

Major features:**Characters:**

1. The Secretary of the Examination Board
2. The Governor of H.M. Prison Oxford
3. James Roderick Evans (Evans, the protagonist of story) and a prisoner.
4. Mr. Stephens - A Prison officer
5. Mr. Jackson - A Prison officer



6. Stuart McLeery -An Invigilator (Parson)
7. Mr. Carter- Detective Superintendent
8. Mr. Bell- Detective chief Inspector.

Proceeding of Events

Evans tries 'O' level German Exam in his cell in the prison
Jackson, Stephens visit Evans and snatch nail-Scissors and razors but not the 'Lucky Hat.
The duplicate McLeery (original tied & gagged in the library) reaches with all the exam-material. He also carries the clerical paraphernalia which Evans might need to escape. Evans takes permission to cover himself with a blanket, changes his dress.
After the exam, the invigilator leaves, but authorities mistake him for Evans. The real Evans mistaken for the invigilator McLeery is found wounded in the cell.
McLeery (Evans) claims that he knows where 'Evans' has gone pointing to the super imposed paper in the question paper. He is sent along with detective Carter.
Evans after escape stays at the Golden Lion hotel. But the Governor catches him.
For the treatment, the real Evans is sent to hospital, thus, he escapes.
Evans is arrested! No He is sent to the prison in a prison van. But inside the van, it is his own man-final Escape.

The most Intriguing Question Plaguing the Authorities:

Question: Who is real Evans

(A) the one who left the prison as an invigilator

OR

(B) The one who was left with wounds in the prison.

Answer: -B

Security Arrangements during Exam:

- (i) Shaving razors and nail scissors are taken away
- (ii) A microphone is fitted in the cell so that Governor himself listens to the conversation



- (iii) The thorough checking of McLeery, the invigilator.
- (iv) The wooden furniture have been placed apposite to each other.
- (v) Senior police officers Jackson and Stephens arranged to have a strict vigil.

The Significance of 313/271 (Index No 4 Centre No.)

The governor put the two together with the help of 'Ordinance Survey Map' for Oxfordshire and reaches hotel. The purpose of clues on the superimposed photocopied sheet attached to the question paper.

- (1) Final details of escape-plans
- (2) To make the authorities believe that the wounded man was actually McLeery
- (3) To mislead authorities at every step and to get them play to Evans' tunes

EXTRA QUESTIONS :

Q1. Why did the injured McLeery offer to help the prison officers track Evans?

Q2. Where did Evans go?

Q3. How does the correction slip help the escape of Evans?

Q4. Who do you think has outwitted the other-Evans or the Governor? How?

Ans1- The wounded McLeery, who was actually Evans, wanted to escape. He did so in order to hoodwink the prison authorities. Evans saw in it the golden chance for his escape.

Ans2 -To a hotel named 'Golden Lion' in Chipping Norton.

Ans3 -The slip provided the name of the hotel-gave them opportunity to know the time when the exams started.

Ans4 -Evans-almost rearrested in the hotel -handcuffed and made to sit in a prison van but to Evans delight his friend had already exchanged the driver and the other officials. In the van, people are his friends - took the van towards Newbury- Evans finally escapes -He outwitted the Governor by dodging him at every step.



Lesson 8 -

MEMORIES OF CHILDHOOD

- ZITKALA-SA AND BAMA

NOTES ON THE LESSON

1. The cutting of long hair by : Zitkala-Sa

- A. Her arrival to Carlisle Indian school
 - (a) Land of Apples- covered with snow
 - (b) Her confusion over bell ringing
 - (c) Dress of Indian girls- not liked by her
 - (d) Embarrassment felt in dining hall
- B. Information of her long hair to be cut
 - (a) Her friend Judewin's warning
 - (b) Short hair in her community- a disgrace
 - (c) Judewin persuaded her to surrender but she decided otherwise
- C. Zitkala's struggle to retain her hair
 - (a) Hid herself in a large dark room
 - (b) Search for her
 - (c) Women and girls discouraged/dragged her
 - (d) Her struggle against the cutting of her hair
 - (e) Her cries for help- remembered her Mother but futile

2. We too are human beings by Bama

- A. Bama returning from school.
 - (a) Her sensitivity towards untouchability in early age
 - (b) Her slow walk to home
 - (c) Her interest in watching the things on the way



- B. The landlord and people of her community
- People working to tread out the grain
 - The elder carrying a packet
 - Her discussion with her brother - Humour Vs reality
 - His visit to library and the enquiry about his caste
- C. Advice of her brother
- Study and come ahead of inequality
 - Impression of this advice on her

EXERCISE

Rearrange the following points in sequence of their narration in the lesson

A.

- Cutting the long hair
- Customs in the tribe
- In the break-fast hall
- Sense of discomfort
- Struggles to save her hair

B.

- Scene at the threshing platform
- Her brother's advice
- Feeling the untouchability
- Her realization

SHORT ANSWER TYPE QUESTIONS

Q1. How did Zitkala-Sa find the 'Eating by formula' a hard trial?

Ans. She did not know what to do when the various bells were tapped and behaved unlike others. When the first bell rang, she pulls out her chair and sat in it. As she saw others standing, she began to rise. She looked shyly around to see how chairs were used. When the second bell was sounded, she had to crawl back into her chair. She looked around when a man was speaking at the end of the hall. She dropped her eyes when she found the paleface woman looking at her. After the third bell, others started eating, but she began to cry.

Q2. Why do you think, was Zitkala-Sa so opposed to cutting of her hair?

Hint - heard her mother - Short hair to mourn the death

Hair shingled of enemy

She was neither a mourner nor a coward



- Q3. What did Zitkala-Sa feel when her long hair was cut?
 Hint - lost her spirit
 People stared at her
 She moaned for her mother
- Q4. Name some of the novelties and oddities in the street that attracted Bama?
 Hint - the performing monkey
 The cyclist
 The Maariyaata temple
 Pongal offerings
- Q5. What do you think, made Bama want to double up and shriek with laughter?
 Hint - A big man
 Carrying small packet by string
 Manner of walking
- Q6. How did Bama react on learning about untouchability?
 Hint - behaviour of upper caste to low caste
 Felt provoked and angry
 Wanted to touch those vadais
- Q7. What advice did Annan offer Bama? What was the result?
 Hint - study and learn with care
 Followed advice
 Studied hard
 Stood first in class

LONG ANSWER TYPE QUESTIONS

- Q1. Why did Zitkala-Sa feel oppressed in new establishment?
Answer- Since the day, the author was taken away from her mother, she had suffered extreme indignities. People had stared at her. She had been tossed about in the air like wooden puppet. Her blanket had been removed from her shoulders. She felt that she was immodestly dressed. She was so shocked and oppressed that she felt like sinking to the floor. Later, her soft moccasins were taken away. These were traditional footwear of local Indian American. They were replaced by squeaking shoes. She saw other Indian girls in stiff shoes and tightly sticking dresses. The small girls wore sleeved aprons and shingled hair. The worst indignity she suffered was the cutting of her long hair. The coward's shingled hair made her moan with anguish. She felt she was not a human being but one of the little animals driven by a herder. The systematic erosion of their culture and disrespect to women was quite oppressive.
- Q2. "I will not submit! I will struggle!" says Zitkala-Sa. What was she going to resist and why?
 What efforts did she make and what was the outcome?
 Hint -short hair worn by mourners, shingled by cowards
 Cutting hair against their tradition



Hid herself in dark room
Resisted cutting her hair
Cried aloud

Q3. How did Bama react to the threshing proceedings in a corner of their street and the spectacle of a big man carrying a packet by its string?

Hint - people working with cattle

Saw a big man

Manner of walking

Carrying small packet with string

Extended the packet to landlord

Whole scene funny

Q4. How did Bama's brother explain the elder's behaviour to her? What was her immediate reaction?

Hint - lower caste must not touch upper caste people

Felt terribly sad

She felt provoked and angry

They too were human beings

Must not do petty jobs for miserly rich upper caste

SAMPLEPAPERS

(Based on C.B.S.E. Question Paper – 2019-20)

Sample Paper No 1

CLASS – XII

Time Allowed: 3Hrs.

Max. Marks: 80

General Instructions:

- (i) This paper is divided into three Sections: A,B and C. All the sections are compulsory.
- (ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.
- (iii) Do not exceed the prescribed word limit while answering the questions.

SECTION –A (Reading Skills)

(20 Marks)

Q.1. Read the passage given below and answer the questions that follow:

12

SECTION A: READING

1. My educational outlook has always differed from those of my elders and well-wishers. And after five or more decades, my views on education remain unchanged, although in several other matters my philosophy of life has undergone modification. If a classification is called



for I may be labeled 'anti-educational'. I am not averse to enlightenment, but I feel convinced that the entire organization, system, outlook and aims of education are hopelessly wrong from beginning to end; it is just a continuation of an original mistake. Educational theories have become progressively high sounding, sophisticated, but in practice the process of learning is primitive. In the field of education, the educator and the educatee seem to be arrayed in opposite camps, each planning how best to overwhelm the other.

2. In my boyhood, the teacher never appeared in public without the cane in hand. I could never imagine that a simple error of calculation in addition, subtraction, or multiplication would drive anyone hysterical. I notice now-a-days a little girl at home always playing the school game in a corner of the verandah, but never without a flat wooden foot rule in hand in her phantasmagoric classroom. On investigation, I found that cane has yielded place to the foot-rule, especially in 'convent' schools. The foot-rule has the advantage over the primitive birch of mauling without marking and it also possesses the innocent appearance of a non-violent, pedagogic equipment.
3. A modern educator has to adopt his ways to modern circumstances, and put away obsolete weapons. The flat scale is employed at the primary stage only; at higher levels of education, torments to a young soul are devised in subtler forms progressively, admissions, textbooks, and examinations are the triple weapons in the hands of an educator today.
4. In June every father and son goes through a purgatory of waiting at the doors of every college. Five thousand rupees for an engineering seat is considered quite reasonable. I recently met a hopeful father who had just written a cheque for ten thousand rupees for his two sons in the first year B.E. in a certain college. Those who can't afford it have to queue up in the corridors of colleges, hunt and gather recommendations, plead, appeal, canvass, and lose weight until they find their names in the list of admissions.
5. At the next stage the students will once again queue up, beg, beat about, and appeal- for textbooks this time. Finally the examination system should have no place. It is a culmination of all sadistic impulses.

Q1.1 On the basis of your reading of the passage answer the following questions: (Marks:5)

(a) Why does the author have an 'anti-educational' outlook? (Choose the right answer out of the given options)

- (i) He is averse to enlightenment
- (ii) Education theories are very progressive and sophisticated
- (iii) Education system is primitive and has mistakes

(b) What has replaced the cane in the convent schools? (Choose the right answer out of the given options)

- (i) Wood
- (ii) Weapon
- (iii) Foot rule

(c) Why may the author be labelled 'anti-educational'? (Choose the right answer out of the given options)

- (i) Because he does not believe in educational system
- (ii) Because he finds the education quite expensive
- (iii) Because he feels it wrong from beginning to end



(d) How did the teacher appear when the author would go to school? (Choose the right answer out of the given options)

- (i) He was very fashionable
- (ii) He never looked without a cane in hand
- (iii) He appeared with the books in his hand

(e) What are the triple weapons of an educator today?

