



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

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KENDRIYA VIDYALAYA SANGATHAN REGIONAL OFFICE, BENGALURU

STUDENT SUPPORT MATERIAL

SUBJECT : COMMUNICATIVE ENGLISH (101)



CLASS X

SESSION : 2024-25

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MESSAGE FROM THE DEPUTY COMMISSIONER

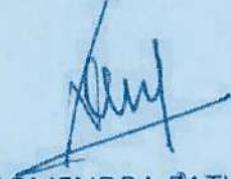
Dear students and teachers !

It is a matter of great pride and delight that KVS Bengaluru Region is putting forward the Students' Support Material (SSM) for class X subject.....^{Comm. English} for the session 2024-25. I believe firmly that, the subject experts have left no stone unturned to enable our students to add on more to their quality of performance by deep rooting more towards accessing required understating in the subject. Certainly, use of this SSM will help students in empowering themselves as one of the tools and will lead in bringing success.

With devotion, dedication & persistent hard work the team of experts has crafted out this SSM meticulously to complement the classroom learning experience of the students as well as to cope up with the Competency Based Questions as per the new pattern of examinations aligned with NEP-2020 and NCFSE-2023. This SSM, being well-structured and presented in a manner which makes it to be comprehended easily, will definitely serve as a precious supplement for self-study of students.

I am pleased to place on record my appreciation and commendation for the commitment and dedication of the team comprising of the subject experts in carving out such a useful edition of Students' Support Material for the students.

Wishing all the best !


 (DHARMENDRA BATLE)
 DEPUTY COMMISSIONER
 KVS BENGALURU REGION

OUR PATRONS



SH. DHARMENDRA PATLE
HON. DEPUTY COMMISSIONER
KVS REGIONAL OFFICE (BENGALURU)



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TABLE OF CONTENTS

S. NO.	CHAPTER/TOPIC	PAGE NO.
1.	BLUEPRINT COMMUNICATIVE ENGLISH CLASS X 2024 -25	
2.	SECTION A READING PASSAGE	
3.	SECTION B WRITING	
4.	SECTION C GRAMMAR	
5.	SECTION D LITERATURE	
6.	SAMPLE PAPERS (CLASS X – COMMUNICATIVE ENGLISH)	
7.	CBSE CURRICULUM (CLASS X – COMMUNICATIVE ENGLISH)	

Note:

For CBSE ASL Corner, visit the following link:

<https://cbseacademic.nic.in/aslcorner.html>

BLUEPRINT**CLASS X****Subject: English Communicative (101)****Max. marks: 80****Max. Time: 3 hours**

Section	Testing Competencies	Description	VSA/MCQ	SAQ	LAQ	Total Marks	Grand Total
Section A Reading Skills	To judge the ability of comprehending the passage and understanding the vocabulary.	1.Discursive passage	8(8)	2(4)	----	10(12)	18(22)
		2.Case based passage	6(6)	2(4)	----	8(10)	
Section B Writing Skills	Appropriacy of style and tone, using appropriate format, expressing an opinion to plan, organize and present idea coherently.	1.Email Writing	----	----	1(3)	1(3)	4(22)
		2.Factual Description	----	----	1(4)	1(4)	
		3.Formal Letter	----	----	1(7)	1(7)	
		4. Article Writing	----	----	1(8)	1(8)	
Section C Grammar	Grammar: Integrated structures with accuracy and fluency.	1.Gap Filling	3(3)	----	----	3(3)	10(10)
		2. Editing or Omission	4(4)	----	----	4(4)	
		3.Sentences Reordering or Sentence Transformation	3(3)	----	----	3(3)	
Section D Literature	*To identify the correct answer on the basis of inference, interpretation and comprehension.	1.Two extract out of three from the English Communicative Prose/ Poetry.	8(8)	----	----	8(8)	14(26)
	*To test the ability to infer and evaluate, identifying the central theme and sub themes.	2.Short answer type questions from English Communicative Prose/ Poetry/ Drama.	----	5(10)	----	5(10)	
	*Understanding the writer's message and writing fluently.	3.Value based questions from English Communicative Prose/ Poetry/ Drama	----	----	1(8)	1(8)	
Total			32(32)	9(18)	5(30)	46(80)	46(80)

Note: Coverage of syllabus up to 100% (as per latest CBSE syllabus/norms for 2024-25). Number of questions are indicated outside the brackets and marks are indicated within the brackets.

PASSAGE 1

Read the following passage and answer the questions that follow: (12 Marks)

(1) Forest conservation is essential for our fight against climate change. Forests act as carbon sinks and help foster biodiversity. However, human activity and rising emissions have broken this delicate balance. Flooding, drought, and habitat loss are results of this phenomenon.

(2) India must achieve a steep climate target within this decade. We need to accelerate our carbon offsetting and sequestration efforts if we intend to reduce our carbon emissions by one billion tonnes by 2030. A Global Forest Watch report states that we have lost over two million hectares of tree cover in the last 21 years. On average, we are losing approximately one lakh hectare of tree cover every year. In this context, tree cover refers to any vegetation that exceeds a height of five meters.

(3) Interpreting the available forest data is also a challenge. According to the Indian State of Forest Report, the country's forest cover has marginally increased, but the increase accounts for plantations and patches as well. Thus, collecting accurate and highly granular forest data is extremely important for safeguarding them. More importantly, making this data accessible to multiple stakeholders at once will further accelerate conservation efforts.

(4) Another issue that threatens our biodiversity is topsoil erosion. Nutrient-rich topsoil is a crucial layer of the earth without which flora, fauna, and our entire agricultural ecosystem would not exist. Unfortunately, climate change is washing away this essential layer. India loses approximately 16 tonnes per hectare of topsoil annually. This is much greater than normal levels; in foothill regions, the loss increases by 25 times.

(5) We must understand how this affects the lives of citizens. Apart from the devastating impact on our environment, this has a huge effect on the livelihoods of the rural population. Lack of topsoil means that forests and arable lands will not be able to retain water, which further leads to flash floods, unpredictable droughts, and several other problems. The agricultural industry is the worst affected. Due to low groundwater reserves, irrigation becomes a challenge. And consistently degrading crop yields result in huge economic losses. A study published in the Journal of Agricultural Research estimates a loss of over 200 billion rupees annually due to topsoil erosion. However, solving such a complex and multifaceted issue requires multiple interventions, both from the technological front and policy-wise. Watershed development is one such method that helps tackle both these problems together.

(6) Government initiatives such as the National Afforestation Program (NAP) and Integrated Watershed Management Program (IWMP) are underway to help increase the forest area. In India, watershed development (WSD) projects are heavily funded by governments. But the scale of these projects, the awareness around WSD, and the approach are constant challenges.

(7) WSDs can help the flora and fauna of an area thrive while mitigating the devastating impacts of climate change. The urgency to develop WSD across the country's green areas has skyrocketed, and we require the right technology to fulfil such a goal.

(8) Before delving into how we can integrate drone technology to save our forests, it is essential to understand watersheds first. Watersheds are crucial for low-lying areas as they regulate water flow, prevent flash floods, and protect the topsoil from surface runoff.

(9) Effective watersheds contribute in several ways to society. Firstly, they help harbour a lot of biodiversity that is essential to saving our forests. Secondly, they have a direct impact on the lives of the rural population. From water availability to agriculture, they provide numerous benefits. WSD often involves building conservation structures such as check dams and reservoirs, which not only employ manual labourers but also promote horticulture and aquaculture activities. Therefore, indirectly, watersheds could help strengthen the hyper-local economy and prevent high migration to cities.

(10) The current rate of population growth will induce extreme stress on our limited resources. Alongside awareness about watershed development, there needs to be transparent collaboration between governments, NGOs, and private stakeholders. This is critical for the fight against climate change and for averting the water shortage crisis. The more liberalized this process becomes, the faster we can combat this issue and save our forests.

1. What is the primary function of watersheds mentioned in the passage? (1)
 - a. Regulate air flow
 - b. Prevent flash floods
 - c. Increase topsoil erosion
 - d. Promote urbanization
2. How does topsoil erosion impact rural livelihoods and agricultural productivity in India, according to the passage? (30-40 words) (2)
3. What does "biodiversity" refer to in the context of environmental conservation? (1)
4. What is emphasized as a critical factor for effectively combating climate change and water shortage crisis in the passage? (1)
 - a. Increase in population growth
 - b. Transparent collaboration between governments, NGOs, and private stakeholders
 - c. Implementation of urbanization projects
 - d. Reduction in forest conservation efforts
- 5) According to the passage, what is the impact of topsoil erosion on agriculture in India? (1)
 - a. Increase in crop yields
 - b. Enhancement of groundwater reserves
 - c. Challenge in irrigation due to low groundwater reserves
 - d. Reduction in economic losses.
6. Why is transparent collaboration among stakeholders emphasized for combating climate change and water shortage crises? (2)
7. Which government initiatives are mentioned as efforts to increase forest area in India? (1)
 - a. National Afforestation Program (NAP)

b. Integrated Watershed Management Program (IWMP)

c. National Irrigation Program (NIP)

d. Rural Employment Guarantee Scheme (REGS)

8. Explain the term "topsoil erosion" as mentioned in the passage. (1)

9. State whether the following statement is true or false (1)

According to the Global Forest Watch report, India has experienced a significant increase in tree cover over the past two decades.

10. Find a word from the passage which is a synonym of 'regularly' (para 5) (1)

PASSAGE 2

Read the following passage and answer the questions that follow: (12 Marks)

(1) In an era marked by rapid technological advancements, the integration of artificial intelligence (AI) into various aspects of our lives has become increasingly prevalent. From virtual assistants to self-driving cars, AI has revolutionized industries and reshaped the way we live, work, and interact with the world around us. One area where AI holds immense potential for transformation is education. By harnessing the power of AI, educators can create more personalized learning experiences, improve student outcomes, and prepare learners for the challenges of the 21st century.

(2) At its core, AI refers to the simulation of human intelligence in machines, enabling them to perform tasks that typically require human intelligence, such as learning, reasoning, problem-solving, and decision-making. In the field of education, AI technologies offer a wide range of applications, including adaptive learning platforms, intelligent tutoring systems, virtual reality simulations, and data-driven analytics tools. These technologies have the potential to revolutionize the traditional classroom model and cater to the diverse needs and learning styles of individual students.

(3) One of the most significant benefits of AI in education is its ability to personalize learning experiences for students. By analysing vast amounts of data on student performance, preferences, and behaviours, AI-powered systems can generate personalized learning paths and recommendations tailored to each student's unique strengths, weaknesses, and interests. This personalized approach allows students to learn at their own pace, receive targeted support and feedback, and engage more deeply with the material, ultimately leading to improved learning outcomes.

(4) Furthermore, AI can enhance the effectiveness of teaching and instruction by providing educators with valuable insights and resources to support their practice. For example, AI-powered analytics tools can analyse student data to identify trends, patterns, and areas of improvement, enabling teachers to adapt their instruction and interventions accordingly. Additionally, intelligent tutoring systems can provide real-time feedback and guidance to

students, supplementing traditional classroom instruction and helping students master complex concepts more effectively.

(5) Moreover, AI technologies can facilitate the creation of immersive and interactive learning experiences that transcend the limitations of traditional textbooks and lectures. Virtual reality simulations, for example, allow students to explore and interact with complex concepts in a simulated environment, making learning more engaging, memorable, and effective. Similarly, AI-powered chatbots and virtual assistants can provide students with on-demand support and guidance, answering questions, providing explanations, and offering assistance whenever needed.

(6) In addition to personalized learning and enhanced instruction, AI can also play a crucial role in addressing systemic challenges and inequalities in education. For example, AI-powered adaptive learning platforms can help bridge the gap between privileged and disadvantaged students by providing access to high-quality educational resources and support regardless of socio-economic background or geographic location. Similarly, AI technologies can support language acquisition and literacy development for students with diverse linguistic backgrounds, facilitating greater inclusivity and equity in the classroom.

(7) However, despite its immense potential, the widespread adoption of AI in education also raises important ethical and practical considerations. Concerns about data privacy, algorithmic bias, and the displacement of human teachers are just a few of the challenges that must be addressed to ensure that AI technologies are deployed responsibly and ethically in educational settings. Additionally, there is a need for ongoing research and evaluation to assess the effectiveness of AI-powered interventions and to identify best practices for integrating AI into teaching and learning.

(8) In conclusion, artificial intelligence has the potential to revolutionize education by personalizing learning experiences, enhancing instruction, and addressing systemic inequalities. By harnessing the power of AI, educators can create more engaging, effective, and equitable learning environments that empower students to reach their full potential. However, realizing the full benefits of AI in education will require careful consideration of ethical, privacy, and equity concerns, as well as ongoing research and collaboration to ensure that AI technologies are deployed responsibly and ethically to benefit all learners.

1. What is one of the primary benefits of integrating AI into education, as stated in the passage?
(1)

- a. Reducing the need for human teachers
- b. Creating more engaging and effective learning environments
- c. Increasing the cost of educational resources
- d. Limiting access to high-quality education

2. What is the tone of the writer in the given lines from para 7? Rationalise your response in about 40 words. **(2)**

“However, despite its immense potential, the widespread adoption of AI in education also raises important ethical and practical considerations. Concerns about data privacy, algorithmic bias, and the displacement of human teachers are just a few of the challenges that must be addressed to ensure that AI technologies are deployed responsibly and ethically in educational settings. Additionally, there is a need for ongoing research and evaluation to assess the effectiveness of AI-powered interventions and to identify best practices for integrating AI into teaching and learning.”

3. Complete the sentence appropriately: **(1)**

The ethical concern mentioned in the passage related to AI in education is _____.

4. The passage includes some words that are opposites of each other. From the sets (a) to (e) below, identify two sets of antonyms: **(1)**

a. Integration and Segregation

b. Passive and Uninvolving

c. Equalities and Fairness

d. Disadvantages and Drawbacks

e. Enhance and Diminish

5. What term describes the potential of AI to transcend the limitations of traditional textbooks and lectures, creating more engaging and memorable learning experiences and why? **(1)**

6. Based on the reading of the passage, examine in about 40 words, the effect that AI has had on human life? **(2)**

7. What is one of the potential benefits of artificial intelligence (AI) in education, as discussed in the passage? **(1)**

a. Curbing virtual reality simulations.

b. Enhancing instruction through real-time feedback.

c. Ignoring ethical concerns in education.

d. Inhibiting collaboration among students.

8. State whether the following statement is True or False with reference to the given extract. **(1)**

AI-powered analytics tools cannot analyse student data to identify trends, patterns, and areas of improvement, therefore, they do not enable teachers to adapt their instruction and interventions accordingly.