- (i) Cane, books and notebooks
- (ii) Admission, textbooks and examinations
- (iii) Coaching, tuition and fees

Q1.2 Answer the following briefly on the basis of the comprehension of the passage:
(Marks:5)

- a. What according to the author are the weapons in the hands of the educators at the higher level?
- b. How is the weapon of admission used and to what result?
- c. What is the author's opinion about the examination?
- d. Who can be called a modern educator?
- e. Who hunt and gather recommendations?

Q1.3 Pick out the words/phrases from the passage which mean the same as the following:
(Marks 2)

- a. Placed/ put in order (para 1)
- b. Deriving pleasure from inflicting pain or suffering (para 5)

Q.2. Read the passage given below and answer the questions that follow: 08 Marks

Doctors and nutritionists say the secret to lasting food health is not a quick weight-loss plan, fad-diet, or gorging on 'super-foods' but building Good Eating Habits. This means consistently watching what you eat-planning each meal and its timing following simple, golden rules. A balanced meal sounds simple but most times we slip up eating more of one food over the other because it's our favourite or easier to source and/or cook. Result : nutritional imbalances. Ensure your meal incorporates the five food groups : cereals and grains; pulses and legumes; fruits and vegetables; milk and meat products; nuts and oil-seeds/oil.

Drink two litres of water daily to maintain the body's water-balance, flush out toxins, prevent dehydration and build-up of kidney stones, etc. Go organic. Avoid foods bred on artificial pesticides and fertilizers. Organic products are difficult to source, but make that effort. Or grow a kitchen garden. Limit portions even of healthy foods. Olive oil is healthy but an olive-oil drenched vegetables isn't.

Vitamin tablets are beneficial but overdosing on certain varieties is counterproductive, causing health problems. Salad is great but not one smothered with sauce. Eat plenty of greens. They provide iron, fiber, calcium and prevent indigestion, constipation.



You can't do away with oil, ghee and butter, some of it's actually healthy. Only minimize their use. Steaming, broiling, roasting and poaching are healthy alternatives to deep-frying, shallow-frying, in lots of oil/ghee.

Avoid recycled oil or ghee. It's rich in cancer-causing carcinogens. Sadly, many Indian homes, restaurants and street-food vendors repeatedly recycle cooking oil/ghee.

Go Natural. Fresh fruits and vegetables (including garlic, onion) are weapons against cancer, digestive ailments, heart disease. And wherever possible, eat them with their fibre-rich peels on. Fruits and veggies prevent clotting tendency and protect arterial walls.

The high-flying professional travelling 20 days a month often complains of lack of control over diet. Actually, she/he's not that helpless. For example, from bread-baskets in planes choose multigrain or brown bread. At restaurants, order salad and fruits with each meal. Check menus for low-calorie options/healthy foods.

Adhere to regular meal-timings. Else, your body is thrown off-balance attempting to compensate. Also, eat a good breakfast, followed by a moderate lunch and light dinner, advises Dr. Polasa. "High-fatty meals are particularly to be avoided at dinner as there is little physical activity after consumption, so unused excessive calories are converted into fat stored in the body."

Finally, when it comes to the overall good-health menu, eating right is a major but not the only item. For best results. Include: regular exercise; regular check-ups; no smoking; a package of positive thinking; yoga; and meditation.

Question:

(a) On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations, wherever necessary. 4

(b) Write a summary of the above passage in about 100 words using the notes and also suggest a suitable title. 4

SECTION – B (Advanced Writing Skills)

30 Marks

Q.3 You are Raman jam/Revathi, a student of Class XII, St. Xavier's School, Jhansi. You are interested in giving tuition in Maths to one or two students of Class VIII. Draft an advertisement in not more than 50 words for a local newspaper. 4 Marks

OR

Your friend Rajat, 15 Mall Road, Dehradun has invited you to attend the wedding ceremony of his sister, Preeti. Write a reply in not more than 50 words accepting the invitation. You are Karim.

Q.4. You are Shilpa/Sameer living in Hyderabad. You have just completed your studies and are looking for a job. While browsing through the Hindustan Times of 26.1.2019 you come across an advertisement for the post of an accountant. Send your application in response to the advertisement.

6Marks

Or

Write a letter to the Manger (Publications) of Little Flower Company, Hyderabad placing an order for 4 books on Management and Administration recently published by them. You are Rohit/Rohini, Librarian, H.P Engineering College, Tirupathi.



Q.5. Pragiti is a non government organization involved in relief operations in the flood involved areas of Assam distributing clothes, medicines, food materials and other essential items to the victims You are one of its members. Prepare a report for a local newspaper in 150-200 words. (10 Marks)

OR

You are Ajay/ Areena, Head Boy/ Girl of Sunrise Public School, Kancheepuram. You have noticed some students of your school littering the school compound and verandahs with tiffin left overs, used papers and ice cream wrappers. It makes the school look unclean and untidy. Write a speech in 150-200 words to be delivered in the morning assembly, advising the students to keep the school neat and clean.

Q.6 Due to massive influx of population into Delhi and increase in number of vehicles on Delhi roads the air is highly polluted and toxic. Inhaling polluted air is harmful to health. The Chief Minister of Delhi has requested the people of Delhi to voluntarily reduce the use of private vehicles and to commute by public transport. Write an article on “Citizen’s right for clean air” and some drastic steps that need to be taken to control air pollution. Answer in 150-200 words. (10Marks)

OR

India is a country with diverse cultures, traditions, religions and political beliefs. Anyone who demeans another on the basis of food he eats, the God he prays to, or maligns and mistreats his neighbour does not believe in the principle of ‘Indianness’. Write an article in 150-200 words expressing your views on “Tolerance is the foundation of Indian Democracy.’

SECTION-C (Text-books & Long Reading Texts)

(30 Marks)

Q.7. Read the extract given below and answer the questions that follow:

4

Aunt Jennifer’s fingers fluttering through her wool
Find even the ivory needle hard to pull.
The massive weight of uncle’s wedding band
Sits heavily upon Aunt Jennifer’s hand.

Questions:

- (i) What are Aunt Jennifer’s fingers doing?
- (ii) Why does she find the uncle’s wedding band heavy?
- (iii) What happens to Aunt Jennifer’s hand?
- (iv) ‘Massive’ mean ‘strong/heavy’.

Or

Surely, Shakespeare is wicked, the map a bad example,
With ships and sun and love tempting them to steal-
For lives that slyly turn in their cramped holes
From fog to endless night? On their slag heap, these children



Wear skins peeped through by bones and spectacles of steel
 With mended glass, like bottle bots on stones.
 All of their time and space are foggy slum.
 So blot their maps with slums as big as doom.

Questions:

- (i) Why is Shakespeare called 'wicked'?
- (ii) Explain: 'From fog to endless nights'
- (iii) Why does the skin of slum children peep through bones?
- (iv) Identify the figure of speech in the last line.

Q.8. Read the extract from Flamingo given below and answer the questions that follow:

This morning, Saheb is on his way to the milk booth. In his hand is a steel canister. "I now work in a tea stall down the road." he says, pointing in the distance. "I am paid 800 rupees and all my meals." does he like the job? I ask. His face I see has lost the carefree look. The steel canister seems heavier than the plastic bag he would carry so lightly over his shoulder. 4Marks

Questions :

- (i) Which job did Saheb take up at the tea-stall?
- (ii) Was he happy? If not, why not?
- (iii) Which game did he like?
- (iv) How did Saheb's life change when he started working at the tea-stall?

OR

Under an ancient arrangement, the Champaran peasants were sharecroppers. Rajkumar Shukla was one of them. He was illiterate but resolute. He had come to the Congress session to complain about the injustice of the landlords system in Bihar, and somebody had probably said, "Speak to Gandhi."

Question :

- (i) Who was Rajkumar Shukla ?
- (ii) Why did he come to Lucknow?
- (iii) Why was he being described 'resolute'?
- (iv) Why do you think the servants thought Gandhi to be another peasant?

Q.9. Answer any five of the following questions:

5x2=10

- (a) Why was the crofter so talkative and friendly with the peddler?
- (b) How did 'Civil Disobedience' triumph the first time in modern India?
- (c) What stories did a man from Udipi once tell the author, Anees Jung?
- (d) Why was Douglas keen to overcome his fear of water?
- (e) How did the Tiger King celebrate his victory over the killing of the hundredth tiger?
- (f) How did Zitkala-Sa feel after her long hair had been cut?



Q.10. Answer the following question: (100-125 words)

Marks: 6

Contrast Sophie's real world with her fantasies.

Or

The barriers of class, creed, nationality and prejudice take away humanity from people. But some people rise above these narrow prejudices and act as true human beings like Dr. Sadao in the chapter, 'Enemy'. What, in your opinion, is the desired behaviour and why?

Q.11. What precautions were taken by the prison authorities to ensure that the German exam was conducted smoothly and also under strict security?

Or

What drew Derry towards Mr. Lamb? Did Mr. Lamb become successful to change Derry's negative attitude about his life?

Marks: 6

Marking Scheme Answers:

1. ANS.

1.1 -NOTE: No mark(s) should be deducted for mistakes in usage and grammar, spelling, or word limit. Full marks may be awarded if a student has been able to identify the core idea. If a student literally lifts a portion of the given passage as an answer to a question, no mark(s) to be deducted for this as long as it is relevant. (Marks :12)

- a. iii. Education system is primitive and has many drawbacks.
- b. iii. Foot-rule
- c. iii. Because he feels it wrong from beginning to end
- d. ii. He never looked without a cane in hand
- e. ii. Admissions, text-books, and examinations

1.2Ans. The following briefly :

- a. Culmination of sadistic impulse
- b. Who adopts his ways to modern circumstances and put away obsolete weapons
- c. Culmination of sadistic impulse
- d. If a classification is done he feels the entire education system is hopefully wrong from beginning to end
- e. Ans : Those who don't have the money and recommendations .

1.3 Ans.

- A. Arrayed
- B. Sadistic

2. Ans.

Title: Secrets of Brain performance (or accept any appropriate or Relevant title)1

1. Whistling at work
 - a) improves performance
 - b) distracts mind from trying hard
 - c) relaxes mind
 - d) prevents mental overload
2. Choking of brain – reasons
 - a) too much info. To process
 - b) paralysis by analysis
 - c) occurs in sports
 - i) golfer Greg lost despite huge lead
 - ii) failed due to think'g hard

too much control paralysis brain
 - d) anxieties & worries prevent perform'ce
3. Cultural myths
 - a) male, female children perform diffrt'ly
 - b) race variation
 - i) myth exploded
 - ii) black children perfor'd better after Obama's election

Key to abbreviations

1

perform'ce – performance
 info - information
 think'g – thinking
 diffrt'ly – differently

b) SUMMARY (Content-3, Expression-1)

Whistling while at work improves the performance of the brain. It distracts the mind from trying hard, claims a psychologist. It relaxes the mind and prevents mental overload. The brain gets choked when it has too much information to process. It has occurred to the golfer Greg Norman who lost despite having a huge lead. He failed because he was thinking too hard about what he was doing. Too much control paralysis the brain. It is no longer able to perform due to anxieties and worries. Cultural myths also get exploded when you focus on the change in the performance of the brain under varying circumstances.