9. Which of the following is NOT mentioned as an application of AI in education in the passage? (1)

- a. Virtual reality simulations
- b. Adaptive learning platforms
- c. Social media platforms
- d. Intelligent tutoring systems

10. Which term from the passage refers to the process of AI systems tailoring learning paths and recommendations to suit individual students' strengths, weaknesses, and interests? (1)

- a. Integration
- b. Personalization
- c. Revolutionization
- d. Responsibly

PASSAGE 3

Read the following passage and answer the questions that follow: (12 Marks)

Since time immemorial, whenever some technology has entered the education system, there have been numerous apprehensions. The discussions held at the inception of the use of calculators, computers, etc. in the past are examples of it. But it is evident that these assistive technologies have enhanced our capabilities disparately and everyone in the education system has adapted them as suited to their respective needs. Undoubtedly, harnessing technology in education might affect cognitive abilities in various ways, which ought to be taken care of to protect human capacity and prevent servitude to these technologies.

Now, it is the turn of Artificial Intelligence (AI) entering education. The fast-pervading internet and technological advances are making the intrusion of AI in education electable. Consequently, AI literacy is becoming inevitable for everyone in the present digital age. However, the students must embrace it to further their competencies, but with a reasonable understanding of how AI operates, what help you can get from it? and what are its limitations? This calls for the setting up of a robust AI literacy framework for emphasizing knowledge about AI, recognizing AI, thinking abilities of AI-driven systems, socio-ethical considerations in tandem with AI, and the role of human beings in creating AI-driven systems.

A systemic approach is required to educate the masses through the young students who are part of the education system about what AI is and how it works. Earlier will be better because, in the absence of awareness, people perceive AI-assisted decision-making and other digital interventions as miracles. The search engines helping the user in fetching the results from the search query and subsequently populating the screens with content similar to the one queried earlier is due to the prevalence of AI effect in search engines. Simultaneously, the young generation should be encouraged to get involved in constantly growing AI innovations to become developers of AI tools, software, and applications and get engaged in further research in these domains.

In this regard, scientific literacy, technological literacy, and computational literacy are inevitable so that AI literacy can be carried forward effectively in the education system and informally in

society. A reference to Alan Turing, a mathematician and computer scientist who stated in 1950, “Can machines think?” becomes relevant for all those engaged in AI. This premise led to the erudite community’s work towards invigorating machines to perform intelligent functions resembling human actuated functions. This ultimately relied upon training machines adequately with requisite patterns, behaviours, and some attributes of human intelligence such as learning, reasoning, problem-solving, language interaction, etc. Thus, the possibility of AI-based tools to imitate human intelligence without involving human judgment could be accompanied by certain ethical challenges and risks in society.

Moving steps forward, apparently, the generative AI has started impacting teaching, learning, assessment, and governance in education across the world. Let us try to understand how each of these is affected.

AI interventions in teaching are empowering teachers to enrich their deliverable content. The focused search and facilitation to assimilate the content using AI can vitalize teachers provided suitable filters are applied to ensure its correctness and relevance.

1. What is the primary purpose of early education about Artificial Intelligence (AI) in today's digital age? **(1)**

- a. To discourage engagement with AI technologies
- b. To instil fear of AI-driven advancements
- c. To promote reliance solely on human capabilities
- d. To foster informed engagement and understanding of AI

2. Which technological advancements have historically entered the education system and enhanced capabilities disparately? **(1)**

- a. Smartphones and social media platforms
- b. Televisions and radios
- c. Calculators and computers
- d. Printers and photocopiers

3. What are some potential impacts of integrating Artificial Intelligence (AI) into education? **(1)**

- a. Personalized and enriched content delivery
- b. Limited teacher empowerment
- c. Decreased access to information
- d. Reduction in critical thinking skills

4. Why is the development of AI literacy crucial for individuals in the education system? **(1)**

- a. To discourage engagement with AI technologies
 - b. To promote blind reliance on AI-driven tools
 - c. To understand AI's mechanisms, capabilities, and ethical implications
 - d. To limit access to AI-driven innovations
5. What are some historical examples of technologies entering the education system, and how have they impacted teaching and learning? (2)
 6. Why is early education about Artificial Intelligence (AI) crucial in today's digital age? (2)
 7. Define "disparately" as used in the passage. (1)
 8. What is meant by "socio-ethical considerations" in the context of AI integration in education? (1)
 9. The _____ of calculators in mathematics classes streamlined computational tasks. (1)
 10. Early education about Artificial Intelligence (AI) is essential to _____ misconceptions and foster informed engagement. (1)

PASSAGE 4

Read the following passage and answer the questions that follow: (12 Marks)

The A to Z's of Good Sleep

Sleep experts, psychologists, and wellness therapists are losing sleep over telling people how to sleep. In bedrooms across the world, night-time has become synonymous with everything but sleeping. People are tossing, turning, talking, texting, posting, and watching but not catching enough Zzs. A World Sleep Day survey found that 20 percent of people around the world are sleep-deprived. The reasons could be anything: working hours, personal obligations, relationship worries, or online time. Or it could just be what sleep experts suspect – a feeling that people think they can cheat sleep.

YOU CAN'T CHEAT SLEEP.

Sleep deprivation is currently threatening the health, happiness, and productivity of up to 45 percent of the world's population – a sign of a global sleep crisis. Dr. Manvir Bhatia, senior consultant in neurology and sleep medicine, states: "You cannot cheat the sleep system. Lack of sleep for one night results in impaired metabolism, especially for glucose, resulting in an increased blood glucose level." Poor sleep has been linked to weakened immune systems, high blood pressure, weight gain, mood swings, paranoia, depression, stroke risk, cardiovascular disease, diabetes, dementia, and cancer. Our efficiency and productivity also suffer when we're tired. Holistic lifestyle coach Luke Coutinho has called it the cheapest drug available to mankind – and that's why most ignored. "Sleep is as important as good food, fresh air, sunshine, exercise. It is where magic happens. No amount of drugs, caffeine, or technology can ever replace what natural sleep and rest can do for us," he says.

BILLION-DOLLAR INDUSTRY

Sleep is not only one of the biggest wellness topics; it's fueling new businesses. More than just peppy pajamas, the sleep-health industry is selling sleep trackers, white noise machines, and hi-tech pajamas to create better rest and recovery, and even robots versed in "thousands of years of Buddhist breathing techniques" to soothe you to sleep once you spoon it. And now you have sleepcasts – audio stories that are there to lull you to sleep. But reclaiming sleep is a commitment. What one needs is to be dedicated and disciplined to break the habit of not sleeping enough.

NO-SLEEP SURVIVAL?

In 2010, Arianna Huffington started spreading the word about the power of a good night's sleep, refuting the decades-old maxim of 'sleep less, achieve more'. She advised people to stop bragging about their sleep deficits and encouraged them to sleep more for increased productivity, happiness, and smarter decision-making. People need to relook at sleep as an investment, not a waste of time. Sleep expert Dr. Henri Tuomilehto (who has spent the past 15 years studying sleep) has been coaching professional athletes and telling them how to ace better Zs. His one big takeaway: a sleep routine. Getting your sleep back is almost like guiding a baby to develop a sleep routine.

BEDTIME MANNERS FOR A GOOD SLEEP

Avoid stimulants: Substances like caffeine (found in coffee, tea, colas, and chocolate) or nicotine (from cigarettes) act as stimulants, hindering sleep. Steer clear of them for at least 4-6 hours before bedtime.

Adjust lighting: As daylight fades, your body naturally releases melatonin, a hormone that induces sleep, but it requires the right environmental cues. Any light that interferes with melatonin secretion delays sleep onset and diminishes sleep quality. Dimming bedroom lights and avoiding gadget use at least one hour before bed helps maintain optimal melatonin levels.

Manage noise: High-intensity sounds can disrupt sleep by causing wakefulness periods, leading to daytime fatigue. For instance, intense traffic noise elevates cortisol levels, impacting sleep quality. Choosing soothing sounds or music before bedtime can promote better sleep.

Establish routines: Simple routines like laying out pajamas and grooming tasks can help prepare the mind for rest. Consistency is key to reinforcing sleep-inducing habits.

1. What does Luke Coutinho refer to as the "cheapest drug" available to mankind? (1)
 - a. Caffeine
 - b. Sleep
 - c. Technology
 - d. Exercise
2. Identify the health risks associated with sleep deprivation mentioned in the passage. (1)
3. What is NOT listed as a consequence of poor sleep in the passage? (1)
 - a. Weight gain
 - b. High blood pressure
 - c. Increased creativity
 - d. Mood swings
4. What is Dr. Henri Tuomilehto's major takeaway from his 15 years of studying sleep? (1)
 - A) The importance of a sleep routine
 - B) The use of white noise machines
 - C) The effectiveness of sleep trackers

D) The benefits of Buddhist breathing techniques

5. What is a sleepcast? (1)

- A) A type of sleep tracker
- B) A podcast designed to help people sleep
- C) A new kind of hi-tech pajama
- D) A robot that uses Buddhist breathing techniques

6. Complete the sentence appropriately: (1)

The sleep-health industry is now offering _____ to help people sleep better.

7. What are the reasons behind the growth of the sleep-health into a billion-dollar industry? (2)

8. How can managing noise and establishing routines contribute to improved sleep quality? (2)

9. State whether **TRUE** or **FALSE**: (1)

Arianna Huffington supports the idea that sleeping less can lead to more achievements.

10. Find a word from Para 3 which is a synonym of “**STIMULATING**”. (1)

PASSAGE 5

Read the following passage and answer the questions that follow: (12 Marks)

The Challenges and Solutions in Archaeology

Archaeology as a profession faces two major problems.

First, it is the poorest of the poor. Only paltry sums are available for excavating and even less is available for publishing the results and preserving the sites once excavated. Yet archaeologists deal with priceless objects every day. Second, there is the problem of illegal excavation, resulting in museum-quality pieces being sold to the highest bidder.

I would like to make an outrageous suggestion that would at one stroke provide funds for archaeology and reduce the amount of illegal digging. I would propose that scientific archaeological expeditions and governmental authorities sell excavated artefacts on the open market. Such sales would provide substantial funds for the excavation and preservation of archaeological sites and the publication of results. At the same time, they would break the illegal excavator’s grip on the market, thereby decreasing the inducement to engage in illegal activities.

You might object that professionals excavate to acquire knowledge, not money. Moreover, ancient artefacts are part of our global cultural heritage, which should be available for all to appreciate, not sold to the highest bidder. I agree. Sell nothing that has unique artistic merit or scientific value. But, you might reply, everything that comes out of the ground has scientific value. Here we part company. Theoretically, you may be correct in claiming that every artefact has potential scientific value. Practically, you are wrong.

I refer to the thousands of pottery vessels and ancient lamps that are essentially duplicates of one another. In one small excavation in Cyprus, archaeologists recently uncovered 2,000 virtually indistinguishable small jugs in a single courtyard, even precious royal seal impressions known as melek handles have been found in abundance — more than 4,000 examples so far.

The basement of museums is simply not large enough to store the artefacts that are likely to be discovered in the future. There is not enough money even to catalogue the finds; as a result, they cannot be found again and become as inaccessible as if they had never been discovered. Indeed, with the help of a computer, sold artefacts could be more accessible than are the pieces stored in bulging museum basements. Prior to sale, each could be photographed and the list of the purchasers could be maintained on the computer. A purchaser could even be required to agree to return the piece if it should become needed for scientific purposes. It would be unrealistic to suggest that illegal digging would stop if artefacts were sold in the open market. But the demand for the clandestine product would be substantially reduced. Who would want an unmarked pot when another was available whose provenance was known, and that was dated stratigraphically by the professional archaeologist who excavated it?

1. Which statement best reflects the author's attitude towards the current state of archaeology? **(1)**

- a. Finds archaeology to be a lucrative profession with sufficient funding for excavation and preservation.
- b. Believes that illegal excavation is not a significant problem in the field of archaeology.
- c. Recognizes the financial challenges faced by archaeologists and propose a controversial solution.
- d. Feels that the sale of archaeological artefacts should be strictly prohibited.

2. What is the tone of the writer in the given lines from the passage? Rationalize your response in about 40 words. **(2)**

3. Complete the sentence appropriately. **(1)**

The author suggests selling excavated artefacts on the open market as a solution to the financial challenges in archaeology because _____.

4. Identify two sets of antonyms from the passage. **(1)**

5. Complete the sentence appropriately. **(1)**

We can say that the author's tone becomes more persuasive and pragmatic when discussing the proposal to sell excavated artefacts, compared to objections against it, because _____.

6. Based on the reading of the passage, examine, in about 40 words, how the author justifies selling duplicate artefacts from archaeological excavations. **(2)**

7. What is the message conveyed by the author's proposal? **(1)**

- a. Only those with a passion for archaeology should excavate artefacts.
- b. Selling artefacts is a viable solution to fund archaeological endeavours and reduce illegal excavation.
- c. Financial constraints should not be a concern for archaeological research.
- d. The value of archaeological artefacts lies in their monetary worth.

8. State whether the following lines display an example of a simple / complex / emotionally charged / downright weird argument in favour of selling archaeological artefacts. (1)

9. According to the passage, what are two major problems faced by archaeology as a profession? (2)

PASSAGE 6

Read the following passage and answer the questions that follow: (12 Marks)

Study sheds light on the white dwarf star, likely destroyer of our solar system

It's the end of the world, not quite as we know it.

Scientists from the University of Warwick and other universities have studied the impact white dwarfs – end-of-state stars that have burned all their fuel – have on planetary systems such as our own solar system.

When asteroids, moons and planets get close to white dwarfs, their huge gravity rips these small planetary bodies into smaller and smaller pieces, which continue to collide, eventually grinding them into dust.

While the researchers said Earth would probably be swallowed by our host star, the sun, before it becomes a white dwarf, the rest of our solar system, including asteroids between Mars and Jupiter, as well as moons of Jupiter, ultimately may be shredded by the sun in a white star form.

Dr Amornrat Aungwerojwit of Naresuan University in Thailand, who led the study, said: “Previous research had shown that when asteroids, moons and planets get close to white dwarfs, the huge gravity of these stars rips these small planetary bodies into smaller and smaller pieces.”

Collisions between these pieces eventually grind them into dust, which finally falls into the white dwarf, enabling researchers to determine what type of material the original planetary bodies were made from.

Prof Boris Gaensicke, from the department of physics at the University of Warwick, said: “The simple fact that we can detect the debris of asteroids, maybe moons or even planets whizzing around a white dwarf every couple of hours is quite mind-blowing, but our study shows that the behaviour of these systems can evolve rapidly, in a matter of a few years.

“While we think we are on the right path in our studies, the fate of these systems is far more complex than we could have ever imagined.”

For the new research, scientists investigated changes in brightness of stars for 17 years, shedding light on how these bodies are disrupted. They focused on three different white dwarfs, which all behaved very differently.

The first white dwarf studied – known as ZTF J0328-1219 – appeared steady and “well-behaved” over the last few years, but the authors found evidence for a major catastrophic event around 2010.

Another star – known as ZTF J0923+4236 – was shown to dim irregularly every couple of months, and shows chaotic variability on timescales of minutes during these fainter states, before brightening again.