SECTION – B (Advanced Writing Skills)

3. Ans.

SITUATION WANTED

A meritorious student of class XII in a Public School, is available for renovated teaching in Maths to one or two students of Class VIII. Home tuition will be taken on alternate days in the evening hours. Reasonable, moderate and negotiable remuneration acceptable interested parties may content Ramanujan/Revathi, class XII, St. Xavier's School, Jhansi or ring 9818669988 between 7.00 p.m. to 9.00 p.m.

Or

Village and P.O. Sadhrana
Near Garhi Haryana
Distt. Gurgaon, Haryana

5th February, 20_

Dear Rajat

Received your kind invitation to attend the wedding ceremony of your sister scheduled to take place on 25th instant. You have asked me to reach your place two days earlier i.e, on the 23rd instant to help your family in making purchases and other necessary arrangements. I accept the invitation and will reach your place on 23rd instant positively as desired.

Yours sincerely

Karim.

4. Ans.

G-20, M.K. Gandhi Road,
Hyderabad
5th February, 20_
The Manager
Pioneers (Pvt) Ltd
Hyderabad.

Sub. : Application for the post of an Accountant.

Sir

With reference to your advertisement appeared in The Hindustan Times dated 1st January, 20_, applications have been invited for the post of an Accountant under your kind control. I offer my services for the same and append below my bio-data for the suitability of the post.

Thanking you,

Your faithfully

Shilpa/Sameer

Encl.: Bio-Data

BIO-DATA

Name	:	Shilpa
Father's Name	:	Sh. C.R. Raman
Address	:	G-20, M.K. Gandhi Road, Hyderabad-9.
Date of Birth	:	5th August, 1978
Age	:	29 years



Educational Qualifications :

1. B.Com. from Hyderabad University in 1999.
2. M.Com. from Delhi University in 2001.
3. C.A. from Institute of Chartered Accountants, New Delhi in 2005.

Experience : At present working with M/s, Shivam Products, Hyderabad
Since July 2005.

Salary Expected : Rs. 25,000 + Perks

Marital Status : Unmarried

Personal Details : Age 25 years, Height 162 cm, Weight 60 Kg. Mother

Tongue- : Telugu

Hobbies : Gardening, Photography. Reference: Sh. Ram Chawla
Secretary, C.A. Association, New Delhi

OR

Write a letter to the Manger (Publications) of Little Flower Company, Hyderabad placing an order for 4 books on Management and Administration recently published by them. You are Rohit/Rohini, Librarian, H.P Engineering College, Tirupathi.

OR

H.P. Engineering College, Tirupathi

16th March 20xx

The Manager(Publications)

Little Flower Company

Hyderabad

Subject: Order for supply of books

Sir,

As per discussion taken in the staff meeting, our library wants to enrich itself with the following titles:

1. Marketing Management by Philip Kotter and Kashi Jha
2. Advertising Management by Rajiv Batra
3. Managing Indian Brands by S.Ramesh Kumar
4. Pharmaceutical Marketing in India by Subha Rao

I may add to your intimation that the books should be of latest edition having laminated titles. In case any page is missing, torn or printed sub-standardly, the book will be returned at your cost. Please pack and mail them immediately with reasonable discount admissible to the institutions. The payment will be made through cheque.

Yours faithfully

Rohit/Rohini

Librarian

5.Ans.Option 1

Newspaper Report (Format 1, Content 4, Expression -5) (10 marks)

Caption



Byline

Place, date

Content

(Word Limit 125-150)

Option 2

Speech (Format 1, Content 4, Expression 5)

Suggested Value Point

- Some students litter the school compound and verandahs with Tiffin let overs, used papers and ice cream wrappers.
- School looks unclean and untidy.
- It is the duty of the students to help maintain cleanliness.
- The student and staff must work together
- Check one another
- Follow up measures
- Resolve to maintain a clean environment.

6. Ans Option 1

Article (Format 1, Content 4, Expression 5)

(10 marks)

Suggested Value Point

Problem: air highly polluted and toxic

Inhaling polluted air is harmful for health

Causes: increase in number of vehicle

Massive inflow of population in Delhi

Solutions: voluntary reducing the use of private vehicles

Odd even formula by government

Role of media (any other relevant, detail)

Option 2

Speech (Content 4, Format 1, Accuracy 5)

Suggested Value Point

- Indian democracy should be infused with spirit of justice, liberty, equality and fraternity.
- Diverse cultures, traditions, religions political beliefs should co-exist
- Principle of India ness.
- Most Indians believe in a panoply of disorderly things (e.g. Hindus attend church services, Muslims look after the temples and a culture is formed.
- India represents not merely a physical area but a living entity.
- How can it be achieved
- Why is it necessary

SECTION-C (Text-books & Long Reading Texts)

(30 Marks)

7. Ans : 4

- (i) Aunt Jennifer`s fingers are fluttering through her wool making the tigers on the panel
- (ii) It is the symbol of male – dominance and patriarchal society that Aunt Jennifer cannot live the life as she wants because she is dependent upon her husband .
- (iii) Aunt Jennifer`s hand was feeling the burden of the uncle heavy wedding band .
- (iv) `Massive` mean `strong/heavy`.



Or

Answers:

- (a) Shakespeare's literature raises hopes and exposes these children to a world which can never be theirs.
- (b) The slum children live in gloomy conditions which will end when they die or in the night of their lives.
- (c) The slum children are unkempt, malnourished, skinny and poverty striker.
- (d) 'as big as doom' simile.

8.Ans .

Marks :4

Answer. (i) Saheb took up the job of a child servant or a labourer .
 (ii) No, he was not happy with this job as he was no longer his own master .
 (iii) He liked the game of Tennis and swings in the Tennis Court .
 (iv) Saheb's life changed completely as now he became a labourer losing the carefree outlook of life as a rag picker. He felt the steel canister heavier than his sack of garbage.

OR

Answers (i) Rajkumar Shukla was a poor peasant from champaran district in Bihar.
 (ii) He came to Lucknow to complain about the injustice of the landlord system in Bihar
 (iii) Rajkumar Shukla was being described 'resolute' as he followed Gandhiji everywhere to complain against the injustice of the landlords and to bring Gandhiji into Champaran to him the poor and pathetic plight of the peasants .
 (iv) The servants knew Shukla as a poor yeoman and Gandhiji came in a clothes with him to be considered as another peasant .

ANS.9. Answer any five of the following questions:

5x2=10

(a) Ans. The crofter allowed the peddler to stay for the night in his cottage. He welcomed the peddler with a smiling face. He was an old man without wife or child. Therefore, he became happy to get someone to talk to in his loneliness. He served him supper and gave him tobacco. He played 'Majolis' the game of cards to entertain himself also. He got more friendly with the peddler by showing him the money kept in the pouch.

(b) Ans. In Motihari court trial, the magistrate said he would not deliver judgment for several days. Gandhi was allowed to remain free. But several days later the written communication from the magistrate informed Gandhi that the Lieutenant Governor of the province had ordered the case to be dropped. Thus, the civil disobedience had triumphed, the first time in modern India.

(c) Ans. Once the writer meets a man from Udipi. About the shoes, he tells that as a young boy, he would daily go to school past an old temple. In his way he would stay there for some time to pray to the goddess for a pair of shoes. His father was a priest at the temple. Finally, he got a pair of shoes and became contented.



(d) Ans. After his misadventure in the pool, Douglas wanted to get into the waters of the cascades but the old fear overpowered him. His legs would become paralysed and icy terror would grab his heart. He could not enjoy the sports games like canoeing, boating and swimming. He tried to get rid of this fear yet it held him in its firm grip. So he decided to be keen to get over his fear of water by engaging an instructor.

(e) Ans. The Maharaja aimed at the hundredth tiger and it fell in a crumpled heap. He was overcome with elation. He ordered his men to bring the tiger in the capital in a grand procession. He also hastened away in his car to celebrate his victory. The dead tiger was taken in procession through the town and buried. A tomb was erected over it.

(f) Ans. Zitkala Sa was forcibly dragged out under the bed. She was brought downstairs and was tied in a chair. She cried a lot and went on shaking her head. She felt the blades of scissors against her head. She heard them cut off one of her thick braids. She lost her spirit and stopped struggling. She moaned for her mother. Nobody came to console her. She felt herself as one of many little animals driven by a herder. She felt much indignation in life.

Q.10. Answer the following question: (100-125 words)

6 MARKS

(a) Contrast Sophie's real world with her fantasies.

Ans. Sophie is a girl of day dreaming and fantasizing nature. She had a close friend named Jansie. While returning from their way back to house from school, both discussed their possibilities to do some job after schooling. Sophie's flight took off from boutique to shop-manger to an actress-cum-boutique owner to a fashion designer. Even then both the girls were earmarked for a biscuit factory.

Like every young girl, Sophie also fancied that the world was prepared to greet her. She also had in her fancies a strong feeling of knowing the unknown, seeing the unseen and even meeting and welcoming the strangers. Though her father forbade her yet she expected Geoff to acquaint her to all new and strange thing, people and places. She fancied the world greeting and applauding them.

Finally in her fantasizing she had a lover Danny Casey in her mind. She visited the perfect place for lovers and sat on the solitary wooden bench under the tree. She awaited for her lover coming out of shadows but there was no sign of him. She became burdened with sadness. Thus Sophie's dreams and fantasies as well as disappointments were all of her own creations.

OR

The barriers of class, creed, nationality and prejudice take away humanity from people.

But some people rise above these narrow prejudices and act as true human beings like Dr. Sadao in the chapter, 'Enemy'. What, in your opinion, is the desired behaviour and why?



Value points :

- walls in the hearts of people
- discrimination on the basis of class, creed, language, nationality, culture
- chauvinism
- fanaticism etc
- wrong to discriminate, god made man, man divided himself in different compartments
- every human being is the same with similar physical, emotional, social or cultural needs
- one should rise above narrow prejudices, and act like a true human being
- service to mankind is the greatest service
- love, compassion, empathy, brotherhood to get a war-free, peaceful world

11.Ans

Marks: 6

Ans. In order to meet any eventuality, enough precautions were taken for the smooth conduct of examination. All the sharp instruments like nail-scissors, nail-file and razor, etc., were removed from its cell. The Governor had arranged a microphone in the room of Evans so that he could hear what went between Evans and the invigilator. Senior police officers like Jackson and Stephens were arranged by the Governor to have a strict vigil.

He was himself extra cautious about the whole affair and was in touch with every activity going on there. One of the persons from St. Marly Mags was appointed to invigilate the examinee. Thus elaborate arrangements were made for the smooth conduct of the examination. The Governor remained sitting in his office with the receiver to listen to them. Stephens was posted at the door of the cell to peer through the peep hole from time-to-time. It was well ensured that Evans should not escape from the cell at any cost.

Or

What drew Derry towards Mr. Lamb?