The third white dwarf analysed – WD 1145+017 – had been shown by Massachusetts Institute of Technology (MIT) in 2015 to behave close to theoretical predictions, with vast variations in numbers, shapes and depths of transits. Surprisingly in this latest study, the transits are now totally gone.

“The system is, overall, very gently getting brighter, as the dust produced by catastrophic collisions around 2015 disperses,” said Gaensicke. “The unpredictable nature of these transits can drive astronomers crazy – one minute they are there, the next they are gone. And this points to the chaotic environment they are in.”

When asked about the fate of our own solar system, Gaensicke, said: “The sad news is that the Earth will probably just be swallowed up by an expanding sun, before it becomes a white dwarf.

“For the rest of the solar system, some of the asteroids located between Mars and Jupiter, and maybe some of the moons of Jupiter may get dislodged and travel close enough to the eventual white dwarf to undergo the shredding process we have investigated.”

1. Which statement best reflects the author's attitude towards studying the impact of white dwarfs on planetary systems? **(1)**

a. Considers the study to be futile due to the inevitable fate of Earth.

b. Believes that the research on white dwarfs' impact is insignificant compared to other astronomical phenomena.

c. Recognizes the importance of studying white dwarfs' impact despite the complexities involved.

d. Feels that white dwarfs' behavior is too unpredictable to study effectively.

2. What is the tone of the writer in the given lines from the passage? Rationalize your response in about 40 words. **(2)**

3. Complete the sentence appropriately.

The author's use of language in paragraph (3), such as "the simple fact that we can detect the debris of asteroids" and "the behaviour of these systems can evolve rapidly," suggests _____ . **(1)**

4. Identify two sets of antonyms from the passage. **(1)**

5. Complete the sentence appropriately. **(1)**

We can infer that the author's tone becomes more contemplative and introspective when discussing the unpredictability of white dwarfs' behaviour, compared to their initial descriptions, because _____ .

6. Based on the reading of the passage, examine, in about 40 words, how the study of white dwarfs parallels the exploration of unknown territories. **(2)**

7. What is the main message conveyed by the study mentioned in the passage? **(1)**

- a. Earth's fate is inevitable due to the behaviour of white dwarfs.
 - b. The study highlights the chaotic nature of white dwarfs' impact on planetary systems.
 - c. Studying white dwarfs is insignificant in comparison to other celestial phenomena.
 - d. White dwarfs' behaviour is too complex to be understood by current scientific methods.
8. State whether the following lines display an example of a simple / complex / emotionally charged / downright weird description of white dwarfs. **(1)**

"The system is, overall, very gently getting brighter, as the dust produced by catastrophic collisions around 2015 disperses."

9. What does Dr. Amornrat Aungwerojwit emphasize regarding the impact of white dwarfs on small planetary bodies? **(1)**

- a. Their gravity gradually pushes small planetary bodies into larger pieces.
- b. The intense gravity of white dwarfs rips small planetary bodies into increasingly smaller pieces.
- c. The collisions between small planetary bodies and white dwarfs create new celestial bodies.
- d. The small planetary bodies disintegrate naturally as they approach white dwarfs.

10. What is Professor Boris Gaensicke's main point regarding the unpredictability of white dwarfs' behaviour? **(1)**

- a. The behaviour of white dwarfs is consistent over long periods of time.
- b. The behaviour of white dwarfs can change rapidly, making them difficult to study.
- c. White dwarfs' behaviour follows predictable patterns based on theoretical models.
- d. White dwarfs' behaviour is influenced solely by external factors.

PASSAGE 7

Read the following passage and answer the questions that follow: (12 Marks)

1. According to the Annual Status of Education Report (ASER) 2013, the proportion of all children nationally in Class V who can read a Class II level text remains virtually the same since 2012: 47 per cent. Among Class V children in government schools, this percentage has decreased to 41.1 per cent.

2. The household-based annual education survey covers six lakh children in the age group 3-16 across 550 districts, about 16,000 villages, and 3.3 lakh households. Despite the dismal figures it throws up, there is some hope still. It comes not so much from the formal learning centres as from the work of volunteers and organisations around the country that are doing stellar work to promote reading among rural children. Learning to read is not an instinctive act like learning to talk, run, or play. But there is no doubt that the ability to read is one of the most important skills children need for their development. : Why are children, especially in rural schools, not reading?

3. "Are you asking about reading skills, or children's inclination to read?" asks Neha Pradhan Arora, Head of Programmes at Swechha, which runs Pagdandi, a volunteer-driven alternative educational space for children of resettlement and slum colonies in Delhi. Since 2009, it has reached hundreds of children in Jagdamba Camp. "The ability to read depends upon learning and teaching, but reading for pleasure depends on access to books. That's the reason we started

Kitabghar. Reading is first a skill, then becomes a joy, and only after that can it empower the child.”

4. Pagdandi runs monthly reading days, and conducts periodical reading-related events. Like Pagdandi, there are hundreds of organisations and individuals who have made it their mission to promote reading for pleasure among children. “Children anywhere will read if they are introduced to the act of reading in the right environment,” says Sathyanarayanan Mundayoor, fondly known as Uncle Moosa. This extraordinary crusader has been instrumental in setting up 13 libraries, called Bamboosa Libraries, in the villages of Arunachal Pradesh through the Lohit Youth Libraries programme.

5. “In Arunachal Pradesh, even the government finds it difficult because of connectivity and terrain. The only hope for promoting reading is the school system. But when these schools lack even basic facilities, having a library is not easy. After coming under Sarva Shiksha Abhiyan, officials are unable to pay attention to teacher training and other aspects of school governance. Add to this the fact that reading is taught only as a means to teach other subjects,” says Mundayoor, who has been working in Arunachal Pradesh for over three decades. “Volunteers, are eager to work with reading-deprived children. Books are accessible and kept in open cupboards. Unlike the top-down approach of school librarians, where they decide what and when a child should read, here the volunteers encourage children to read whatever they choose. Volunteers return to their own villages and start similar reading rooms.”

6. That children love stories is universal. “Children need to be surrounded by books. When reading for pleasure is not part of the culture, there is no push to read. Our children need books that are colourful, exciting and in languages they can read. They need books that have humour. The only way children will learn to read is if they have books to touch and see and read,” says Suzanne Singh, chairperson, Pratham Books.

7. Says Barbara Schmid, a social welfare manager who moved from Germany to Kalkeri six years ago, “Young children are very curious. Even if they are unable to read, they are eager to read, and this makes them quick learners. The older children who have come late to our school find it difficult. The key to inculcate the habit of reading for pleasure is to provide the atmosphere as early in life as possible.”

8. The Accelerated Reading Programme developed by Akshara Foundation, a Karnataka-based non-profit, reverses this process. Their technique starts with ‘reading’ from the first day. Children imagine and wonder, trying to make sense of what they see. They stumble, ‘read’, guess at words, try and understand its meaning, and eventually learn to read.

9. To mark International Literacy Day in September 2013, Pratham Books invited volunteers to spread the joy of reading. We expected 100 volunteers; we got more than 600, who conducted over 1000 book-reading and storytelling sessions in 25 languages across India. That is a small sprinkling of magic dust, but given the serious issue of children not being able to read in India, we need many more warriors like Uncle Moosa.

1. What does ability to read depend upon? (1)

a. access to books.

b. learning and teaching

c.library facilities.

d.social environment.

2. The Accelerated Reading Programme developed by Akshara Foundation, a Karnataka-based non-profit, reverses this process. List two ways, how the process is reversed. Answer in 30 -40 words (2)

3. Why has Uncle Moosa been called a crusader? (1)

4. In Arunachal Pradesh, even the government finds it difficult because of connectivity and terrain. This means that reading could not be promoted in Arunachal Pradesh because (1)

- a. Libraries cannot be set up because of lack of buildings
- b. People cannot travel in Arunachal Pradesh.
- c. The hilly land makes it difficult for constructing buildings for libraries and also for commuting

d. There is poor communication and lack of transportation facilities.

5. Briefly explain (in 30-40 words) 'According to the Annual Status of Education Report (ASER) 2013 ,the proportion of all children nationally in Class V who can read a Class II level text remains virtually the same since 2012: 47 per cent..' (2)

6. Which of the following is the right sequence for Reading? (1)

- a. Enjoyment- empowerment- ability
- b. Ability- empowerment- enjoyment
- c. interest- empowerment- enjoyment
- d. Ability- enjoyment- empowerment

7. What is the top-down approach of a librarian? (1)

8. Which paragraph discusses 'word attack skills'? (1)

9. Complete the sentence appropriately. Despite the dismal figures it throws up, there is some hope still as _____ (para 2) (1)

10. State whether the given assertion is TRUE or FALSE. (1)

Reading for pleasure is not part of Indian culture.

PASSAGE 8

Read the following passage and answer the questions that follow: (10 Marks)

(1) *Kids are not alright, argues The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness by Jonathan Haidt.*

Between 2010 and 2015, rates of anxiety and depression went up sharply for adolescents in many countries, while older cohorts were unaffected. Only one-third of college students reported feeling anxious less than half the time or never. Self-harm and suicide rates also rose.

(2) That coincides with the smartphone era. Gen Z is the first to grow up with a portal in their pocket, watching the shiny lives of their friends and distant influencers. Being 'forever elsewhere' is a profound transformation of human consciousness and relationships, the book argues. Pre-

puberty is a critical learning period for language and culture, and during this period, Gen Z's identities, emotions, selfhood and relationships have been mediated through phones.

(3) But this drastic rewiring of childhood is also about how adults began to overprotect children. Unsupervised play declined around the same time that personal computers took off, in the late 1980s. A wide discourse of stranger danger and 'safetyism' took over parenting and schooling.

(4) This blocked children's experience in basic ways. Humans have a long childhood to acquire certain capacities. Kids need to take risks and chase thrills, to be antifragile, learn to manage in the physical world. Face-to-face and shoulder-to-shoulder interaction and play attunes them to others. They actually need some acute stress to build emotional resilience.

(5) Social media platforms, meanwhile, hijack the adolescent need to model themselves on others. They are designed to be conformity engines, and to exploit the human urge for prestige. Gen Z aims their social learning systems towards faraway influencers setting unrealistic and unhealthy goals. Selfies and social media occupy girls, while boys tend to be taken over by online multiplayer games, along with YouTube and Reddit. Preteen girls are particularly vulnerable, more likely to engage in visual comparisons and perfectionism.

(6) Parents struggle too. They can see the harms of social media and online games, but the world has configured itself so that anyone who resists screen time is condemning their child to social isolation. Think of the opportunity costs of that time whiled away, from social and sleep deprivation to attention fragmentation and addiction.

(7) Internet adulthood starts at age 13: that's when digital platforms allow you to start an account. In teen years, reward centers of the brain are active, but the frontal cortex that determines self-control does not develop till one's mid-20s. So these kids are insecure, easily swayed by social validation.

(8) One could argue that this anxiety and depression is caused by objectively bad conditions this generation faces – climate change, wars, political instability, and a precarious future. But previous generations have not been laid low by external situations, they have been energized by it to take collective action. Today, world events are pumped in through their phones, not as news but as emotionally loaded stories, which have a different impact, as emotions are contagious.

(9) What can be done about this? Governments and tech companies have to get their act together, recognizing the harms and vulnerabilities of teens. At the least, the minimum age to get on to these platforms should be raised to 16 and smart phones should not be given to children before high school. Phone-free schools, plenty of play and childhood independence are essential.

1) According to "The Anxious Generation" by Jonathan Haidt, what factor coincides with the sharp increase in rates of anxiety and depression among adolescents between 2010 and

2015?

(1)

- a. Decline in unsupervised play
- b. Rise of traditional parenting methods
- c. Increase in outdoor physical activities
- d. Expansion of educational opportunities

2. Fill in the blanks. (1)
The book highlights the vulnerability of _____ to visual comparisons and perfectionism due to their engagement with social media.

3. From the information provided what inference can be made about the role of social media platforms in shaping adolescents' perceptions of themselves and others? (40 words) (2)

4. What is identified as a key consequence of the smartphone era in this text? (1)

a. Decreased reliance on virtual validation

b. Strengthening of real-world interactions

c. Limitation of risk-taking opportunities

D) Promotion of emotional resilience-building activities

5. Based on the passage, what might be inferred about the impact of unsupervised play on childhood development in the context of the smartphone era? (30- 40 words) (2)

6. According to the passage, what collaborative effort is deemed necessary to address the mental health challenges of today's youth? (1)

a. Sole reliance on government intervention

b. Exclusively depending on parental guidance .

c. Cooperation between multiple stakeholders

d. Leaving the issue unaddressed

7. Which term from the text refers to "the quality of being suitable or appropriate for a particular purpose or situation"? (1)

8) State whether the following statement is true or false. (1)

The frontal cortex, responsible for self-control, fully develops by the teenage years, enabling adolescents to resist the influence of social validation on digital platforms.

PASSAGE 9

Read the following passage and answer the questions that follow: (10 Marks)

Excerpts from Move Beyond Tiger Numbers

(1) Wildlife conservation, as we understand it today in the Indian context, is informed by Project Tiger that was launched by former Prime Minister Indira Gandhi in 1973. After a pan-India tiger census carried out by the dynamic forest officer Kailash Sankhala in the 1970s, it soon dawned on the Union government that tiger numbers were hitting such lows that the species might go extinct in India if action is not taken.

(2) Tigers are inextricably linked with India's economy. For example, at least 600 rivers that serve as crucial water sources and are used for irrigation in agriculture emerge from tiger habitats. This is one of many ecosystem services critical to our survival that tiger habitats

provide, a concept often requiring reiteration in the face of the endless myopic debates on the benefits and drawbacks of tiger tourism.

(3)After 50 years of Project Tiger, India has 54 tiger reserves and is home to approximately 70 per cent of the world's tiger population. The country today stands as a steely bulwark against what has long been described as the species' march towards extinction. India's tiger conservation story is thus undoubtedly an impressive feat.

(4)This story does, however, have its share of roadblocks. After the immediate success of Project Tiger, which taught the world in the 1980s just how quickly a species with high turnover rates can recover if negative anthropogenic pressure on its habitat is reduced, the country was rocked by not one but two tiger poaching crises in the early 1990s and mid-2000s. The latter crisis reshaped India's tiger conservation trajectory, with the emergence of proactive measures against poaching, efforts to relocate villages falling within tiger habitats and forging of partnerships with local communities and non-governmental organisations (NGOs) in some states.

(5)One lesson that must be carried forward is the creation and expansion of tiger habitats in India. Rajasthan has been at the vanguard in this, by more than doubling its tiger reserve area in the last 10 years. The state is facilitating further expansion with the declarations of new tiger reserves in Dholpur and Bundi, due to the natural dispersion of tigers from Ranthambore into these districts. We are seeing the beginnings of a tiger metapopulation in this landscape. The declaration of new reserves in these areas reflects specific dynamics of governmental decision-making that should be encouraged and serve as a model for many states that are now sitting on similar opportunities.