Ans : ON THE FACE OF IT

- Derry found Lamb different and refreshing
- Had an optimistic approach towards life
- Developed a confidence in him that looks don't matter, what matters is inner self
- Told not to shut himself from the beauties of world
- Convinced him that he was as capable as other people and could even perform better
- Showed him light at the other end of the tunnel



(Based on C.B.S.E. Question Paper – 2019-20)

Sample Paper No 2

CLASS – XII

Time Allowed: 3Hrs.

Max. Marks: 80

General Instructions:

- (i) This paper is divided into three Sections: A, B and C. All the sections are compulsory.
 - (ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.
 - (iii) Do not exceed the prescribed word limit while answering the questions.
-

SECTION-A (READING)

1. Read the passage and on the basis of your understanding of the passage answer the questions given below: (12marks)
 - I. India has never subscribed to the doctrine of militarism and war in her history. Here war was never treated as an ideal. It was only tolerated as unavoidable and inevitable, and all attempts were made to check it and bring it under control. In spite of the frequency of wars in ancient India, in spite of highly developed military organization, techniques of war and imperialism, and in spite of the open justification of war as national policy, the heart of India loved pacifism as an ideal capable of realization. India's symbolic role was that of a peacemaker and it sincerely pinned its faith on the principle of "Live and let live". At least philosophically, India's intelligence supported the cause of peace not only in national affairs but in international affairs also. All the great seers of the yore visualized the unity of life, permeating all beings, animate or inanimate, which ruled out killing and suicidal wars.
 - II. This doctrine of philosophical pacifism was practiced by ancient Aryans is, no doubt, a question of controversial nature. Certainly, the great Indian teachers and savants stuck to this doctrine tenaciously and in their personal life they translated it into practice and preached it to masses and even to princes of military classes.
 - III. Another culture of those times, the existence of which has been proved by the excavations of Mohan-jo-Daro, also enunciated the doctrine of pacifism and friendship to all. Strangely enough, the Indus Valley civilization has revealed no



- fortification and very few weapons.
- IV. Ahimsa or the doctrine of non-violence in thought, speech and action assumed a gigantic importance in the Buddhist and Jain period. By a constant practice of this virtue, man becomes unassailable by even wild beasts, who forgot their ferocity the moment they entered the circumference of his magnetic influence.
 - V. Many a historian recounting the causes of the downfall of the Mauryas, hold the pacific policy of Ashoka which had eschewed the aggressive militarism of his predecessors, responsible for an early decay of the military strength of the state and its consequent disintegration, leading to the rise of Sungas, Kanvas and Andhras. But, in reality the fault lies with the weak successors of Ashoka, who could not wield the weapon of non-violence with a skill and efficiency which required the strength of a spiritual giant like Ashoka. They failed due to their subjective weakness: Pacifism itself was no cause of their failure.
 - VI. Besides the foregoing philosophical and religious school of thought, even many political authorities gave their unqualified support to the cause of pacifism. They recognized the right of rivals to exist, not mainly as enemies, but as collaborators in the building of a civilization operation. Thus, for centuries, in the pre-Mauryan India, scores of small independent republics existed and flourished without coming in clash with each other.
 - VII. With regard to Kautilya, the much maligned militarist and the so-called Machiavelli of India, he thinks that the object of diplomacy is to avoid war.
 - VIII. The Mahabharata observes in the connection, "*A wise man should be content with what can be obtained by the expedients of conciliation, gift and dissention.*" It denounces the warring world of men by comparing it to a dog-kennel. "*First there comes the wagging of tails, then turning of one round to other, then the show of teeth, then the roaring and then comes the commencement of the fights. It is the same with men; there is no difference whatever.*" Yajnavalkya adds: "*War is the last expedient to be used when all others have failed.*" Like wise, Sri Krishna whose Bhagwad-Gita has been styled by some as "a song of the battle", should not be considered out and out militarist. When all the three expedients were exhausted, then alone the fourth was resorted to.
 - IX. All possible avenues of peace such as negotiation, conciliation through conference, meditation and so on, were explored before the war was resorted to. This proves that the heart of ancient India was sound and it longed for peace, although war also was not treated as an anathema, which was to be avoided as far as possible.

Answer each of the questions given below by choosing the most appropriate option:



(1 x 5 = 5 marks)

- i. The heart of India loved ____
 - a. a highly developed military organization
 - b. techniques of wars and imperialism
 - c. loans
 - d. pacifism

- ii. Principle of “Live and let live” means
 - a. imperialism
 - b. militarism
 - c. frequency of wars among nations
 - d. role of peacemakers

- iii. Aryans preached and practiced this to the masses
 - a. non-violence
 - b. freedom of speech and action
 - c. philosophical pacifisms
 - d. practice of military organization

- iv. Mahabharata compares the warring world with
 - a. Wise men
 - b. Dog kennel
 - c. song of the battle
 - d. militarist

- v. Unearthing Mohan-jo-Daro reinforced the following of Pacifism
 - a. there was no fortification and very few weapons
 - b. they delivered the message of love
 - c. they were apostles of peace
 - d. thinks that the object of diplomacy is to avoid war

1.2 Complete the following sentences:

(1X5=5marks)

- i. India treated war as _____
- ii. The Aryans practiced the Doctrine of Pacifism by _____
- iii. Ahimsa means _____
- iv. The meaning of co-existence with rivals is _____
- v. Bhagvad-Gita could not be considered as “A song of the battle” because _____.
- vi. All the seers’ visual izedunityas _____.
- vii. Pick out the words/phrases from the passage which are similar in meaning to the following: (1X2=2 marks)
 - a. (i) express in definite and clear terms (para3)



b. (ii) defensive wall (para3)

2. Read the passage and answer the questions given below: (8 marks)

- I. There is a clear dichotomy between Jayashankar Prasad's daily life and the one that found expression in his literature. In his literary formulations, Prasad advocated an escape-from-personality idea and categorically stated: "An artist's art, and not his person, is the touchstone to assess his work...it is only after losing his personality that he emerges in his art as an artist".
- II. In Prasad's works—his poems, short stories, novels, dramas etc.—what emerges is life as shaped in the writer's inner self by his emotions, fancies, dreams, reveries. . . His writings are a record not of outer reality, but of the artist's inner world. As such, of a proper appreciation and understanding in going through these works more emphasis needs to be placed on the working of his mind, than the events of his day-to-day life.
- III. Prasad was born in a renowned family of Varanasi. His grand-father Shiv Ratan Sahu, was a dealer in high quality perfumed tobacco (snuff). Besides being an astute businessman, he was endowed with a marked cultural taste. His home was the meeting place of the local poets, singers, artists, scholars and men of religion. Prasad's father Devi Prasad Sahu carried forward this high tradition of family. Prasad, therefore, had a chance to study the various phases of human nature in the light of the business traditions, artistic taste and religious background of his family.
- IV. When the business had somewhat recovered, Prasad planned the publication of a literary journal. Prasad started the "Indu". The inaugural number appeared in July 1909. By this time Prasad's notions of literature had crystallized into a credo. In the first issue of Indu, he proclaimed, "*Literature has no fixed aim; it is not slave to rules; it is free and all-embracing genius, gives birth to genuine literature which is subservient to none. Whatever in the world is true and beautiful is its subject matter. By the dealing with the True and Beautiful it establishes the one and affects the full flowering of the others. Its force can be measured by the degree of pleasure it gives to the reader's mind as also by criticism which is free of all prejudice*". The words sound like the manifesto of romanticism in literature.
- V. Even while recognizing the social relevance of literature, Prasad insisted, "*The poet is a creator . . . he is not conditioned by his milieu; rather it is he who moulds it and gives it a new shape; he conjures up a new world of beauty where the reader for the time being, becomes oblivious of the outer world and passes his time in an eternal spring garden where golden lotuses blossom and the air is thick and pollen*". Thus, the chief aim of literature according to Prasad is to give joy to the reader and to create a state of bliss in him. Later under the impact of

Shaivadvaitism, this faith of Prasad got further strengthened.

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

2.2 Write a summary of the passage in about 100 words. (4marks)

SECTION: B (WRITING SKILLS)

3. You are Mohit / Mridula of Jawahar Navodaya Vidyalaya, Meerut. Your school is organizing a workshop on “Use of Public Transport to Avoid Traffic Congestion” in the coming week. Prepare a poster with complete information for the students of class-X-XII. (4 marks)

OR

You are Yogesh Samarth of Delhi Public School, Mangalore. Your school has decided to contribute in spreading education to the children in the nearby slums and requires the names of volunteers from IX to XII. Write a notice to be displayed on the notice board.

4. Public demonstration causes a lot of disturbance in daily routine of common man. You almost missed your important entrance examination as people blocked the highway. As Tarun / Taruna, a student aspiring to be a doctor, write a letter to the Editor of The Times of India highlighting the need to discourage such demonstrations and disturbance by public on highways which cause a great loss of time and opportunity for many.

(100-125 words)(6marks)



OR

You are Rishabh / Ridhima. You bought a new Sony home theatre for your home from Bajaj Electronics, Govindpuri. but found many functional problems as the sound is not done proper and it vibrates. Write a letter of complaint to the proprietor to take care of the same. (100-125 words)

5. You are Mohit / Maneesha of Global Public School. Your school is organizing an Inter

School Debate Competition. The topic for debate is “Mobile Phones should be allowed in Schools” and you will be participating from your school. Prepare your views against or in favour of the motion.(150-200words) (10marks)

OR

As Armaan Kashyap of Khaitan Public School, write a speech to be delivered in school assembly highlighting the importance of clean lines suggesting that the state of cleanliness reflects the character of its citizens. (150-200words)

6. By 2050, India will be amongst the countries which will face acute water shortage. You are highly alarmed and terrified of the future world without water. Based on the picture given below and your own experience write an article for a local daily on "Save water-are we doing enough?" in 150-200words. (10marks)



OR

You are Karan/Kirti of Birla Vidya Niketan, Dwarka. You got an opportunity to go on an educational tour to south India. You visited various places like Madurai, Trivandrum and Bangalore. Write a report, for your school magazine, on the entire tour. 150-200words.

SECTION: C (LITERATURE: TEXT BOOKS)

7. Read the following extract and answer the following questions

briefly: What I want should not be confused with total inactivity.

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

- (i) Name the poem and the poet of the above stanza.
- (ii) What does the poet mean by "inactivity"?
- (iii) Explain what life is all about, according to the poet?
- (iv) What is the ultimate expectation of the poet from all human beings?

(1 x 4 = 4 marks)

8. Read the following extract and answer the following questions briefly:

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



- (i) What is 'a source of truth' being referred to in the first sentence?
 (ii) Who feels like a victim with unwarranted intrusions into their lives?
 (iii) Explain "un warranted intrusion".
 (iv) Name the writer of the passage. (1 x4=4marks)

9. Answer **any five** the following questions in 30-40 words:(2X5=10)

- (i) "We've all a great deal to reproach ourselves with" said M. Hamel. Refer to the context and explain what he wanted to convey to his students.
 (ii) Why was Edla happy to see the gift left by the peddler?
 (iii) When Gandhi got the whole hearted support of the lawyers, he said, "The battle of Champaran is won". What was the essence behind his statement?
 (iv) Did the prophecy of the astrologer come true at the end of the story? How?
 (v) What were the indignities that Zitkala-Sa had to suffer for being from a marginalized community?
 (vi) What story did Jo want to hear the next day and why? What was father's reaction to it?
 (vii) How does Rudyard Kipling condemn an interview?