(6)This brings us to the urgent requirement to protect and develop ecological corridors to ensure not only the long-term viability of tiger source populations but also the overall dispersal of several species between habitat patches. There is, therefore, yet another lesson to heed from the past, which is to listen to the science.

(7)Ranthambore serves as another pertinent example of where listening to science can avert future crises. Progressive conservation measures such as pre-emptive anti-poaching, strategic village relocation and partnerships with local communities and NGOs have so far led to the beginnings of a tiger metapopulation inclusive of areas beyond the tiger reserve.

(8)In terms of ecosystem services, the *raison d'être* of our tiger reserves still requires effective communication, especially with local communities bordering tiger reserves. Only an understanding of this relationship will forever put to bed unfortunate notions of tiger reserves solely existing for the pleasure of tourists. This will also play a role in mitigating human-wildlife conflict when it does occur. Human-wildlife conflict cannot be wiped out in its entirety; there is no period in our history as a species where it did not exist. However, tolerating a degree of conflict can become a norm with an advancement in the recognition of the ecological significance of the tiger to humans in India.

(9)Ultimately, despite all the odds, India's tiger conservation story since the days of Project Tiger is about turning the tide, but how do we ensure that we do not come back to square one? The key lies in seeking enduring partnerships with those with the highest stakes in the tiger's

survival. Consultative localised approaches to conservation, taking on board the perspectives of local communities, independent researchers and the like, when experimented with strategically, have so far yielded favourable results. Such partnerships cannot be start-stop nor held hostage to the vicissitudes of local and state politics. Only when such a balance is struck will the tiger continue to endure in India and our natural heritage will be secured for future generations.

1. What was the main catalyst for the initiation of wildlife conservation efforts in India? **(1)**
 - a. Project Elephant
 - b. Project Tiger
 - c. Project Lion
 - d. Project Leopard
2. Examples of Proactive measures against poaching as mentioned in Para-4 can be _____
(mention any 02) **(2)**
3. What is the meaning of the term "vicissitudes" as used in the passage? **(1)**
 - a. Extreme weather conditions.
 - b. Rapid changes or unexpected shifts
 - c. Government regulations
 - d. Ecological disturbances
4. How can enduring partnerships contribute to the long-term success of tiger conservation in India? Rationalise your response in about 40 words. **(2)**
5. What is emphasized as a crucial aspect for ensuring the long-term viability of tiger populations? **(1)**
 - a. Strategic tourism planning
 - b. Development of ecological corridors
 - c. Poaching crackdowns
 - d. Expansion of agricultural lands
6. State whether the following statement is True or False with reference to the given extract.
"The declaration of new tiger reserves in Rajasthan reflects the lack of governmental decision-making dynamics."
7. What is highlighted as a key factor in securing the future of tiger conservation in India?
 - a. International partnerships

- b. Strict government regulations
- c. Enduring partnerships with local stakeholders
- d. Increase in tourism revenue

8. Which of the following is the main takeaway from the study mentioned in the above

passage?

(1)

- a. The importance of tiger tourism in India's economy
- b. The need for effective communication with local communities bordering tiger reserves
- c. The role of ecological corridors in ensuring the long-term viability of tiger populations
- d. The significance of government regulations in tiger conservation

PASSAGE 10

Read the following passage and answer the questions that follow: (10 Marks)

Between the earliest primitive human and the modern civilised man persists one unchanging connecting thread, which makes them alike beggars and seekers in one sphere. We could be rich with family, wealth, and friends. Yet, with a variety of comforts around, the heart and mind remain weak, impoverished, and fearful. That is why the Upanishadic thinkers sang: 'Atmana vindate veeryam vidyaya vindate amritam' – By his SELF he attains strength and by knowledge, immortality; Kena Upanishad verse 12.

Yugas have passed since. None could alter a syllable of this most ancient dictum. It said, and says for all times, that veeryam, that is, courage, confidence, can be gained only from Atmam, the Soul. The earth is very vast before us. Vaster is the water, and still more so is the surrounding air. To see anything else of the world, we have to look up to endless heights. When the same eyes are then turned to your body for a survey, you realise how small, insignificant, trifling it is in size, weight, and capacities. Where reigns the range of the world, and where breathes our little body on earth? How can a trifling possession like the body instill courage?

We want courage, heroism, valour to such a dimension that the huge, endless world, its terrors, and challenges will not unsettle our minds. There will be cyclones, droughts, floods, fire and many other threats. The world has never been free of these. Modes of travel have advanced. This has made accidents more probable and widespread. We hear of them, often see them regularly. Every such instance tends to dim our spirits.

From where will the courage which we need to meet the challenges of life dawn or flow? The question is not new. It is the oldest. Our thinkers knew that it would ever remain fresh and alive. They answered it in the choicest words which, by their intrinsic worth, remain precious and unalterable.

How well have the Upanishads affirmed: 'Tam eva bhantam anubhati sarvam tasya bhasa sarvam idam vibhati' – this perishable body is able to exist and function because of the imperishable Soul. In the Soul's brilliance alone is seen and felt everything else. It is not that

the body enables the Soul to be. It is the Soul that enables the body to be. To fall into delusion is easy. To get out of it is hard.

Look into the world, only for gaining knowledge to be used for outer work. For gaining courage in increasing measures, however, you have to look to your own within. Break through the mortal sheaths of your body. Rise above the mind-sheath. Penetrate the intellectual one also. Try. Strive, by thoughts, through strong aspiration, by means of introspection, if not by meditation. You have the power to do it.

1. According to the passage, where does true courage and strength originate from? **(1)**
 - a. External possessions and achievements
 - b. Physical prowess and stature
 - c. The imperishable Soul or Atman
 - d) Social status and recognition
2. What analogy is used in the passage to illustrate the insignificance of the individual body compared to the vastness of the world? **(1)**
 - a) A mountain and a molehill
 - b) The ocean and a drop of water
 - c) The sky and a grain of sand
 - d) The universe and a speck of dust
3. How does the passage suggest one can cultivate inner courage and resilience? **(1)**
 - a) Through external achievements and recognition
 - b) By relying solely on physical strength and capabilities
 - c) Through introspection, aspiration, and meditation
 - d) By seeking validation from others
4. What event is mentioned towards the end of the passage? **(1)**
 - a) The Delhi Jnana Yajna
 - b) The Mumbai Yoga Festival
 - c) The Kolkata Spiritual Retreat
 - d) The Chennai Mindfulness Workshop

5. Explain in a sentence the significance of the imperishable Soul, as emphasized in the passage. (2)

6. How does the passage suggest individuals can transcend the limitations of the body and mind to cultivate inner resilience? (2)

7. The analogy used in the passage compares the vastness of the world to the insignificance of the individual _____. (1)

8. The passage suggests that individuals can cultivate inner resilience through _____, aspiration, and potentially meditation. (1)

PASSAGE 11

Read the following passage and answer the questions that follow: (10 Marks)

What All Swimming Can Do For You?

Learning to swim can open a world of opportunity for you. The lessons learned during swimming can benefit you your entire life. Swimming is a fun and social activity that all kids enjoy, and it's also one of the healthiest physical activities a child can engage in. It is never too late to learn! Here are some reasons you should:

Enhances Lungs Capacity

One of the primary things swimmers are being taught from the start is how to control their breath, which on the other hand, helps enhance their lung capacity. However, this allows oxygen to pump through the body & provide energy more effectively.

Improves Concentration

Swimming takes quite a lot of coordination, both physically & mentally. There is focus on arm pulls, leg kicks & breath control – which does not leave much margin to focus on anything else. For this reason, kids become focused on enhancing their swimming skills & start seeing exceptional results – finding out that concentrating indeed does have an impact on their ability to succeed!

Great For Your Mental Health

Swimming benefits for mental health in children are many. Swimming helps to boost endorphins and other mood-enhancing brain chemicals. This leads to increased feelings of happiness and other feel-good emotions. One of the often overlooked benefits of swimming for a kid's brain development has to do with sleep. Sleep is critical in brain structure development as well as learning, memory, and emotional regulation. Swimming improves sleep through its relaxing qualities and because physical exertion promotes healthy sleeping habits.

Builds Muscle

Swimming requires whole-body strength. It helps kids safely develop muscle. Swimming is a low-impact sport, which means kids have a much lower chance of injuring joints or bones than

when playing other sports. Additionally, people can exercise longer in the water than on land without muscle or joint pain.

Better Cognitive Function

You might not enroll your little ones in swimming lessons to impact their academics, but this can be a natural side effect. Kids who learn to swim early in life tend to have superior visual-motor skills. Studies also show young swimmers are up to 20 months ahead of non-swimming peers in the skills of following instructions and problem-solving.

Improves Social Intelligence

You might be taking one-on-one lessons or swimming down that lane yourself, but swimming is a social, community-minded sport. Participating in swimming can help young children feel part of a like-minded group.

- 1.State whether **TRUE** or **FALSE**: **(1)**
Swimmers are primarily taught breath control to increase their lung capacity, which has no impact on oxygen circulation and energy levels in the body.

2. How does learning to control your breath during swimming contribute to enhanced lung capacity? **(1)**

3. One benefit of swimming for a child’s brain development is improved sleep, which is critical for brain structure development as well as _____ . **(1)**

4. Which among the following is a mental health benefit associated with swimming? **(1)**
 - a. Decreased endorphin levels
 - b. Boost in mood-enhancing brain chemicals
 - c. Increased feelings of sadness
 - d. Higher stress levels

5. In what ways does swimming require coordination, and how does this improve concentration? **(2)**

6. Why is swimming considered a low-impact sport? **(1)**
 - a.It requires minimal physical strength
 - b. It has a high risk of joint injuries
 - c. It allows for longer exercise without pain
 - d. It only uses upper body muscles

7. What cognitive benefits do children who swim early in life exhibit? **(1)**
 - a. Lower visual-motor skills
 - b. Delayed problem-solving abilities
 - c. Decreased academic performance
 - d Superior following instructions skills

8. Explain how swimming can be a social activity and its impact on a child’s sense of community.

Read the following passage and answer the questions that follow:

(10 Marks)

WHY ONE MUST READ

(1) *'Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors, and the most patient of teachers'.* -Charles W. Elio -

It's very often that one hears the clichéd expression, 'Reading is important and beneficial'

Ever wondered why? Let's review some points.

Reading skills are important to children's success in school, as it allows them to improve their communication and language skills and at the same time enable them to access the breadth and depth of the curriculum. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them. Between the pages of a book, they are transported to another world and become immersed in the lives of fictional characters.

(2) Research shows that reading for pleasure makes a big difference to children's educational performance. Studies suggest that children who read for enjoyment every day not only perform better in reading tests than those who do not, but also develop a broader vocabulary, experience a range of emotions, and acquire skills and knowledge while developing a better understanding of other cultures, entirely different from their own. This acquired background knowledge is then used to make sense of what they see, hear, and read which aids their cognitive development.

"...Stories, told and read, are the fuel that propels young minds and bodies into action, enriching the material children use as they develop their thinking and their language - speech, reading and writing." [Dr Carole Bloch, director of the Project for the Study of Alternative Education in South Africa]

(3) When children read books they are involved with the characters in the story. This enables them, to recognise the feelings of the characters, as they experience the lives that they lead in the story. They can then use their understanding to empathise with the people they meet in day-to-day life, and at the same time get to understand their own emotions as well. This paves way for better social development and stronger interpersonal skills.

(4) Books are the best way to travel the world and experience things differently. Children read about people, places, and events. This gives them a deeper understanding of the world around them and cultures that are different from their own

(5) Reading regularly and consistently helps to improve children's concentration. Moreover it is highly beneficial since it helps children develop the habit of sitting still and engaging in the reading activity. This will go a long way in their performance at school.

(6) Reading helps children to use their imagination for picturing characters, visualising the settings and anticipating the development of the story. This eventually helps them develop their imagination which leads to greater creativity and more innovative ideas.

(7) To sum up, the more children read the more impactful it will be to help to accelerate their creative and critical thinking skills and evolve into better and more informed individuals.

1. Charles W. Elio described books as? **(1)**

- a. loyal and devoted mentors
- b. serious and regular friends
- c. calm and steady companions
- d. persistent and distracting teachers

2. Research suggests that children who read for pleasure on a daily basis:- **(1)**

- a. perform average in reading tests
- b. acquire limited vocabulary
- c. lack emotional intelligence
- d. develop better cognitive skills

3. According to Dr. Carole Bloch, what role do stories play in children's development? **(2)**

4. How does reading help children empathize with others? **(2)**

5. What are the benefit of reading regularly as mentioned in the passage? **(1)**

- a. Decrease concentration
- b. Limits creativity
- c. Improve concentration
- d. Increase impulsiveness
- e. Improve academically

A) a & e

B) c & d

C) d & e

D) c & e

6. "...Stories, told and read, are the fuel that propels young minds and bodies into action....."

Of the sentences given below, which does not convey the meaning similar to the sentence given above **(1)**

- a. The chef used spices to fuel the flavour of the dish.
- b. His ambition to succeed served as fuel for his determination.
- c. It is essential to fuel up in order to reach our destination.
- d. The company's success was fuelled by innovative marketing strategies.

7. State whether the given assertion is TRUE or FALSE.

The passage suggests that children can broaden their understanding of the world by learning about diverse cultures, people and places, only through travel. (1)

8. Substitute the underlined phrase in the following sentence with a word/ phrase from paragraphs 3 - 5, that means the same (1)

In times of crisis, communities often come together to support one another and foster a strong sense of togetherness among its members.

ANSWER KEY

PASSAGE 1

1. b) Prevent flash floods
2. Topsoil erosion in India leads to challenges in irrigation due to low groundwater reserves, resulting in decreased agricultural yields and significant economic losses for rural populations.
3. "Biodiversity" refers to the variety and variability of living organisms in a particular habitat or ecosystem.
4. b) Transparent collaboration between governments, NGOs, and private stakeholders
5. c) Challenge in irrigation due to low groundwater reserves
6. Transparency in collaboration ensures effective coordination and implementation of initiatives, maximizing their impact on forest conservation and sustainable water management
7. a) National Afforestation Program (NAP)
8. "Topsoil erosion" refers to the loss of the uppermost layer of soil due to factors such as wind, water, or human activity, which can lead to decreased fertility and productivity of the land.
9. False
10. Consistently

PASSAGE 2

1. b. Creating more engaging and effective learning environments.
2. The tone of the writer appears to be cautious and balanced, acknowledging the potential benefits of AI in education while also highlighting the ethical and practical concerns that need to be addressed. They emphasize the importance of responsible deployment and ongoing research.

3. The ethical concern mentioned in the passage related to AI in education is data privacy, algorithmic bias, and the displacement of human teachers.