10. Answer **any one** of the following questions in 120-150 words: (6marks)

(i) Mukesh is not like the others. His "dreams loom like a mirage amidst the dust of streets that fill his town Firozabad". Justify the statement in the light of contrast in the mindsets of Mukesh and the people of Firozabad.

OR

(ii) Unrealistic dreams often lead to a great deal of unhappiness. Justify the statement on the basis of the story „Going Places”.

11. Answer **any one** of the following questions in about 120-150 words: (6marks)

The servants of Sadao and Han are fleckta particular mind set of the general public in society towards the thinking and broad minded human beings. Elaborate with the help of the story "The Enemy".

OR

Optimism in one's attitude helps deal with all the challenges in life. Prove the statement by referring to the character Mr. Lamb from the chapter "On the Face of It".

(Based on C.B.S.E. Question Paper – 2019-20)

Sample Paper No-3

Time Allowed: 3Hrs.

Max. Marks: 80

General Instructions:

- (i) This paper is divided into three Sections: A,B and C. All the sections are compulsory.
- (ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.
- (iii) Do not exceed the prescribed word limit while answering the questions.

SECTION A :READING

(20Marks)

Q1. Read the following passage carefully and answer the questions that follow:

1. Sleep is essential for a person's health and well-being. Yet millions of people do not get enough sleep and many suffer from lack of sleep. Most of those with these problems go undiagnosed and untreated. In addition, more than 40 per cent of adults experience daytime sleepiness severe enough to interfere with their daily activities at least a few days each month – with 20 percent reporting problem sleepiness a few days a week or more.

2. If a sleep deprived person does not sleep after the initial signs, the person may then start to experience apathy, slowed speech and flattened emotional responses, impaired memory and an inability to be novel or multitask. As a person gets to the point of falling asleep he or she will fall into micro sleeps (5-10 seconds) that cause lapses in attention, nod off while doing an activity like driving or reading and then finally experience hallucinations.

3. Everyone's individual sleep needs vary. In general, most healthy adults are built for 16 hours of wakefulness and need an average of eight hours of sleep at night. However, some individuals are able to function without sleepiness or drowsiness after as little as six hours of sleep. Others cannot perform at their peak unless they have slept ten hours. And, contrary to common myth, the need for sleep does not decline with age but the ability to sleep for six to eight hours at one time maybe reduced.

4. Stress is the number one cause of short-term sleeping difficulties, according to sleep experts. Common triggers include school or job related pressures, a family or marriage problem and a serious illness or death in the family. Usually the sleep problem disappears when the stressful situation passes. However, of short term sleep problems such as insomnia are not managed properly from the beginning they can persist long after the original stress has passed.



5. Drinking alcohol or beverages containing caffeine in the afternoon or evening, exercising close to bedtime, following an irregular morning and night time schedule, and working or doing other mentally intense activities right before or after getting into bed can disrupt sleep.

6. If you are among the 20 percent of employees in the United States who are shift workers, sleep may be particularly elusive. Shift work forces you to try to sleep when activities around you – and your own biological rhythms – signal you to be awake. One study shows that shift workers are two to five times more likely than employees with regular, daytime hours to fall asleep on the job. Groups that are at particular risk of sleep deprivation include night shift workers, physicians and truck drivers.

7. Travelling also disrupts sleep, especially jet lag and travelling across several time zones. This can ‘upset’ your biological or ‘circadian’ rhythms. Environmental factors such as a room that is too hot or cold, too noisy or too brightly lit can be a barrier to sound sleep. And interruptions from children or other family members can also disrupt sleep. Other influences to pay attention to are the comfort and size of your bed and the habits of your sleep partner. If you have to lie beside someone who has different sleep performances, snores, cannot fall or stay asleep, or has other sleep difficulties, it often becomes your problem too.

8. Having a 24x7 lifestyle can also interrupt regular sleep patterns: the global economy that includes round the clock industries working to beat the competition: widespread use of nonstop automated systems to communicate and an increase in shift work makes for sleeping at regular times difficult.

9. A number of physical problems can interfere with your ability to fall or stay asleep. For example, arthritis and other conditions that cause pain, backache or discomfort can make it difficult to sleep well. It is a good idea to talk to a physician or mental health provider about any sleeping problem that recurs or persists for longer than a few weeks.

1.1. On the basis of your reading of the above passage, answer the following questions by choosing the best of given choices (1x5=5marks)

a) Sleep deprivation can be caused by all these factors except:

1. Drinking alcohol
2. Exercising close to bedtime
3. Reading books
4. Interruption from children



b) Our biological rhythm can be affected by:

1. Shift work
2. Travelling
3. 24x7 lifestyle
4. All the above

c) One can tackle sleep deprivation by:

1. Changing one's lifestyle
2. Seeking professional help
3. Understanding one's sleep pattern
4. Opting for medication

d) A sleep-deprived person may not experience

1. Slowed speech
2. Flattened emotional responses
3. Impaired memory
4. Ability to be novel or multitask

e) Arthritis and other conditions that cause pain

1. can make it difficult to sleep well
2. does not affect sleep
3. must be treated well
4. is taken care of by mental health provider

1.2 Answer the following questions briefly. (1x5=5 marks)

- a. List two effects of sleep deprivation.
- b. How does micro sleep affect a person?
- c. What is the ideal sleep pattern for most of us?
- d. How can sleep patterns for some, differ from certain others?
- e. Which factor attributes to sleep deprivation in most cases?

1.3 Find words from the passage that mean the opposite of the following words.

(1x2)=2 marks

- a. mild (para-1)
- b. not having a constant pattern (para-8)

Q2. Read the following passage carefully and answer the questions that follow:

1. Babies may be small but they may have a big impact on the environment. That is why green-conscious parents are dressing their children in hand-me-down clothing, buying wooden toys, instead of plastic ones and feeding them from regular steel utensils.

2. That green parenting wave has caught the fancy of Indians is apparent from the long list of brands that have launched earth friendly kid's products, ranging from cloth diapers to ethical clothing. Some retailers claim that in recent years, at least 400-500 pieces of cloth diapers are



sold by retail outlets with zero advertising. Almost as many are marketed by US based firms and who use advertising to push their products. Other green retailers record their success with selling organic clothes. Some outlets claim that they get at least 2500 orders for rompers and party wear, in a month. Old players, who had virtually gone out of business when the diaper boom had first struck, have surged a revival in recent times. A toy manufacturer who has been manufacturing no-toxic and eco-friendly toys has seen its online sales rise from one toy a day to 75 plus orders daily this year. Many parents are also opting for BPA – free plastic toys or borrowing toys from toy libraries.

3. Indian parents who have got used to the comfort of diapers are also being serviced by the green manufacturers. As most children use up to 5000 diapers in the first two years of their life, the new green diapers are a viable option. They are made with absorbent fabrics like bamboo cotton and are as efficient as disposables. Other firms have improvised a cotton insert so instead of the whole cloth, only the insert needs washing.

4. Green parenting of course does not come cheap, but they are practical. The diapers, made now can be resized with snap buttons as the child grows, and cost Rs.500 and above, a piece. This has deterred many mothers from opting for it. Thus a whole lot of green mothers have turned to the old fashioned way and are sitting at their sewing machines churning out homemade triangles of soft, washed and used cloth. The new age mom is definitely shunning the shelf available conveniences for her baby but a lot of them are resorting to making their own substitutes.

5. As for prams, the regular way of taking baby out on a stroll, the concept has caught on. Green conscious mothers now resort to the cloth sling so common among mothers' in mountainous regions in India. Their babies look on to the world at shopping malls and in parks through slings made from old saris and tied to their mother's torsos. The eco-aware parent will do anything they say to reduce their baby's carbon footprint.

6. Thus the new-age parents are not following granny's tips to cut costs, but to raise their children without harming the planet. The days when hip moms dolled up their little ones in Swarovski studded rompers are now on the way out. These mothers continue to practice the greening act on the older sibling as well. While his discards now adorn his younger sibling, he is happy making his drawings on the back of old bills and newspapers. His mom in the meantime has ensured that seven trees are safe on the planet for that is the amount of carbon footprint from a two year consumption of diapers per child.

a) On the basis of your reading of the above passage make notes on it, using headings and subheadings in a suitable proper format. Use recognizable abbreviations (minimum 4) wherever necessary. (4marks)

b) Write the summary of the passage in about 100 words. (4 marks)

**SECTION B: ADVANCED WRITING SKILLS (30 MARKS)**

Q3. You are making an effort to spread the message of communal harmony. Prepare a poster with catchy slogans. The poster is being issued by the Young Men's Association of the city. (50 words) (4 marks)

OR

Suman/Suresh has cleared the Pre-Medical or Pre-Dental entrance examination. The family is elated at the achievement and they decide to have a get-together for all friends. Draft an informal invitation for the get-together. (50 words)

Q4. Your school recently launched a GPRS system in the school buses which will enable the parents to keep track of their children while they are travelling in the bus. The service, however, is not smooth and is facing a lot of problems. As the Transport Incharge of DML Public School, Delhi, write a letter to the Manager, Forum loft, 21 Park Street, Delhi, complaining about the same (120-150 words) 6 Marks

OR

Your school has opened a new activity wing for the kindergarten students for which you require play equipment. Write a letter to the Manager, OK Toys, 21, Daryaganj, Delhi, in about 120-150 words placing an order for educational toys and other play equipment. You are Neera/Naresh, Manager, DML Public School, Delhi.

Q5. We have always been proud of our country which shows love and care for elders. However you feel that this value is quickly disappearing. Write an article for the school magazine expressing your ideas in about 150-200 words. You are Darshan/Dharshini. (10 marks)

OR

You are Ram/Rema, student of Global Public School, Kochi. The school recently celebrated 'World Science Day for Peace and Development' that falls on 10th November. Write a report for your school newsletter on how the day was celebrated in about 150-200 words.

Q6. After widespread campaigning on social media to boycott Chinese products, the antipathy against the use of Chinese products is gripping the nation's conscience. Write a debate in favour or against the ban on the import of Chinese goods in about 150-200 words. (10marks)

OR

Tolerance is a virtue of civilized age. There is an immediate need to educate our students on the importance of maintaining the secular fabric of our nation. Write a speech to be presented in the morning assembly on the topic 'Tolerance – Need of the hour' in about 150-200 words.

SECTION – C

(TEXT BOOKS)

40Marks

Q7. Read the extract given below and answer the questions that follow:

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.

- | | | |
|----|---|--------|
| a) | Who is the aunt mentioned here? | 1 mark |
| b) | Why is she 'ringed with ordeals'? | 1 mark |
| c) | What is the difference between the aunt and the tigers? | 1 mark |
| d) | Name the poet and the poem | 1 mark |

OR

What I want should not be confused

With total inactivity

Life is what it is about:

I want no truck with death.

- | | | |
|----|--|--------|
| a) | Who is the poet and what does he want? | 1 mark |
| b) | Explain: Life is what it is about. | 1 mark |
| c) | What does the phrase "no truck with" mean? | 1 mark |
| d) | What does inactivity mean in these lines? | 1 mark |

Q8. Read the extract given below and answer the questions that follow:

"Even if she did she will throw them off", adds another who is wearing shoes that do not match. When I comment on it, he shuffles his feet and says nothing. "I want shoes," says a third boy who has never owned a pair all his life. Travelling across the country I have seen children walking barefoot, in cities, on village roads.

- | | | |
|----|--|--------|
| a) | Who is 'she' mentioned in the above paragraph? | 1 mark |
|----|--|--------|



- b) What has 'I' observed while travelling across the country? 1 mark
- c) What does the third boy want? 1 mark
- d) Find a word from the above paragraph that refers to a style of walking. 1 mark

OR

Like so many those who were close to The Boss, he was allowed to produce a film and though a lot of raw stock and pancake were used on it, not much came of the film. Then one day The Boss closed down the Story Department and this was perhaps the only instance in all human history where a lawyer lost his job because the poets where asked to go home.

- a) Who is 'The Boss' mentioned here? 1 mark
- b) How is pancake used in the film industry? 1 mark
- c) Why was the lawyer allowed to produce a film? 1 mark
- d) How did the lawyer lose his job? 1 mark

Q9. Answer any four of the following questions in 30-40 words each: 2x5=10 marks

- a) What change does the poet Stephen Spender hope for in the lives of the slum children?
- b) What was the content of the letter written by the peddler to Edla Willmansson?
- c) What did Gandhi do for the social and cultural development of the people of Champaran?
- d) What were the indignities that Zitkala-sa was subjected to at Carlisle Indian School?
- e) Why did M Hamel write 'Vive La France' on the blackboard?
- f) What is the message that John Keats wants to give through 'A thing of Beauty'?
- g) Why didn't Sophie want Jansie to know about her story with Danny?

Q10. Answer any one of the following in 100-125 words: 6 Marks

Douglas fully realized the truth of Roosevelt's statement 'All we have to fear is fear itself'. How did this realization help him brush aside his fear and become an expert swimmer?

OR

Describe the difficulties the bangle makers of Firozabad have to face in their lives.

Q11. Answer any one of the following in 120-150 words: 6 marks

How did the negligence of the prison officers prove to be a boon for Evans?

OR

How did the hundredth tiger take its revenge on the 'Tiger King'?

MARKING SCHEME

Q1

1.1(a) 3-reading books 1mark

(b) 4-all the above 1mark

(c)2 seeking medical help 1mark

(d)4 ability to be novel or multitask 1mark

(e) I can make it difficult to sleep well 1mark

1.2(a) apathy, slowed speech and flattened emotional responses/impaired memory and an inability to be novel or multitask 1mark

(b) it causes lapses in attention, nod off while doing an activity like driving or reading and then finally hallucinations. 1mark

(c) most healthy adults are built for 16 hours of wakefulness and need an average of eight hours of sleep at night. 1mark

(d) some individuals are able to function without sleepiness or drowsiness after as little as six hours of sleep/Others cannot perform at their peak unless they have slept ten hours. 1mark

(e) Stress is the number one cause of short-term sleeping difficulties, according to sleep experts. 1mark

1.3 (a) severe 1mark

(b) regular 1mark

Q2

(a) Title 1mark

Notes with minimum three subheadings & abbreviations 3marks

(b) Summary Content -2marks, Expression -2mark

Q3. Poster

Format: 1mark

Content: 2marks

Expression: 1mark

Informal invitation

Format: 1mark

Content: 2marks

Expression: 1mark

Q4. Letter writing

Format: 1mark

Content: 3marks

Expression: 2marks

Q5. Article Writing/Report

Format: 1mark (Heading, Name of the writer)

Content: 4marks

Expression: 5marks(2.5+2.5)

Q6. Debate/Speech

Format: 1mark

Content: 4marks

Expression : 5 marks(2.5+2.5)

Q7. (a) Aunt Jennifer 1mark

(b) Aunt Jennifer will not be free from fear even after her death/Hard and unpleasant experiences of her past married life will not leave her even after death. 1 mark

(c) Aunt Jennifer is old and weak. But her tigers symbolize strength, power and speed. 1mark

(d) Poem- Aunt Jennifer's Tigers , Poet- Adrienne Rich 1mark

OR

(a) Pablo Neruda wants quiet introspection by everyone. 1mark

(b) The poet wants only the activities that will sustain life on the planet/only constructive activities 1mark

(c) The poet does not want to be associated with death. 1mark

(d) Total inactivity means death. 1mark

Q8 (a) 'she' is the mother of one of the boys 1mark



- (b) Travelling across the country the narrator has seen children walking barefoot, in cities, on village roads. 1mark
- (c) The third boy wants shoes. 1mark
- (d) shuffle 1mark

OR

- (a) S S Vasan, founder of Gemini Studios 1 mark
- (b) Pancake is used for make up in the film industry. 1mark
- (c) Because he was close to The Boss 1 mark
- (d) The lawyer was attached to the story department. He lost the job when the department was closed down. 1mark

Q9. Content: 1mark

Expression: 1mark

- a) The world of slum children is a world of miseries, dirt and hunger. Stephen Spender wants social justice and equality for them. The poet wants the world of the poor and the rich to be abridged. The lives of the children can be changed if their world is extended to the golden sands, azure waves and green fields.
- b) Miss Willmanson and her father had been nice to the peddler as if he were a captain. It gave him the power to elevate himself above petty worldly temptations. He didn't want Edla to be embarrassed at Christmas by a thief. Therefore he finally decided to change his ways and live a dignified life.
- c) Gandhi opened primary schools in six villages and invited volunteers from all over the country. Kasturbai taught the villagers cleanliness and community sanitation. Gandhi got a doctor to look into the health problems of the villagers.
- d) Zitkala-Sa was made to wear a tight fitting dress and her shawl was taken away from her. She was not used to eating by formula and she could not use knife and fork for eating. Her hair had been forcefully shingled like a coward and she felt humiliated and insulted.
- e) M Hamel's aim was to arouse patriotic feelings in the students and village elders for their country and love for their native language. He made them conscious of the glory and greatness of French language and their country by writing 'Vive La France' (Long Live France) on the blackboard.
- f) John Keats worshipped beauty. He considers that a thing of beauty is a joy forever. It is a constant source of happiness and its loveliness never fades into nothingness. The poet says that one must enjoy the beauty of nature and remain close to it. A thing of beauty removes the pall of sadness and sorrows from the human mind.



(g) Sophie knew that Jansie was 'nosey'. Sophie did not trust Jansie as she could not keep a secret.

Q10. Content-3marks

Expression-3marks

Douglas realized that "All we have to fear is fear itself" and these words spoken by Roosevelt are absolutely true. It is only the fear of consequences which prevents us from taking an action and hampers our progress, not only as an individual but also as a society. William Douglas writes, "In death there is peace. There is terror only in the fear of death". It is his fear of drowning which makes him develop an aversion to water. He avoids going near water and cannot indulge in any water sports. When he is able to overcome his fear of water with the help of an instructor, he is able to swim.

OR

The bangle makers of Firozabad lead a miserable and pathetic life. They live and work in inhuman conditions-work in dingy cells without air & light-work in glass furnaces with high temperatures. Most of them lose their eyesight before they become adults. They are exploited by the money lenders, the middlemen and the bureaucrats. They are not allowed to organize into cooperatives and if they try anything, they are dragged to the police station and beaten by police. They are caught in the web of poverty and burdened by the stigma of caste in which they are born. They are not allowed to do any other work.

Q11. Content-3marks

Expression-3marks

It was the negligence of the prison officers that proved to be a boon for Evans. Firstly when Evans began his German lessons, the Governor did not check on his teacher who happened to be Evans' friend with whose help he could plan his escape the fourth time. The invigilator and his belongings were not frisked thoroughly, for no one noticed that he was wearing two black fronts and two dog collars. This later helped Evans in disguising himself as McLeery. When Stephens went to attend to the Governor's call, nobody else kept an eye on Evans. Stephens did not inform anybody the changes he observed in the parson as he accompanied him to the gate. Nobody checked the wounded man's identity. Finally, the Governor himself became overconfident and Evans got the chance to escape in his presence in a prison van.

OR

The chief-astrologer had already warned the king that his death would come from a tiger and he should be aware of the hundredth tiger. The king was relieved to have shot the hundredth tiger dead. Little did he know that the tiger really survived and the hunters shot the old tiger dead. So, for the Maharaja, the hundredth tiger was a toy tiger which he bought as a birthday gift for his son. One of the slivers of the toy tiger pierced his right hand and caused severe infection which caused his death.

(Based on C.B.S.E. Question Paper – 2019-20)

Sample Paper No-3

Time Allowed: 3Hrs.

Max. Marks: 80

General Instructions:

- (i) This paper is divided into three Sections: A,B and C. All the sections are compulsory.
- (ii) Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.

Do not exceed the prescribed word limit while answering the questions

SECTION – A: READING : 30 Marks

Q1. Read the following passage carefully and answer the questions that follow:

(12 marks)

1. Today it is out of vogue to speak in terms of character. But there is no more essential aspect of any person.
2. Character is made up of those principles and values that give your life direction, meaning and depth. These constitute your inner sense of what is right or wrong based not on laws or rules of conduct but on who you are. They include such traits as integrity, honesty, courage, fairness and generosity- which arise from the hard choice we have to make in life.
3. Many have come to believe that the only things we need for success are talent, energy and personality. But history has taught us that over the years, who we are is more important than who we appear to be.
4. Until about 150 years ago, almost in the literature of success and self- help focused on what could be called the character ethic. Such eminent figures as Benjamin Franklin and Thomas Jefferson made clear their belief that we can only experience true success and happiness by making character the bedrock of our lives.
5. But since the late 19th century and after World War I, the basic view of success shifted to what we could call the personality ethic. Success became more a function of charm, skills and techniques that, at least on the surface , lubricate the process of human interaction. Rather than struggle with thorny issues of right and wrong, we turned to making things run smoothly.
6. With a value system based solely on skill and personality, we find heroes in athletes, musicians and in powerful business executives. But despite the admiration we feel for these achievers, we shouldn't necessarily look upon them as role models. While skill is certainly needed for success it can never guarantee happiness and fulfilment. These come from developing character.
7. You can begin to build character at any age. The key is learning how to look within—to work inside out within the inside-out approach, private victories precede public victories. These private victories are simply promises you make to yourself and others and then keep. They don't



'have to be profound and life-altering, like a career change. They can be as mundane as a commitment to exercise daily.

8. A promise like this may sound inconsequential; it represents the hard choices we face in everyday life. The first step towards building character is to tackle a hard choice, commit to change and stay with it.

9. Day by day, as you make and keep increasingly challenging promises, you will be making deposits in your "character account". What begins as great effort will eventually become habit. And as you get into the habit of building character in the smaller areas of your life, your ability to develop character strength in important spheres will grow.

10. Private victories therefore lead to our larger public victories. For instance, to gain more latitude in your job, you must first be a more responsible employee. To create a happy marriage, first be the kind of person who generates love, generosity, dependability and trust.