4. (a) Integration and Segregation (e) Enhance and Diminish

5. "immersive." Immersive experiences involve deeply engaging learners in a simulated or interactive environment, allowing them to actively participate in the learning process rather than passively receiving information.

6. AI has revolutionized human life, from personalized virtual assistants to autonomous vehicles. In education, it enhances learning with personalized experiences. However, ethical concerns like data privacy and bias must be addressed for responsible deployment.

7. b Enhancing instruction through real-time feedback

8. False

9. c. Social media platforms

10. b. Personalization.

PASSAGE 3

1. d) To foster informed engagement and understanding of AI

2. c) Calculators and computers

3. a) Personalized and enriched content delivery

4. c) To understand AI's mechanisms, capabilities, and ethical implications

5. Historically, technologies such as calculators and computers have entered education, enhancing capabilities disparately. For instance, calculators streamlined mathematical computations, while computers facilitated access to vast amounts of information and promoted digital literacy.

6. Early education about AI is essential to dispel misconceptions, foster informed engagement, and prepare individuals to navigate the increasingly AI-driven landscape. It enables individuals to understand AI's mechanisms, capabilities, and ethical implications, empowering them to make informed decisions and participate actively in AI innovation and development.

7. "Disparately" in the passage means in different ways or to different extents.

8. "Socio-ethical considerations" refer to the examination of societal and ethical implications or concerns related to the integration of AI technology in education.

9. integration

10. dispel

PASSAGE 4

1. B) Sleep
2. Health risks associated with sleep deprivation include weakened immune system, high blood pressure, weight gain, mood swings, paranoia, depression, stroke risk, cardiovascular disease, diabetes, dementia, and cancer.
3. C) Increased creativity
4. A) The importance of a sleep routine
5. B) A podcast designed to help people sleep
6. The sleep-health industry is now offering sleep trackers, white noise machines, hi-tech pyjamas, and sleepcasts to help people sleep better.
7. The growth of the sleep-health industry is driven by increased awareness of sleep's importance and the demand for products that promise improved sleep quality and convenience.
8. High-intensity sounds can disrupt sleep, so it's beneficial to choose soothing sounds or music before bedtime to promote better sleep. Consistent bedtime routines, such as laying out pajamas and grooming, prepare the mind for rest and reinforce sleep-inducing habits.
9. FALSE
10. FUELLING

PASSAGE 5

- 1.c. Recognizes the financial challenges faced by archaeologists and proposes a controversial solution.
2. The tone of the writer in the given lines is pragmatic and assertive. The author rationalizes the proposal to sell excavated artifacts by addressing practical concerns and proposing a solution to financial challenges in archaeology.
3. The author suggests selling excavated artefacts on the open market as a solution to the financial challenges in archaeology because it would provide substantial funds for excavation, preservation, and publication of results, while also reducing the incentive for illegal excavation.
4. Sets of antonyms:
 1. Poorest / Richest
 2. Legal / Unauthorized
5. The author's tone becomes more persuasive and pragmatic when discussing the proposal to sell excavated artefacts, compared to objections against it, because the author provides practical solutions and addresses concerns about financial sustainability in archaeology.
6. The author justifies selling duplicate artefacts from archaeological excavations by highlighting the practical challenges faced by archaeologists, such as limited storage space and funding constraints. By selling duplicates, funds can be generated to support further excavation, preservation, and publication efforts.
- 7.b. Selling artefacts is a viable solution to fund archaeological endeavours and reduce illegal excavation.
8. The lines display a rational argument in favour of selling archaeological artefacts.

9. Two major problems faced by archaeology as a profession are:

- a. Limited funding for excavation, preservation, and publication of results.
- b. Illegal excavation leading to the sale of valuable artefacts to the highest bidder.

10. The author responds to the objection by acknowledging the potential scientific value of every artefact theoretically, but argues practically that not all artefacts hold significant scientific value, especially duplicates.

11. The author suggests ensuring accessibility to sold artefacts for scientific purposes by photographing each artefact before sale and maintaining a list of purchasers on a computer.

PASSAGE 6

1. c. Recognizes the importance of studying white dwarfs' impact despite the complexities involved.

2. The tone of the writer in the given lines is informative and intrigued. The author is fascinated by the discoveries made about white dwarfs' behavior and acknowledges the complexities involved in studying them.

3. The author's use of language in paragraph (3), such as "the simple fact that we can detect the debris of asteroids" and "the behaviour of these systems can evolve rapidly," suggests a tone of fascination and acknowledgment of the dynamic nature of the subject matter.

4. Sets of antonyms:

1. Steady / Chaotic
2. Brightening / Dimming

5. We can infer that the author's tone becomes more contemplative and introspective when discussing the unpredictability of white dwarfs' behaviour, compared to their initial descriptions, because the author reflects on the challenges posed by the chaotic nature of these celestial bodies.

6. The study of white dwarfs parallels the exploration of unknown territories as both involve uncovering previously undiscovered phenomena and grappling with the complexities and unpredictability of their behaviour.

7. b. The study highlights the chaotic nature of white dwarfs' impact on planetary systems.

8. The lines display a complex description of white dwarfs, highlighting the gradual change in brightness due to the dispersal of dust resulting from catastrophic collisions.

9. b. The intense gravity of white dwarfs rips small planetary bodies into increasingly smaller pieces.

10. b. The behaviour of white dwarfs can change rapidly, making them difficult to study.

PASSAGE 7

1. learning and teaching
2. hey make children read from the first day by trying to guess, make sense of what they see until they eventually learn to read (the child should be able to express the points given in para 8) whereas normally a child is taught words before he/she can read. Hence the process is reversed.
3. Uncle Moosa is called a crusader as he is trying to promote reading by setting up around 13 libraries in Arunachal Pradesh.
4. The hilly land makes it difficult for constructing buildings for libraries and also for Commuting.
5. the line from the ASER 2013 report indicates that approximately 47% of Class V students in India can read texts at the level typically taught in Class II, and this proportion has not changed since 2012.(Any explanation that brings out the idea of a Class V student being able to read a Class II level book and no change or progress in the statistics should be considered as correct)
6. Ability- enjoyment- empowerment
7. The librarian decides the book that a child should read.
8. Para 8
9. volunteers and organisations around the country that are doing stellar work to promote reading among rural children.
10. False(Explanation: not part of **the culture** does not specify any country but implies that part of a system or society)

PASSAGE 8

1. a) Decline in unsupervised play
2. Preteen girls
3. The social media platforms play a significant role in shaping adolescents' perceptions of themselves and others by fostering visual comparisons, promoting perfectionism, and influencing their behaviors and aspirations.
- 4.c. Limitation of risk-taking opportunities
5. The decline in unsupervised play during the smartphone era has limited opportunities for children to engage in activities that promote risk-taking and emotional resilience-building, potentially affecting their overall development.
- 6.c. Cooperation between multiple stakeholders
7. Relevance
8. False

PASSAGE 9

1. b) Project Tiger
2. increased surveillance, law enforcement efforts, community engagement to deter poachers and protect tiger populations. (any 02)
3. b) Rapid changes or unexpected shifts
4. Enduring partnerships with local communities, independent researchers, and stakeholders ensure a holistic approach to conservation, fostering sustainable efforts beyond political vicissitudes, thereby securing the tiger's future and natural heritage.²
5. b) Development of ecological corridors
6. False
7. c) Enduring partnerships with local stakeholders
8. c) The role of ecological corridors in ensuring the long-term viability of tiger populations

PASSAGE 10

1. c) The imperishable Soul or Atman
2. b) The ocean and a drop of water
3. c) Through introspection, aspiration, and meditation
4. a) The Delhi Jnana Yajna
5. The imperishable Soul is highlighted as the source of true courage and strength, contrasting with the transient nature of the physical body and external possessions.
6. The passage suggests individuals can cultivate inner resilience through introspection, aspiration, and potentially meditation, emphasizing the importance of looking within to find true courage and strength.
7. Body
8. introspection

PASSAGE 11

1. False
2. Learning to control your breath during swimming is fundamental because it teaches swimmers to take longer, deeper breaths and to use their lung capacity more efficiently.
3. One benefit of swimming for a child's brain development is improved sleep, which is critical for brain structure development as well as learning, memory, and emotional regulation.

4. B) Boost in mood-enhancing brain chemicals
5. Swimming takes quite a lot of coordination, both physically & mentally. There is focus on arm pulls, leg kicks & breath control, which does not leave much margin to focus on anything else. As swimmers work on improving their technique, they learn the importance of concentration and how it can impact their success in the pool.
6. C) It allows for longer exercise without pain
7. D) Superior following instructions skills
8. Participating in swimming activities can help young children develop social skills, learn teamwork, and feel part of a like-minded group, which is essential for their social intelligence. It also allows children to interact with peers who share similar interests, fostering a sense of community and belonging.

PASSAGE 12

1. C) calm and steady companions
2. D) develop better cognitive skills
3. According to Dr. Carole Bloch, what role do stories play in children's development?
 - fun and imaginative time for children
 - opens doors to all kinds of new worlds for them.
 - Between the pages of a book, they are transported to another world and become immersed in the lives of fictional characters.
 - picturing characters, visualising the settings
 - anticipating the development of the story, which eventually helps them develop their imagination
 - leads to greater creativity and more innovative ideas.

Any TWO relevant points

4. Children get involved with the characters in the story, which enable them, to recognise the feelings of the characters, as they experience the lives that they lead in the story. They can then use their understanding to empathise with the people they meet in day-to-day life, and at the same time get to understand their own emotions as well. This paves way for better social development and stronger interpersonal skills.

Any TWO relevant points

- 5.D) iii & v
6. C) It is essential to fuel up in order to reach our the destination
7. False
8. empathise with

SECTION B: WRITING SKILLS

1. E MAIL

Email writing deals with finding an objective for communication, writing down the message, and sending it to the concerned person through email. Emails must be short, concise, and to the point. It should consist of all the important and relevant information.

Types of Emails

Emails are basically classified into two types: formal and informal. Language, tone, words, expressions, etc. differentiate a formal email from an informal one.

Formal Email: A Formal email is written to send or receive any information pertaining to official work. Emails that you receive from your college or school authorities, banks, offices, etc are formal emails. They must be well-composed and sound formal in nature. Words used in formal emails should be more professional than personal. For example, phrases like :To whom it may concern, Thanks and Regards, Early action is intimidated, etc. are used in formal emails.

Informal Email: An informal email is mostly used as a medium of regular conversation with friends, relatives, or any personal individual. It is written to inform your loved ones about your day, about your life, and hear the same from them. Such emails do not have to follow any pattern but must stick to the format. They are informal in their language and tone. Phrases such as, I'm glad, nice to hear from you, yours, by the way, etc are used in an informal email.

FORMAT

From: Sender's email address
To: Recipient's email address
Cc: In email, "CC" stands for "carbon copy." It's used to send a copy of the email to someone other than the primary recipient(s), typically for informational purposes.
Bcc: BCC stands for "Blind Carbon Copy." When you add someone to the BCC field of an email, the recipients in the "To" and "CC" fields won't see that person's email address. It's often used when you want to include someone in the conversation without letting others know.
Subject: Concise and informative subject line
Salutation: Use appropriate titles (Mr., Ms., Dr., etc.) and the recipient's name if known.
Body: Clear and concise message with proper grammar and punctuation.
Closing Salutation: Polite closing (e.g., Regards, Sincerely) followed by your name.
Signature: Include sender's full name

SAMPLE E- MAIL

Write an email to the principal of your school requesting him to change your section and also give reason for your demand.

From: abhi.bhasi@gmail.com
To: principalkvs@gmail.com
Cc:
Bcc:
Subject: Request to Change Section
<p>Respected Sir,</p> <p>I am writing to request a section change for the upcoming year. Currently, I am enrolled in X B, but I would like to request a transfer to X A.</p> <p>The reason for my request is that I have specific academic preferences and believe that switching to [desired section] will enhance my compatibility with my study group, resolve scheduling conflicts, and ultimately contribute positively to my academic performance and overall experience at school.</p> <p>This is effecting my studies. Kindly do the needful at the earliest.</p> <p>Thank you</p> <p>Yours sincerely</p> <p>Abhijeet Class X B</p>

ADDITIONAL QUESTIONS

1. You are Arsh/Arsha of XYZ International School and you want a five days leave from school as you want to attend your sister's wedding. Write an email to the principal of your school requesting him to grant leave.
2. You are Satvika/Satvik, class leader of Class X section B. The projector in your classroom is malfunctioning. Report this to the Principal in an email.
3. You were a student of class X and you recently passed your board exams. Now you wish to join some other school. Write an email to the Principal, requesting him/her to issue your TC.

4. Due to the increasing cases of attack against women, you, being the head girl wish to learn the lessons of self-defence. Write an email to the Principal of your school, explaining the necessity of the classes and ensuring good results.

2. FACTUAL DESCRIPTION

Factual description refers to the detailed and precise depiction of a person, place, thing, or event in a methodical manner. The description should be based on factual information rather than theories or personal opinions. The primary objective of writing a factual description is to provide a detailed account of the topic's characteristics without including personal opinions. The goal is to create an engaging experience for the reader by using descriptive language that appeals to the five senses: touch, sight, smell, sound, and taste. This will be achieved primarily through the use of adjectives.

How to write a factual description?

1. To write a factual description, it is important to provide precise and comprehensive information about a person, place, object, event, or any other subject matter. Here is a step-by-step guide that will help you write a factual description:
2. **Choose Your Subject:** Select a specific subject that you want to describe. It could be a person, a place, an object, an event, or anything else that you find interesting or significant.
3. **Gather Information:** Before you start writing, gather all the relevant information about the subject. This could involve observation, research, or personal experience. Make sure the information you gather is accurate and reliable.
4. **Create an Outline:** Organize your thoughts and information by creating an outline. Decide on the main points you want to cover in your description. This will help you maintain a logical flow and ensure you don't miss any important details.
5. **Introduction:** Begin with an introductory sentence or two that provides a brief overview of the subject you are describing. This should give the reader a general idea of what to expect in the description.
6. **Physical Characteristics:** Describe the physical attributes of the subject. This could include its appearance, size, shape, color, texture, and any unique features it possesses.
7. **Functional Details:** If applicable, provide information about how the subject functions or its purpose. For example, if you're describing a gadget, explain how it works and what it's used for.
8. **Sensory Details:** Engage the reader's senses by including sensory details. Describe how the subject looks, sounds, smells, tastes, and feels. This helps create a vivid and immersive description.
9. **Spatial or Contextual Details:** Describe the setting or context in which the subject is found. If you're describing a place, provide details about its surroundings, location, and any relevant historical or cultural context.
10. **Chronological Details (if applicable):** If you're describing an event or a process, present the information in a chronological order. This helps the reader follow the sequence of events or steps.
11. **Conclusion:** Summarize the key points of your description. You can also add your personal observations or reflections if appropriate.
12. **Edit and Revise:** After writing the initial draft, take the time to edit and revise your description. Check for clarity, accuracy, and coherence. Make sure your description flows smoothly and effectively communicates the intended information.