11. There's no more essential ingredient for character growth than trust, whether it's trust we earn from colleagues or a spouse, it is built slowly overtime in an infinite variety of circumstances.

12. One of the most commonly overlooked ways to build trust is to be loyal to those who are not present. Another way to build character is to admit your mistake. Character is revealed in how we handle things that go wrong.

13. The best opportunities to build character, however, are within our families, where we are constantly tested-and most vulnerable to lapses. True character begins at home.

14. Often we sense that we can get away with things around those who know us best, who will love us regardless of our conduct. This can end up subverting our character and our relationships. How often have we heard of someone who is a gem of an employee but treats his or her spouse like a piece of woodwork?

15. All our relationships follow the contours of life; they have ups and downs. This is why our families provide critical measure of character-and the opportunity to nurture it.

1.1 On the basis of your understanding of this passage answer the following questions with the help of the given options: 1X5=5

(a) Today the thing that is in vogue is-

- (i) success
- (ii) talent
- (iii) character
- (iv) both i & ii

(b) Over the years the thing that has lost shine

- (i) Character
- (ii) personality



- (iii) skills
- (iv) charms
- (c) The prime step in character building
 - (i) Tackle a hard choice
 - (ii) Commit to change
 - (iii) Staying with the hard choice
 - (iv) all of the above
- (d) Family is the best building ground for character because it is
 - (i) a place of constant testing
 - (ii) a place dangerous to lapses
 - (iii) both i & ii
 - (iv) a place to nurture skills
- (e) To build trust is to be loyal to those who are
 - (i) Present
 - (ii) Not Present
 - (iii) far away
 - (iv) everywhere

1.2 Answer the following questions briefly:

1X5=5

- (a) What constitutes character?
- (b) Which traits are essential for character formation?
- (c) Name the qualities essential for happiness and fulfilment.
- (d) Contrast the views about success in last 200 years.
- (e) What are the ways to build character?

1.3 Find words from the passage which mean the same as:

1X2=2

- (i) freedom (para 10)
- (ii) exposed to danger or attack (para 13)

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

1. One industry that remains unaffected by any depression in trade is the beauty industry. The women – world continue to spend money on their faces and bodies even when there is a great slump in other areas of trade. The number of advertisements proclaiming the miracles performed by the various beauty aids goes to support the fact that , today, with all the talk about emancipation, equality of sexes and feminism, women are still observed with their physical beauty as they were in times of Cleopatra.
2. America leads the figures, literally and metaphorically. Many parts of Europe by virtue of being affected by political and economic instability, leave precious little for women to beautify themselves. May be, all that women in Europe can then do, is to watch and hope for the best. But, the rich and upper middle class women, everywhere in the world, block a substantial amount of their income on beautifying themselves. Why is it so?
3. The richer the man gets the more obsessed he becomes with high powered cars and electronic gadgets and bank balances. On the contrary, the women, especially the urban



upper middle class women, find their bodies and faces worthy of investing a major part of their income.

4. Women, these days, are much freer than they were in the last century. Not only are they free to take part in social and professional functions of a society as an equal to man, but also to look attractive in any given situation. The beauty industry is shrewd enough to exploit this trend and women in every walk of life have something to buy from the range of products that the beauty industry offers. The British matron, today, is thing of the past.
5. As a result of the number of beauty parlours that have sprung up in every street corner of the metropolises, and the exercises, the health motors and the skin foods that they offer, you can hardly run into an old woman these days. One could say old ladies are fast becoming an extinct species. White hair, wrinkles, bent backs and hollow cheeks are features of bygone era. Cosmetic surgery has slowly eradicated these unwanted phenomena. If children of posterity want to look at an old woman, they might have to run to an art gallery and find a medieval painting.

Q 2(a) On the basis of your reading the above passage, make notes on it, using recognizable abbreviations wherever necessary. Use a format you consider suitable.

Supply an appropriate title. 4

Q2(b) Make a summary of the above passage in about 80 words. 4

SECTION – B ADVANCED WRITING SKILLS

30 marks

3. You are the Sports Captain of Apex School. Write a notice to be put up on the school notice-board informing the students about the inter- school football match to be played at your school ground. Give all necessary details of the match. **4 marks**

OR

You are Aruna of C-556, Saraswati Vihar, Delhi. You want to sell your newly build flat. Draft a suitable advertisement in not more than 50 words to be inserted in the classified columns of 'The Times of India' giving all necessary details.

4. You are Puneet/Punita of North-west Delhi. You bought a Whirlpool White Magic washing machine from 'Nayar Electronics', Pitampura. But suddenly the spin-dry system of the machine has stopped functioning properly. Write a letter of complaint to 'Nayar Electronics', giving them the guarantee card number and other details. **6 marks**

OR

Your school has opened a new activity wing for the kindergarten students for which you require play equipment. Write a letter to the Manager, OK Toys, 21, Daryaganj, Delhi, in about 120-150 words placing an order for educational toys and other play equipment.

You are Neera/Naresh, Manager, DML Public School, Delhi .

5. Many people are of the opinion that social networking sites like WhatsApp, facebook etc. strengthen social bonds. On the other hand, many believe that these sights are making people introvert and selfish. Write a debate in 150-200 words supporting the motion' Social websites: A Threat to Society!. You are Anjuman/Faisal of XII A.

OR

The Social Service League of Yaduvanshi High school, Kanina celebrated Diwali in a noble way by collecting money and discarded clothes and distributing them along with sweets to the



children at a local orphanage. Write a report for your school magazine as Praneet/Preeti, Secretary of the club. (150-200 words) **10 marks**

6. Vaibhav/Vibha is quite concerned about the increasing incidents of deaths and accidents caused due to road rage. He/She decides to write an article on the need for people to control their anger and inculcate the habit of disciplined driving. Write an article in 150-200 words.

OR

In this material world that is full of chaos and cut throat competition, it is essential for all students to begin their day with meditation. Meditation nourishes mind, body and soul. Express gratitude to God for his countless blessings. Write a speech to be given in the morning Assembly on 'The Importance of Meditation/Introspection in Life'. **10 marks**

SECTION – C:

LITERATURE AND TEXT BOOKS

30 marks

7.(A) Read the given extracts carefully and answer the questions that follow:

4X2=8 marks

*It would be an exotic moment
Without rush, without engines,
We would all be together
In a sudden strangeness.*

- | | | |
|-----|--|---|
| (a) | What has been said to be an exotic moment? | 1 |
| (b) | How would it be without rush, without engines? | 1 |
| (c) | How shall we feel in this moment? | 1 |
| (d) | Who is the poet speaking to? | 1 |

7 (B) I suppose the sets and studio lights needed the girls and boys to be made to look ugly in order to look presentable in the movie. A strict hierarchy was maintained in the make department. The chief make-up man made the chief actors and actresses ugly, his senior assistant the second hero and heroine, the junior assistant the main comedian, and so forth. The players who played the crowd were the responsibility of the office boys. (even the make-up department on the Gemini Studio had an office boy) on the days when there was crowd shooting, you could see him mixing his paint in giant vessel and slapping it on the crowd players. The idea was to close every pore on the surface of the face in the process applying make-up.

- | | | |
|-----|---|---|
| (a) | According to the author why was heavy make-up required in the shooting? | 1 |
| (b) | How was a strict hierarchy maintained in the make-up department? | 1 |
| (c) | “Even the make-up department of Gemini studio had an office boy”. What is so surprising in it.? | 1 |
| (d) | How was crowd make-up done in the Gemini studio? | 1 |

8. Answer any five of the following in 30-40 words each:

5x 2 = 10 marks

- | | |
|-----|---|
| (a) | What will happen to Aunt Jennifer's tigers when she dies? |
| (b) | What is the 'grandeur' associated with the 'mighty dead'? |
| (c) | What were the options that Sophie was dreaming of? |



- (d) Why was Franz afraid of going to school?
(e) How can you say that Mr. Lamb lives a lonely life?
(f) What did the mothers of Zitkala-Sa's tribe teach their children about their hair?
(g) How does Mr. Lamb try to remove the base less fears of Derry?

9. The bangle-makers of Firozabad make beautiful bangles and make everyone happy but they themselves live and die in squalor. Elaborate. **6 marks**

OR

What did William Douglas do when he decided to test himself? What did he finally learn?

10. How did Dr. Sadao help the American POW to escape? What humanitarian values do you find in his act? **6 marks**

OR

What is it that draws Derry towards Mr. Lamb in spite of all odds?

Note: Sample paper has been prepared in the month of July 2019 as per the blue print published by CBSE. Any changes need to be incorporated as and when suggested by CBSE.

**SET-1****Series BVM/2****Code No. 1/2/1**

Roll No.

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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **11** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **12** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

ENGLISH (Core)

*Time allowed : 3 hours**Maximum Marks : 100*

General Instructions :

- This paper is divided into three sections : A, B and C. All the sections are **compulsory**.*
- Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- Do not exceed the prescribed word limit while answering the questions.*



SECTION A — (Reading)

30

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

20

- 1 The sage of science, Einstein, was sitting in a depressive and pensive mood one evening. His eyes were brimming with tears. The pain was evident on his face. He peeped out of the window of his room. The sun had set a few minutes back. The sky was filled with a reddish glow. At this sunset, he felt that it was humanity that had sunk into devilish darkness and the reddish glow in the sky was the blood of humanity spilling all over the sky from earth. With tired steps, he walked back to his chair and settled down. It was the 9th of August 1945. Three days back, he had felt the same agony as if someone had torn him apart. He was deeply hurt and depressed when he heard on the radio that America had dropped an atom bomb on the Japanese city, Hiroshima. Today, within three days another bomb was dropped on another city, Nagasaki and lakhs of people had been killed.
- 2 He had heard that the blast released so much energy that it had paled all past destructions in comparison and death had played out a pitiable dance of destruction. The flames that broke out of the bomb were burning, melting and exploding buildings. Scared of the heat of the bomb, people had jumped into lakes and rivers, but the water was boiling and the people too were burnt and killed. The animals in the water were already boiled to death. Animals, trees, herbs, fragrant flowering plants were all turned into ashes. The atomic energy destruction had just not stopped there. It had entered the atmosphere there and had spread radiation that would affect people for generations to come and would also bring about destructive irreversible biological changes in animals and plants.
- 3 As the news of the atomic attack reached Einstein, and he became aware of the glaring horror of the abuse of atomic energy, his distress and restlessness knew no bounds. He could not control himself and picked up his violin to turn his mind on to other things. While playing the violin, he tried to dissolve his distress in its sad



notes, but couldn't. He was burning on the embers of destruction; his heart was filled with an ocean of agony and tears just continued streaming uncontrollably out of his eyes. Night had fallen. His daughter came up and asked him to eat something as he had not taken anything for the last four days. His voice was restrained and he said, "I don't feel like eating."

- 4 He could not sleep that night. Lying down, he was thinking how he had drawn the attention of the then American President Roosevelt towards the destructive powers of an atomic bomb. He had thought that this would be used to scare Hitler and put an end to the barbarism that Hitler was up to. However, Roosevelt kept him in the dark and made false promises. Eventually, he had abused Einstein's equation of $E=mc^2$ that resulted in the destructive experiments. His actions had made science and scientists as murderers. Einstein kept on thinking for a long time. Eventually, he slipped into sleep. When he woke up at dawn, there was a new dawn in him too. The atomic threat had transformed his heart.
- 5 The next day, he decided to disassociate himself from the scientific policy of the government and all governmental institutions. He decided to open educational institutions for children, adolescents and youth — institutions where along with science, spirituality will be compulsorily taught.
- 6 To inaugurate this institution, he had invited two great philosophers, Bertrand Russell and Albert Schweitzer. Ten other great scientists who had won Nobel Prizes in different fields were also invited. They all saw a different Einstein, not a great scientist but a sage in him. The institution was opened by garlanding a photo of Mahatma Gandhi. While garlanding the Mahatma, he became emotional and said with a lump in his throat, "I bow down to the great man who fought for the independence of his country through non-violence. He could do so because he was a truthful man and true spiritualist."



7 Those who teach science should be taught spirituality too. Without harmony between science and spirituality, the destruction would continue unabated. A few years after this institution was built, a Japanese delegation came to meet him. Einstein broke down in the meeting and said, “You can give me any punishment and I will accept it. Anyway, I have decided to lead my life in penitence.” The Japanese were moved by his sincerity and forgot their grief.

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option : $1 \times 5 = 5$

- (a) Besides two great philosophers how many other scientists were invited by Einstein to inaugurate the institution where spirituality would be compulsorily taught ?
- (i) Five
 - (ii) Ten
 - (iii) Eight
 - (iv) Fifteen
- (b) Which musical instrument did Einstein play when he was in grief ?
- (i) Harmonium
 - (ii) Guitar
 - (iii) Violin
 - (iv) Flute
- (c) Einstein came to know that America had dropped an atom bomb on the Japanese city, Hiroshima through
- (i) television.
 - (ii) newspaper.
 - (iii) radio.
 - (iv) a telephonic message.



- (d) Which American President was told about the destructive power of an atomic bomb ?
- (i) Kennedy
 - (ii) Bill Clinton
 - (iii) Lincoln
 - (iv) Roosevelt
- (e) Einstein said to the Japanese delegation,
- (i) “You can give me any punishment and I will accept it.”
 - (ii) “I am not at fault.”
 - (iii) “What could I do ?”
 - (iv) “The President didn’t agree to my advice.”

1.2 Answer the following questions briefly :

$1 \times 6 = 6$

- (a) What did Einstein do to overcome his distress after getting the news of the atomic attack ?
- (b) Which event in 1945, according to Einstein, turned science and scientists into murderers ?
- (c) What did Einstein do to show his displeasure over the atomic attack ?
- (d) Whose photo was garlanded at the inauguration of Einstein’s institute for children, adolescents and youth ?
- (e) Name the philosophers that Einstein invited to inaugurate the new institution.
- (f) Why did Einstein want harmony between science and spirituality while teaching in educational institutes ?

1.3 Answer **any three** of the following questions in 25 – 30 words each :

$2 \times 3 = 6$

- (a) What did Einstein feel while looking at the sunset from his room’s window ?
- (b) Give a brief description of the disaster when the atomic bomb was dropped on the Japanese city, Nagasaki.
- (c) What did Einstein think of Mahatma Gandhi ?
- (d) What was Einstein’s reaction when the Japanese delegation met him ?



1.4 Find words/phrases from the passage which are similar in meaning to each of the following : 1×3=3

- (a) mental pain (para 1)
- (b) agreement (para 7)
- (c) regret/remorse (para 7)

2. Read the passage given below carefully and answer the questions that follow : 10

- 1 To live in harmony with oneself and the environment is the wish of every human. However, in modern times greater physical and emotional demands are constantly placed upon many areas of life. More and more people suffer from physical and mental tension such as stress, anxiety, insomnia, and there is an imbalance in physical activity and proper exercise. This is why methods and techniques for the attainment and improvement of health, as well as physical, mental and spiritual harmony, are of great importance, and Yoga meets this requirement.
- 2 The word “Yoga” originates from Sanskrit and means “to join, to unite”. Yoga exercises have a holistic effect and bring body, mind, consciousness and soul into a balance. In this way Yoga assists us in coping with everyday demands, problems and worries. Yoga helps to develop a greater understanding of our self, the purpose of life and our relationship with God.
- 3 On the spiritual path, Yoga leads us to supreme knowledge and eternal bliss in the union of the individual Self with the universal Self. Yoga is that supreme, cosmic principle. It is the light of life, the universal creative consciousness that is always awake and never sleeps; that always was, always is, and always will be.
- 4 Many thousands of years ago in India, Rishis (wise men and saints) explored nature and the cosmos in their meditations. They



discovered the laws of the material and spiritual realms and gained an insight into the connections within the universe. They investigated the cosmic laws, the laws of nature and the elements, life on earth and the powers and energies at work in the universe — both in the external world and on a spiritual level. The unity of matter and energy, the origin of the universe and the effects of the elementary powers have been described and explained in the Vedas. Much of this knowledge has been rediscovered and confirmed by modern science.

- 5 From these experiences and insights a far-reaching and comprehensive system known as Yoga originated and gave us valuable, practical instructions for the body, breathing, concentration, relaxation and meditation. The system “Yoga in Daily Life” is taught worldwide in Yoga Centres, Adult Education Centres, Health Institutions, Fitness and Sports Clubs, Rehabilitation Centres and Health Resorts. It is suitable for all age groups — the name itself indicates that Yoga can be and should be used “in Daily Life”.
- 6 The exercise levels have been worked out in consultation with doctors and physiotherapists and can therefore — with observation of the stated rules and precautions — be practised independently at home by anyone. “Yoga in Daily Life” is a holistic system, which means it takes into consideration not only the physical, but also the mental and spiritual aspects. Positive thinking, perseverance, discipline, orientation towards the Supreme, prayer as well as kindness and understanding, form the way to Self-Knowledge and Self-Realisation.

2.1 On the basis of your understanding of the above passage, make notes on it using headings and subheadings. Use recognizable abbreviations (wherever necessary – minimum four) and a format you consider suitable. Also supply an appropriate title to it. 5

2.2 Write a summary of the above passage in about 100 words. 5



SECTION B — (Advanced Writing Skills)

30

3. You are Dhruv/Deepa. Your father, Shri Dheeraj Garg of Gurugram wants you to draft an invitation to be sent to friends and relatives on the occasion of your elder sister's marriage. Prepare the invitation giving necessary details in not more than 50 words.

4

OR

Water is precious and each one of us must stop its wastage to avoid its scarcity in the near future. Prepare a poster requesting people of your colony to adopt means to save water, prevent its wastage, etc. You are Rama/Rohan of Ahimsa Vihar, Saket, Ahmedabad. (50 words)

4. Kerala was badly hit by floods due to heavy rains. Even today the victims are suffering financially, physically and mentally. Write a letter in 120 – 150 words to the Editor, 'The Times of Kerala' giving details of the loss of life and property. Also, make an appeal to the people and the Government to provide help and relief to the afflicted. You are Varun/Vandana, 31 Shastri Nagar, Trichi.

6

OR

You are Shobha/Sushil from 56, A Block, Saket, Agra. Write an application along with a personal resumé in 120 – 150 words in response to the following advertisement :

Wanted an experienced hockey coach having B.P.Ed Degree for our school. Apply to the Principal, Agarsen Public School, Agra by 15th March, 2019.

5. You are concerned about the cleanliness of parks, roads and even your school premises. In spite of various measures taken by local and school administration, lack of cleanliness is still a problem. You are Namita/Keshav. Prepare a speech in 150 – 200 words to be delivered in the morning assembly of your school on the topic, 'Cleanliness is the Responsibility of All.'

10

OR

Write a debate in 150 – 200 words either *for* or *against* the motion :
'Stray dogs should not be put to sleep'.



6. Abundance of advertisements in newspapers, magazines and even on television is a wastage of both time and money of readers and viewers. You are Shobha/Sameer. Write an article in 150 – 200 words on the topic, 'Excessive Use of Advertisements in Media'. 10

OR

An NGO, 'Health for All' organised a health check-up camp in a slum at Amritsar. You are Ruchika/Raunak, and you visited the camp. Write a report in 150 – 200 words covering arrangements such as registration, check-up, tests carried out, etc.

SECTION C — (Literature : Textbooks and Long Reading Text) 40

7. Read the extract given below and answer the questions that follow : 1×4=4

Perhaps the Earth can teach us
as when everything seems dead
and later proves to be alive.
Now I'll count up to twelve
and you keep quiet and I will go.

- (a) Name the poem and its poet. 1
- (b) What does the Earth teach us ? 1
- (c) What does the poet want to achieve by counting up to twelve ? 1
- (d) Give an example of what now seems to be dead but later on becomes alive. 1

OR

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.

- (a) Name the poem and its poet. 1
- (b) How does a thing of beauty remain a joy forever ? 1
- (c) Explain : 'never pass into nothingness'. 1
- (d) How does the bower help us in our life ? Give two examples. 1



8. Answer **any four** of the following questions in 30 – 40 words each : $3 \times 4 = 12$
- (a) ‘Garbage to them is gold.’ Why does the author say so about the ragpickers of Seemapuri ?
 - (b) Which two incidents in Douglas’s early life made him scared of water ?
 - (c) Why was the crofter so talkative and friendly with the peddler ?
 - (d) “It ate my face up. It ate me up.” Who said these words ? Why ?
 - (e) Why did Evans not take off his hat when Jackson ordered him to do so ?
 - (f) Why did Zitkala-Sa resist the shingling of her hair ?
9. Answer **any one** of the following questions in 120 – 150 words : 6
- (a) Everybody during the last lesson was filled with regret. Comment.
 - (b) Why is the Champaran episode considered to be the beginning of the Indian struggle for independence ?
 - (c) It is not unusual for a lower middle class girl to dream big. How unrealistic were Sophie’s dreams ?
10. Answer **any one** of the following questions in 120 – 150 words : 6
- (a) Describe the efforts made by the Tiger King to achieve his target of killing a hundred tigers.
 - (b) Explain the reaction of Dr. Sadao’s servants when he decided to give shelter to an enemy in the house.
 - (c) Describe Jack’s art of storytelling.
11. Answer **any one** of the following questions in 120 – 150 words : 6
- (a) Describe the burglary that took place at Mr. Bunting’s house. (The Invisible Man)
 - (b) How did Griffin move about in the village of Iping ?
 - (c) Why does Silas return to Lantern Yard after having lived and prospered at Raveloe ? How does his visit prove useful to him ?
 - (d) How was Silas transformed completely with the arrival of a child ?



12. Answer **any one** of the following questions in 120 – 150 words :

6

- (a) Describe Nancy Lammeter's personality and approach to life. (Silas Marner)
- (b) Write a character sketch of Godfrey Cass. (Silas Marner)
- (c) Marvel is the only character in 'The Invisible Man' who interacts with Griffin and gains something. Elaborate.
- (d) How did Dr. Kemp use the information given to him by Griffin himself to get him arrested ? Was he successful in doing so ?



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

केन्द्रीय विद्यालय संगठन

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