13. **Proofread:** Before finalizing your description, proofread it carefully to catch any grammatical errors, typos, or inconsistencies.

Remember that a factual description should aim to provide an accurate representation of the subject, enabling the reader to visualize and understand it clearly. Use precise language, avoid overly subjective language, and focus on conveying information in a coherent and organized manner.

SAMPLE FACTUAL DESCRIPTION

Read the hints given below and complete the following description of Jaipur in not more than a 100 words.

- Origin: 18 November 1727 by Maharaja Sawai Jai Singh II of Amber
- Known as the Pink City, is the capital and largest city of Rajasthan; popular tourist destination
- First planned city of India – wide and regular streets laid out into six sectors separated by broad streets
- Palace – Hawa Mahal, formal gardens, and a small lake; Nahargarh Fort, residence of King Sawai Jai Singh II on a hill; observatory, Jantar Mantar – a World Heritage Site

ANSWER

Founded on 18 November 1727 by Maharaja Sawai Jai Singh II of Amber, Jaipur is known as the Pink City and serves as the capital and largest city of Rajasthan. Renowned as a popular tourist destination, Jaipur holds the distinction of being India's first planned city, featuring wide and regular streets organized into six sectors, separated by broad streets. Key attractions include the iconic Hawa Mahal, beautiful formal gardens, a quaint lake, and the Nahargarh Fort, which was the residence of King Sawai Jai Singh II located on a hill. Additionally, the Jantar Mantar, an astronomical observatory in Jaipur, is recognized as a World Heritage Site.

2. Read the hints given below and complete the following description of Agastya's grandmother in not more than a 100 words.

Surajmukhi Devi – 72 years old, grey hair, brown eyes, sweet voice – lost her husband at the age of 39 – 5 children, 8 grandchildren – keeps unwell, but has a very strong nature, lively – we enjoy listening to her stories/experiences/singing – generation gap but shares bond – best friend.

ANSWER

Surajmukhi Devi, a spirited 72-year-old with grey hair and brown eyes, has a sweet voice that brings warmth to any conversation. Widowed at 39, she raised five children on her own and now delights in her eight grandchildren. Despite frequent illnesses, her resilient and lively nature shines through. She captivates us with stories and songs from her life, bridging the generation gap and cementing a deep bond with all of us. To everyone in the family, she is much more than a grandmother; she is a best friend whose strength and love are the backbone of our family.

ADDITIONAL QUESTIONS

1. Read the hints below and complete the following description of Captain Ahmed, a character from a novel:

- Captain Ahmed: 45 years old, tall and lean with a weather-beaten face, keen eyes
- Experienced sailor, has sailed across various seas and oceans
- Lost his ship in a fierce storm but survived; now owns a small boat for fishing
- Widower, lost his wife to an illness ten years ago, no children
- Respected in the coastal town for his seamanship and kindness

2. Read the hints below and complete the following description of Rome in not more than 100 words:

- Origin: Founded in the 8th century BC, according to legend, by Romulus and Remus
- Known as the "Eternal City," capital of Italy and a historic center of civilization
- Home to iconic landmarks such as the Colosseum, Roman Forum, and Vatican City
- Influential in ancient times as the capital of the Roman Empire
- Renowned for its rich history, art, architecture, and cuisine

3. Write a factual description of the doctor you visit when you are ill. You could also add details of the instruments he uses in his clinic to treat you and any other interesting facts that he/she may have told you about their work.

4. You recently redecorated your room. Write a brief description of the room to your pen friend in the United Kingdom. Do not exceed 100 words.

3. FORMAL LETTER

Formal letter includes:

- **Letter to the editor**
- **Complaints**
- **Inquiry**
- **Placing orders**

LETTER TO THE EDITOR

Purpose of the letter

- To express one's opinion on a wide range of issues.
- To express and share one's observation and views in a public forum, for example a magazine or a newspaper

Language of the letter

- Formal language must be used
- Repetition of ideas must be avoided
- Sub paragraph should be used in an organized way

- Personal outlook must be included but bias language should be avoided
- Word limit must be kept in mind

Sender's address

Date of writing the letter

Receiver's Designation and address

Sir/Madam

Subject:

Body of the letter (in 3 - 4 paragraphs)

1. Introduction

2. The issue, facts, causes and consequences

3. Minimum two suggestions

5. Conclusion

Yours faithfully/Yours sincerely/Yours truly

Sender's name

SAMPLE OF LETTER TO THE EDITOR

Question: You are Sourabh Srivastava, a resident of Defense Colony Bagdogra, Siliguri. Your Colony is facing the severe problem of inadequate and contaminated water supply. You decide to express your views and make the authorities aware of the situation by writing a letter to the Editor of The Siliguri Times, Siliguri. Write your letter in about 100- 120 words.

Defence Colony

Bagdogra

15th April 2024

The Editor

The Siliguri Times

Siliguri

Sir

Subject: Inadequate and contaminated water supply.

Through the columns of your esteemed newspaper, I would like to draw the attention of the civic authorities to the contaminated and inadequate supply of water in our locality. It is unfortunate that the local civic authorities do not take care to provide the citizens with even the

basic amenities such as proper and adequate water supply. In our locality, water is supplied only for three hours in the morning. For the rest of the day the taps remains dry. Also, the supplied water is impure. It is unhygienic and inadequate. There have been cases of water borne diseases. The water bone diseases may break out in form of epidemic, if the problem is not properly addressed to.

It is expected that instead of ignoring the issue, the authorities concerned will take immediate steps to ensure supply of adequate and potable water in our locality so that we residence are able to leave a disease free and healthy life.

Yours truly

Sourabh Srivastava

ADDITIONAL QUESTIONS

1. Write a letter to the Editor of a newspaper expressing your views on the importance of saving water as you have seen people wasting water carelessly on one hand and on the other hand people fight for a single drop of water and farmers die because of drought. Using your own ideas and write the letter.
2. Recently you read a report on increasing stress level among the younger generation and you are very disturbed with the scenario. You decide to write a letter to the Editor of a newspaper expressing your concern and also about some measures which can be adopted by the youth to overcome stress. On the basis of the ideas reflected in the daily life and your own understanding write the letter to the editor.
3. A survey reviews that most of a health related problems are due to over fascination with modern gadgets like smartphones, laptops, television and scrolling through social media. The findings of the survey compel you to share your views on the issue and you decide to write a letter to the Editor of a newspaper. On the basis of your understanding write the letter.
4. You observe that most of your classmates bring fast food items as part of their school tiffin and even some of them regularly suffer from one disease or other but they keep on bringing fast food. You wish to make parents of such children aware of the harms of the fast food and so you decide to write a letter to the Editor of a news daily. On the basis of your own understanding of the problem write the letter.
5. Recently, you got an opportunity to meet few courageous girls, who, despite serious opposition from their families, continue their education. This has made you feel both proud and concern about these girls and you decide to write a letter to the Editor of a newspaper emphasizing upon the need to promote girl child education. With your own ideas, write the letter to the editor.

LETTERS OF COMPLAINT

Format:

Sender's address

Date of writing the letter

Receiver's address

Sir/Madam

Subject:

Body of the letter (in 3 - 4 paragraphs)

1. Purpose with reference to the order. (Introductory)
2. Mention the reason for regret
3. Suggestions to repair/replace
5. Conclusion

Yours faithfully/Yours sincerely

Sender's name

SAMPLE OF LETTER OF COMPLAINT

Write a letter to V.P. Appliances, C-24 Devpuri, Mumbai, complaining that the Air Cooler supplied by them has stopped working in less than a week. Sign yourself as Gourav/Gauri of 52, Tilak Marg, Mumbai.

52, Tilak Marg,
Mumbai.

15th April, 2024

The Manager
V.P. Appliances
C-24 Devpuri
Mumbai

Sir/Madam

Subject: Complaint about Air Cooler

I purchased a Lloyd air cooler from your company vide cash memo no. 571/24 dated 23rd March 2024 with a warranty of one year.

I regret to inform you that it's stopped working after 4 days it does not cool the air. Through the air cooler gets on but it does not give cool air.

Please send your mechanic to rectify the fault or replace the air cooler with a new one.

Yours sincerely

Gourav/Gauri

ADDITIONAL QUESTIONS ON LETTERS OF COMPLAINTS

1. You are Sreeram living at 234/C-3 M.G Road Bangalore. You purchased an LED TV from Mode electronics MG Road Bangalore. Write a letter to the Manager complaining about the TV that is not functioning properly.
2. Write a letter to Ashwin Books Depot, Nai Sarak, New Delhi telling them that the books you had ordered have arrived, but some books were with torn pages and a few of them were old editions. Ask for replacement of the books. You are Ankita or Akash , C-10 Vidyanagar, New Delhi.
3. Write a letter of complaint to Rupa Shree Electronics, 24, Industrial Town, Faridabad complaining about the washing machine you purchased recently and giving you a lot of trouble now. Ask for its replacement immediately. Invent necessary details. You are Arun of 256-C Janakpuri, New Delhi. Write a letter in about 100 to 120 words.
4. As the manager of Cricket Club of your town, you had purchased some cricket equipment. Some of the articles have been found defective. Write a letter to the firm that made the supplies, asking them to replace these defective articles or refund their cost.

LETTERS OF ENQUIRY

Format:

Sender's address

Date of writing the letter

Receiver's address

Sir/Madam

Subject:

Body of the letter

1. Introduction to the subject
2. Elaborate on the subject/ request/ enquiry
3. Suggestions to repair/replace
5. Conclusion

Yours faithfully/Yours sincerely

Sender's name

SAMPLE OF LETTERS OF ENQUIRY

You are Apurva/Ashin and librarian of Wisdom Public School Bangalore. Write a letter to the Sales Manager of Navneeth Publishers Ltd. Bangalore enquiring about undue delay concerning the delivery of books for your school library for which you placed an order two months ago. Also specify that you may have to cancel the order in case of further delay as the first term of the academic year has almost come to an end.

Wisdom Public School,
Bangalore

20th September, 2024

The Sales Manager
Navneeth Publishers Ltd

Bangalore

Subject: Undue delay in delivery of books

Sir/Madam

We are sorry to show our displeasure at the undue delay in the delivery of books for our school library. We placed a bulk order for the purchase of books for the library 2 months ago. But it is unfortunate to know that even after small reminders, the books have not been supplied. Before we decide to take the next step, we would like to enquire from you about the reason for this delay.

You know that the first term of the academic year has almost come to an end. If you fail to deliver the books up to 30th September, 2024 we will be compelled to cancel the order. We hope you will not compel us to look for another supplier for the books.

Yours faithfully

Apurva/Aashin

Librarian

ADDITIONAL QUESTIONS ON LETTERS OF ENQUIRY.

1. You are Rema/Rohit the school pupil of Valley Public School, Chennai. During the summer vacation, your school is planning an educational tour, covering visits to a thermal power plant and a few factories. Write a letter to the National Travel Agency, at Pantheon Road, Chennai enquiring about the places, the charges, facilities and other relevant details.
2. Write a letter to the Manager, Taj International, and Lucknow to find out the rates for conducting the wedding reception of your sister, and enquiring specifically about the catering cost for head, service and decoration charges and advanced to be paid
3. You are Varsha/Varun, incharge of Excursion Club of National Public School, Mathura Road, Agra. Write a letter to the General Manager, Northern Railways, requesting reservation of a bogie for 80 students from Agra Cantt. to Chennai and back by GT Express.

LETTERS OF PLACING ORDER

Format:

Sender's address

Date of writing the letter

Receiver's address

Sir/Madam

Subject:

Body of the letter

1. Introduction to the subject
2. Elaborate on the subject/ request/ enquiry
3. Details of the item
5. Conclusion

Yours faithfully/Yours sincerely

Sender's name

SAMPLE OF LETTERS OF PLACING ORDERS

You are Satish/Sonali, the Literary Captain in charge of the school library. You have been asked to place an order for Children's story books. Write a letter to MS Book Depot, Ram Nagar, Bikaner placing an order for the books. Invent the necessary details.

Ram Nagar

Bikaner

14th June, 2024.

MS Book Depot

Ram Nagar,

Bikaner

Subject: Order for Children's story books.

Sir/Madam

We need no introduction as we are your regular customers. We would like to place an order for children's story book for our school library we are providing a list of books which we are in need of.

Kindly deliver these books in the latest edition and in proper conditions. We would be pleased, if you could provide us suitable discounts on these books. The list of books with their particulars is attached here with.

S.No.	Name	Author/Publisher	Copies required
1.	Arabian Nights	Rupa & Co	30
2.	Panchatantra	Children's Book	30
3.	Stories for Children	Society National Book	45
4.	Fables	Jaina & Co	50

We hope timely delivery and maximum discounts.

Yours faithfully

Satish/Sonali

Literary Captain

ADDITIONAL QUESTIONS ON LETTERS OF ENQUIRY.

1. You are the Sports Captain of your school APS Ahmedabad. Write a letter to Pioneer Sports Co., placing an order for a minimum of four sports items with details. Ask for a discount also. Sign as Raman or Rama.
2. You are Sandhya/ Sharath Hostel Warden, Bapuji Public School, Chennai. Write a letter to the Sales Manager of Bharat Electronic and Domestic Appliances Ltd., Chennai placing an order for a few fans, microwave ovens and coolers that you wish to purchase for the hostel specifying the details. Also ask for the discount.
3. Mary's Convent, Delhi need some furniture like office chairs, tables almirah etc for its office. The principal asks Mr Verma, Head clerk to prepare a draft to place an order with MS Trustwell Furniture, Delhi. Write the order letter in about 100-120 words.

4. ARTICLE WRITING

An article is a piece of writing which explicates ideas, thoughts, facts, suggestions and/or recommendations based on a particular topic. There are different kinds of articles, namely:

- Expository article – The most common type of article which allows the writer to put out information on any particular topic without the influence of their opinions.
- Argumentative article – An article in which an author poses a problem or an issue, renders a solution to the proposed problem and provides arguments to justify why their suggestions/solutions are good.
- Narrative article – An article in which the author has to narrate mostly in the form of a story.
- Descriptive article – An article written with the aim of providing a vivid description that would allow the readers to visualise whatever is being described. Using the right adjectives/adjective phrases is what will help you write a descriptive article.
- Persuasive article – An article aimed at persuading or convincing the readers to accept an idea or a point of view.

SAMPLE OF ARTICLE WRITING

Question: Yoga has now come to be accepted globally as a way to keep healthy. Recognising its universal appeal, the United Nations declared 21 June as the International Day of Yoga. With the help of given clues write an interesting article on Yoga for health.

- Yoga-India's contribution to the world
- 5000-year old practice
- Doctors to admit - immense health benefits
- Has become more important
- With change in our life-style
- Physical, mental and psychological benefits

The Timeless Wisdom of Yoga: A Pathway to Holistic Health

Yoga, an ancient practice with origins stretching back over 5,000 years in India, has transcended its birthplace to become a global emblem of health and well-being. Recognizing its universal appeal and timeless benefits, the United Nations has designated June 21 as the International Day of Yoga, affirming its significance in today's rapidly changing world.

The evolution of our lifestyles, marked by increased stress levels and sedentary habits, has made the role of yoga more critical than ever. Doctors and health professionals around the world are now acknowledging the immense health benefits that yoga offers. Its holistic approach not only encompasses physical health but extends to mental and psychological well-being, making it a comprehensive fitness solution in our modern lives.

Yoga's appeal lies in its versatility and accessibility. Whether it's through breathing exercises (pranayama), physical postures (asanas), or meditation (dhyana), yoga offers tools for managing everyday stress and enhancing overall vitality. These practices help in improving flexibility, strengthening muscles, and boosting cardiovascular health. On a psychological level, yoga assists in alleviating anxiety and depression, enhancing mood, and improving concentration and mental clarity.

As we embrace this age-old wisdom, we find that yoga offers more than just physical health benefits—it cultivates a sense of harmony between the mind, body, and environment. In a world where mental health issues are becoming increasingly prevalent, yoga provides a refuge for peace and recalibration of our mental state.

In embracing yoga, we are not just adopting a series of exercises; we are inheriting a philosophy that advocates balance, discipline, and a holistic approach to health that is more relevant today than ever before. This International Day of Yoga, let us commit to integrating this profound practice into our daily lives, unlocking a healthier, more balanced future.

1. Write an article discussing the impact of modern diet trends on long-term health. Include sections on popular diets (like keto or vegan), their health benefits, potential risks, and advice from nutrition experts.
 - Modern diet trends like keto and veganism offer distinct health benefits such as rapid weight loss and reduced risk of chronic diseases.
 - However, these diets also carry potential risks including nutrient deficiencies and challenges in sustainability.
 - The ketogenic diet focuses on high fat and low carbohydrates to induce ketosis, while the vegan diet excludes all animal products.
 - Nutrition experts advise consulting registered dietitians for personalized guidance and monitoring health parameters regularly.
 - Striking a balance and incorporating a variety of foods is essential to optimize long-term health amidst evolving nutrition trends.
2. Write an article about the role of technology in transforming modern classrooms. Focus on elements such as digital tools, online learning platforms, the impact on student engagement, and challenges educators face integrating technology.
 - Technology has revolutionized teaching with interactive tools like whiteboards and educational apps.
 - Online platforms offer accessible education and global collaboration opportunities.
 - Students benefit from engaging content, instant feedback, and personalized learning paths.
 - Educators face challenges integrating technology, including disparities in access and privacy concerns.
 - Overall, technology empowers educators to create dynamic learning environments for a tech-savvy generation.
3. Write an article about the latest advancements in renewable energy technologies. Highlight solar, wind, and hydroelectric power, discuss innovations in energy storage and distribution, and the potential impact on global carbon emissions.
 - Solar, wind, and hydroelectric power advances have improved renewable energy efficiency and accessibility.

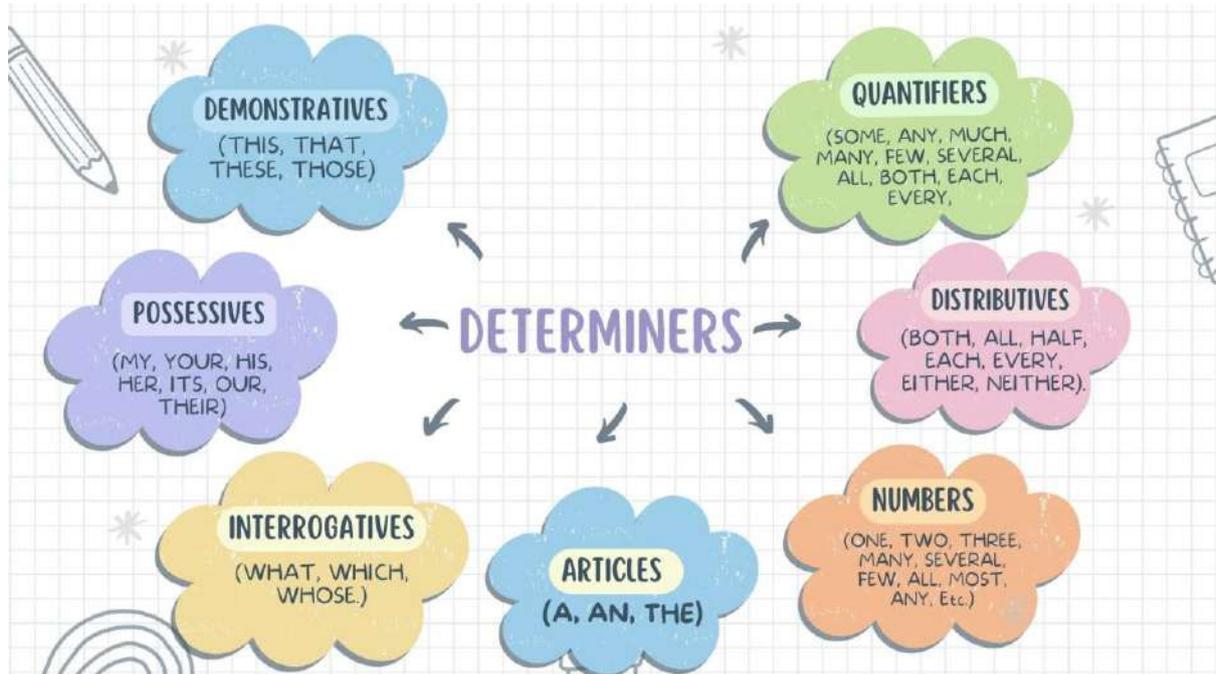
- Innovations in photovoltaic cells, wind turbines, and hydroelectric systems are expanding clean energy globally.
 - Energy storage technologies such as batteries and pumped-storage hydroelectricity enhance renewable energy reliability.
 - These developments are critical for reducing global carbon emissions by replacing fossil fuel-based electricity.
4. Explore the consequences of plastic pollution in the world's oceans in an article. Include topics on the sources of oceanic plastic waste, effects on marine life, initiatives for cleaning up the oceans, and ways individuals can reduce their plastic usage.
- Single-use plastics and microplastics contribute to ocean pollution.
 - Entanglement and ingestion harm marine animals.
 - Beach cleanups and innovative technologies combat plastic pollution.
 - Reduce single-use plastics and minimize microplastic sources.
 - Take steps to preserve marine ecosystems for future generations.

SECTION C: GRAMMAR

DETERMINERS

Definition: A determiner is a word that modifies, describes, or introduces a noun. Determiners can be used to clarify what a noun refers to and to indicate quantity or number.

Example: This is her purse it has four pockets.



There are six types of determiners. They are Articles, demonstratives, quantifiers, possessives, distributives, interrogatives and numbers.

1. Articles (a, an, the):

The article "a" is used before singular countable common nouns beginning with a consonant sound.

The article "an" is used before singular countable nouns beginning with a vowel sound.

The article "the" is used before a specific noun or when it is clear which noun is being referred to (one already referred to earlier)

Practice Exercise: Articles

Fill in the blanks with the appropriate article (a, an, the).

1. I saw ____ cat sitting on ____ roof.
2. She wants to buy ____ new car.
3. He is ____ honest man.
4. There is ____ elephant in ____ zoo.
5. Can you pass me ____ book from ____ shelf?
6. We went to ____ Marina beach last weekend.
7. She gave me ____ apple and ____ orange.
8. I need to buy milk from ____ Nandini store.
9. Have you seen ____ movie we watched yesterday?
10. He is ____ best player on ____ team.

Answers:

- | | | | | |
|-----------|-----------|--------|------------|--------------|
| 1. a, the | 2. A | 3. An | 4. an, the | 5. a, the |
| 6. the | 7. an, an | 8. the | 9. The | 10. the, the |

2. Demonstratives (this, that, these, those):

The demonstratives, "this" and "these" are used for singular and plural nouns respectively that are close in space or time.

The demonstratives, "that" and "those" are used for singular and plural nouns respectively that are farther away in space or time.

PRACTICE EXERCISE: DEMONSTRATIVES

Fill in the blanks with the appropriate demonstrative (this, that, these, those):

1. ____ is my favorite song.
2. Can you pass me ____ pencil?
3. I prefer ____ color over the others.
4. Have you seen ____ new movie?
5. ____ flowers in the garden are beautiful.
6. ____ book on the shelf is mine.
7. I don't like ____ type of music.
8. Look at ____ picture on the wall.

9. ____ cookies in the jar on the shelf are delicious.

10. I want to buy ____ shoes over here.

Answers:

1. This 2. that 3. this 4. that 5. those

6. That 7. that 8. that 9. those 10. these

3. Quantifiers : (some, any, much, many, few, several, all, both, each, every, etc.):

Quantifying determiners specifically tell you how much, or what proportion of, the noun is being referred to

A general rule: The word "some" is used in affirmative sentences for unspecified quantities whereas "any" is used in negative sentences and questions.

The word "much" is used for uncountable nouns while "many" for countable nouns.

The word "few" is used for countable nouns to indicate a small number and "several" for an indefinite but small number.

The word "all" can be used to refer to the whole quantity or group while "both" is used to refer to two things together.

The word "each" refers to individual items in a group and in the same manner "every" is used to refer to all the members of a group individually.

PRACTICE EXERCISE: QUANTIFIERS

Fill in the blanks with appropriate quantifiers (some, any, much, many, few, several, all, both, each, every, etc.).

1. There are a _____ apples left in the basket.
2. She doesn't have _____ money to buy a new car.
3. I have read _____ of the books on the shelf.
4. He ate _____ cookies yesterday.
5. Can you pass me _____ sugar, please?
6. _____ students are preparing for the exam.
7. _____ the cakes are delicious.
8. _____ friends came to visit us yesterday.
9. _____ plants in the garden are flourishing.
10. She bought a _____ new dresses for the party.

Answers:

- | | | | | |
|---------|-----------|------------|---------|---------|
| 1. few | 2. Enough | 3. Several | 4. Some | 5. some |
| 6. Many | 7. All | 8. Several | 9. All | 10. few |

4. Possessives (my, your, his, her, its, our, and their):

Use possessive determiners to indicate ownership or relationship.

"My," "your," "his," "her," "its," "our," and "their" are used before a noun to show possession.

PRACTICE EXERCISE: POSSESSIVES

Fill in the blanks with the appropriate possessive determiner (my, your, his, her, its, our, and their):

1. That is ____ book.
2. Have you seen ____ dog?
3. I need to find ____ keys.
4. ____ cat is black and white.
5. They are going to ____ house.
6. Can you give me ____ phone?
7. She is washing ____ car.
8. ____ parents are coming to visit us.
9. We are going to ____ friend's birthday party.
10. He loves ____ job.

Answers:

- | | | | | |
|---------|--------|--------|----------|----------|
| 1. her | 2. my | 3. my | 4. their | 5. their |
| 6. your | 7. her | 8. our | 9. our | 10. His |

5. Interrogatives :(What, Which, and Whose)

An interrogative determiner (also called an interrogative adjective) modifies a noun or pronoun in a direct or indirect question. The interrogative determiners are what, which, and whose.

PRACTICE EXERCISE: INTERROGATIVE DETERMINERS

Fill in the blanks with the appropriate interrogative determiner: "what," "which," or "whose."

1. _____ is your favorite color?
2. _____ book are you reading?
3. _____ is the capital of France?
4. _____ movie did you watch last night?
5. _____ dog is barking outside?
6. _____ is your sister's phone number?
7. _____ restaurant did you go to for dinner?
8. _____ is the best way to learn a new language?
9. _____ car is parked in front of the house?
10. _____ time is it?

Answers:

- | | | | | |
|---------|----------|---------|----------|----------|
| 1. What | 2. Which | 3. What | 4. Which | 5. Whose |
| 6. What | 7. Which | 8. What | 9. Whose | 10. What |

6. Distributives: (Both, All, Half, Each, Every, Either, Neither, Etc.)

Distributive determiners are words that are used to refer to individual members of a group separately, rather than collectively. They indicate that something is taken one at a time from a group, emphasizing the individuality of each item.

PRACTICE EXERCISE: DISTRIBUTIVES

1. Rewrite the sentence replacing the distributive determiner (given in bold letters) with another suitable determiner or phrase.

1. **Each** student must submit their assignment by Friday.
2. **Every** house on the street was decorated for the festival.
3. **Neither** option seems suitable for our situation.
4. **Either** book will provide you with the necessary information.
5. **Each** of the contestants was given a chance to perform.
6. **Every** child in the class received a certificate.
7. **Neither** option seems preferable to me.

8. **Either** cake will be delicious, I'm sure.
9. **Each** person has their own unique perspective.
10. **Every** member of the team contributed to the project.

Answers:

1. Every student must submit their assignment by Friday.
2. All houses on the street were decorated for the festival.
3. No option seems suitable for our situation.
4. Any book will provide you with the necessary information.
5. Every contestant was given a chance to perform.
6. All children in the class received a certificate.
7. No option seems preferable to me.
8. Any cake will be delicious, I'm sure.
9. Every person has their own unique perspective.
10. All members of the team contributed to the project.

7. Number determiners :(One, Two, Three, Many, Several, Few, All, Most, Any, etc..)

Number determiners are words that indicate the quantity or number of nouns they refer to. They specify whether the noun is singular or plural and provide information about the exact or approximate quantity

PRACTICE EXERCISE: NUMBERS

1. Identify the number determiner in each sentence and rewrite the sentence replacing the number determiner with another suitable determiner or phrase.
 1. One student forgot to submit his homework.
 2. Two dogs were barking loudly in the park.
 3. Many people attended the concert last night.
 4. Several books on the shelf caught my attention.
 5. All students must complete their assignments by Monday.
 6. Most cars on the road were stuck in traffic.
 7. Few students passed the exam with flying colors.
 8. Any book from the library will suffice for the research.

9. Three apples fell from the tree.
10. Many birds migrate to warmer regions during winter.

Answers:

1. (One), A single student forgot to submit his homework.
2. (Two), A pair of dogs was barking loudly in the park.
3. (Many), A large number of /several people attended the concert last night.
4. (Several), Many books on the shelf caught my attention.
5. (All), Every student must complete their assignments by Monday.
6. (Most), Many cars on the road were stuck in traffic.
7. (Few), Only a small number of students passed the exam with flying colors.
8. (Any), Most books from the library will suffice for the research.
9. (Three), Few apples fell from the tree.
10. (Many), Numerous birds migrate to warmer regions during winter.

CLAUSES

According to the Oxford Learner’s Dictionary, a Clause is defined as “a group of words that includes a subject and a verb, and forms a sentence or part of a sentence.”

They are broadly classified as –

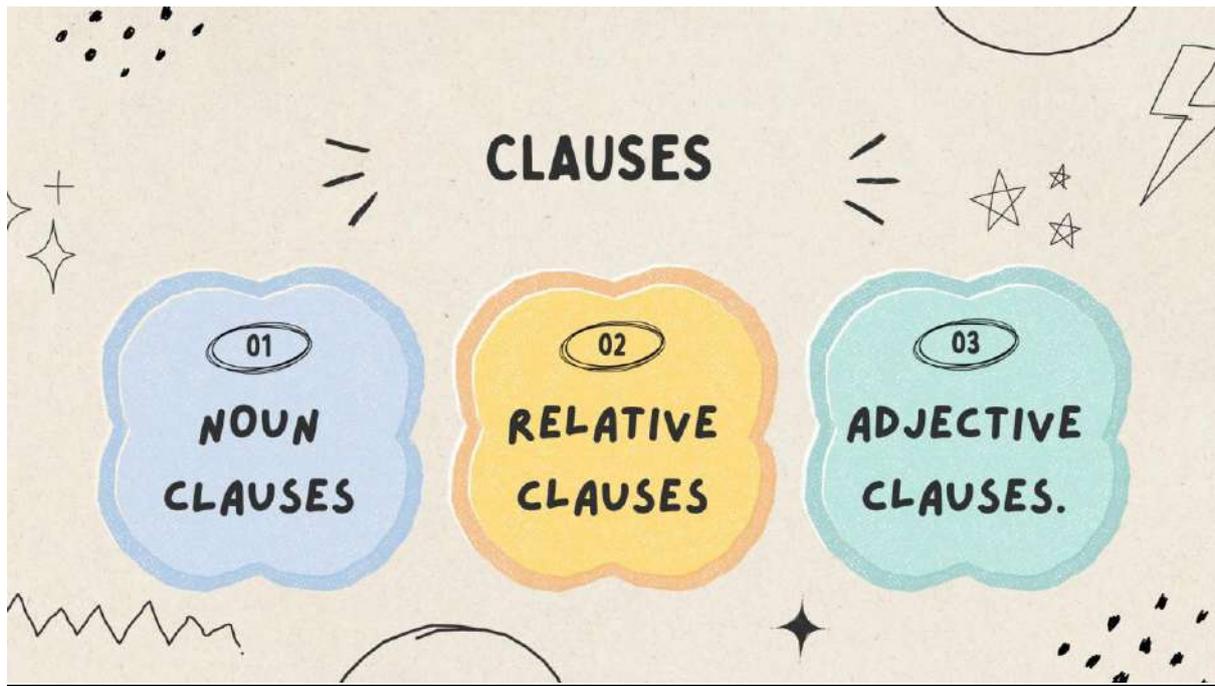
- **Main clause or Independent clause**(that is complete and makes sense on its own).
- **Subordinate clause or Dependent clause**(that is incomplete and depends on another part of the sentence to make sense).

Example: I stood on the deck of the ship, even as I waited for my father to return.

Main Clause - I stood on the deck of the ship

Subordinate Clause - even as I waited for my father to return.

Some of the **Subordinate Clauses** are further classified as **Noun Clauses, Relative Clauses** and **Adjective Clauses**.



NOUN CLAUSE

A **noun clause** functions as a noun in a sentence. It can act as the subject, object, or complement of the main clause. Noun clauses begin with words like "that," "if," "whether," or question words like "who," "what," "where," "when," "why," and "how."

Examples:

What I want for dinner *is a hamburger.*

A vacation is **what I need most.**

Give it to **whoever arrives first.**

Practice

Rewrite the given sentence by replacing the underlined phrase with a suitable noun clause.

- Example: He is afraid of [the dark].
- Answer: He is afraid of [what he cannot see].

ADVERB CLAUSES:

Many subordinate clauses begin with subordinating conjunctions. Examples of these conjunctions are *because, unless, if, when, and although*. The clauses act as adverbs, answering questions like *how, when, where, why, to what extent, and under what conditions*.

Adverb clauses modify verbs, adjectives, or other adverbs by providing information about time, place, condition, reason, purpose, contrast, concession, or manner.

- They often begin with subordinating conjunctions such as "after," "although," "because," "if," "since," "while," etc.

Example - *When Mauna Loa began erupting and spewing lava into the air,* we drove away as quickly as we could.

The adverbial clause answers the question “When did we drive?”

Practice

Complete the sentences by adding an appropriate adverb clause:

- Example: He won't go out ----- (because)
- Answer: He won't go out -----because it's raining.

RELATIVE CLAUSES:

A **relative clause** begins with a relative pronoun and functions as an adjective. Relative clauses provide additional information about a noun or pronoun in the main clause. They begin with relative pronouns such as "who," "whom," "whose," "which," or "that."

In the following example, the relative pronoun **that** is the subject of its clause and **won the Pulitzer Prize** is the predicate. This clause couldn't stand by itself. Its role in the complete sentence is to modify *novel*, the subject of the independent clause.

Example 1 - The novel **that won the Pulitzer Prize** didn't sell well when it was first published.

In the next example, **which** is the relative pronoun that begins the subordinate clause. **Celebrities** is the subject of the clause and **attended** is the verb. In the complete sentence, this clause functions as an adjective describing **ceremony**.

Example 2 - The ceremony, **which several celebrities attended**, received widespread media coverage.

Practice

1. Combine the following pairs of sentences into one sentence using a relative pronoun:

- Example: She lives in Paris. She met us yesterday.
- Answer: She, **who lives in Paris**, met us yesterday.

PRACTICE QUESTIONS (Sentence Completion)

1. Fill in the gaps using suitable words:
 - a) The teacher explained how -----.
 - b) What you said -----.
 - c) That you have failed the exam -----.
 - d) I do not know -----.
 - e) Whether she can attend the party -----.
 - f) Can you tell me _____?

ANSWERS –

- a) to solve the problem.
- b) really shocked me.
- c) is known to everyone now.
- d) when he is going to arrive.

- e) depends on her work.
- f) where the nearest bus stop is.

2. Choose the most appropriate option

- A. She couldn't understand _____.
- a) why he left b) wherever he left c) whoever he left.
- B. I don't know _____.
- a) when the train arrives. b) what is the time c) whatever is calling.
- C. He asked _____.
- a) what is your name. b) why she was late. c) where are you going ?
- D. She is wondering _____.
- a) how much it costs. b) when will it happen ? c) where is the nearest store ?
- E. They wanted to know _____.
- a) where the concert had been occurred .b) how fast the car is c) why is she crying ?

ANSWERS –

- 2.A. a) why he left.
B. b) when the train arrives.
C. b) why she was late.
D. a) how much it costs.
E. b) how fast the car is.

PRACTICE QUESTIONS (SENTENCE COMPLETION).

1. She will visit her grandmother _____.
- a) before she finishes her homework
 - b) where she finishes her homework
 - c) that she finishes her homework
2. He couldn't play basketball _____.
- a) until he does his chores
 - b) where he does his chores
 - c) that he does his chores
3. They won't go to the beach _____.
- a) unless it's sunny b) where it's sunny . c) that it's sunny
4. I'll help you _____.
- a) if you ask nicely b) where you ask nicely c) that you ask nicely
5. He sings loudly _____.
- a) wherever he goes b) when he goes c) that he goes
6. She'll go shopping _____.
- a) after she finishes work b) where she finishes worl c) that she finishes work

ANSWERS -

1. a) before she finishes her homework
2. a) until he does his chores
3. a) unless it's sunny

4. a) if you ask nicely
5. a) wherever he goes
6. a) after she finishes work

PRACTICE QUESTIONS (GAP-FILLING)

1. The man _____ lives next door is a doctor.
a) which b) who c) whom d) this
2. The book _____ I borrowed from the library is excellent.
a) who b) whose c) whom d) that
3. The girl _____ won the first prize is my sister.
a) who b) this c) whoever d) which
4. The car _____ was parked outside belongs to John.
a) that b) who c) whom d) whose
5. The dog _____ barks all night belongs to our neighbor.
a) it b) who c) whom d) that
6. The movie _____ we watched last night was boring.
a) who b) that c) which d) where

ANSWERS –

- 1.who 2.that 3.who 4.that 5.that 6. which

MODALS

The auxiliaries that express the mode of action are called Modals. They are a special category of verbs that express necessity, obligation, ability, permission, possibility, or likelihood. They are unique because they don't change their form to indicate tense and are always followed by the base form of the main verb (infinitive form) without 'to'.

Common Modal Verbs

1. **Can:** Indicates ability or possibility. Example: She can sing beautifully.
2. **Could:** Past tense of 'can', used to express ability or permission in the past. Example: She could swim when she was five.
3. **May:** Expresses permission or possibility. Example: You may leave early if you finish your work.
4. **Might:** Similar to 'may', but indicates a lower possibility. Example: It might rain later.
5. **Will:** Expresses future possibility or intention. Example: He will arrive at 9 PM.
6. **Would:** Used to express polite requests, invitations, preferences, or past habits. Example: Would you like some tea?
7. **Shall:** Often used in questions to ask for advice or suggestions, or to make offers. Example: Shall we go for a walk?
8. **Should:** Indicates advice, obligation, or expectation. Example: You should study harder for the exam.

9. **Must:** Indicates necessity or strong obligation. Example: You must finish your homework before you can play.
10. **Ought to:** Similar to 'should', expressing obligation or advisability. Example: You ought to apologize for your mistake.

Key Points to Remember

1. Modal verbs do not change form (e.g., they have no -s in the third person singular).
2. They are always followed by the base form of the main verb.
3. They do not have past participles or infinitive forms.
4. They are used to express various attitudes such as ability, possibility, necessity, permission, and obligation.

Examples of Modal Verbs in Sentences

1. He can speak Spanish fluently.
2. We should arrive early for the meeting.
3. You may borrow my pen if you promise to return it.
4. She might come to the party tonight.
5. They will finish the project by next week.
6. Would you mind opening the window?
7. Shall I help you with your luggage?
8. Students must wear the school uniform every day.
9. You ought to apologize for your rude behaviour.
10. I could swim across the river when I was younger.

Gap-Filling Exercise

Fill in the blanks with the appropriate modal verb from the given options:

1. You _____ bring your ID card to enter the library. Options: may / must / should
2. Sarah _____ complete her assignment by tomorrow. Options: might / will / must
3. _____ I borrow your calculator for a moment? Options: Shall / Can / Must
4. The concert tickets are selling out fast. We _____ buy them now. Options: should / might / will
5. You _____ be careful while crossing the road. Options: must / may / ought to
6. He _____ not attend the meeting yesterday due to his illness. Options: should / must / could
7. _____ I help you with your luggage? Options: Would / Can / May
8. Students _____ wear the school uniform every day. Options: may / must / should
9. We _____ start studying for the exam soon. Options: might / will / should
10. You _____ apologize for your mistake. Options: should / may / can

SUBJECT-VERB AGREEMENT (CONCORD)

Definition: Subject verb agreement or concord means that a verb must agree with its subject in number as well as person.

A few rules and examples as well as a few exercises are given below for easy understanding of the topic.

Rule 1: A verb must agree with its subject in number and person.

Rule 2: Singular subjects take singular verbs. Plural subjects take plural verbs.

Example: The cat runs fast.

Example: The cats run fast.

Rule 3: When the subject of a sentence is composed of two or more nouns or pronouns connected by 'and', use a plural verb.

Example: Tom and Jerry are friends.

Rule 4: When subjects are connected by 'or', 'nor', 'either...or', 'neither...nor', the verb agrees with the nearer subject.

Example: Neither Harry Potter nor his friends were present in the meeting.

Example: Either the dogs or the cat has eaten the cheese.

Rule 5: Collective nouns may be singular or plural depending on the context of the sentence.

Example: The team is celebrating their victory. (Singular) Example: The team are arguing about their strategy. (Plural)

Rule 6: Indefinite pronouns such as 'everyone', 'someone', 'anybody', etc., are always singular and take singular verbs.

Example: Everyone is invited to the party.

Rule 7: Some nouns that are plural in form but singular in meaning take singular verbs.

Example: The news is true.

Rule 8: Titles of books, movies, songs, etc., take singular verbs even though they may have plural words in them.

Example: The movie 'The Sound of Music' won five Academy awards.

The book 'The Alchemist' is written by Paulo Coelho

Rule 9: Fractions and percentages followed by a singular noun take a singular verb.

Example: One fourth of the cupboard space is yours.

Rule 10: Expressions of time, distance, amount, etc., are singular and take singular verbs.

Example: Five days is a long time

Rule 11: Subjects that express a quantity, amount, or portion followed by "of" often take singular verbs if the noun that follows "of" is singular. They take plural verbs if the noun following "of" is plural.

Example: A majority of the voters is in favor of the proposal.

Example: A number of students are absent today.

PRACTICE QUESTIONS

1. Identify the subject and the verb in the following sentences, and ensure that they agree in number and person:

Example: The cat (subject) sleeps (verb) peacefully on the windowsill.

The cats (subject) sleep (verb) peacefully on the windowsill.

2. Fill in the blanks with the appropriate verb forms:

Neither Sarah nor her friends _____ (enjoys/enjoy) horror movies.

Each of the boys _____ (has/have) a different opinion on the matter.

3. Determine whether the following collective nouns should take a singular or plural verb:

The committee _____ (has/have) reached a decision.

The team _____ (is/are) practicing hard for the match.

4. Choose the correct verb form to complete the sentences:

Three fourths of the cake _____ (is/are) gone.

Fifty percent of the students _____ (has/have) already completed the assignment.

5. Rewrite the following sentences, correcting subject-verb agreement errors:

The news are disturbing.

My family were divided on the issue.

6. Write five sentences using indefinite pronouns and ensure subject-verb agreement:

Example: Somebody (subject) has (verb) left their umbrella behind.

7. Create sentences using titles of books, movies, or songs, ensuring that the verbs agree with the titles:

Example: "The Lord of the Rings" (title) is (verb) a classic fantasy novel.

PRACTICE QUESTIONS

Directions: Choose the correct verb form that agrees with the subject in each sentence.

1. The group of students _____ excited about the upcoming field trip.
a) is b) are c) am d) be
2. Neither the cat nor the dog _____ friendly towards strangers.
a) is b) are c) was d) were
3. Each of the books on the shelf _____ a different story to tell.
a) has b) have c) is having d) had
4. Ten dollars _____ a reasonable price for that meal.
a) is b) are c) was d) were
5. The news from the radio _____ shocking to everyone.
a) was b) are c) were d) be
6. My family _____ going on vacation next month.
a) is b) are c) were d) being
7. None of the computers in the lab _____ working properly.
a) is b) are c) am d) be
8. The pack of wolves _____ hunting for food in the forest.
a) is b) are c) had d) has
9. Two-thirds of the cake _____ already eaten.
a) is b) are c) was d) were
10. The committee members _____ discussing the budget proposals.
a) is b) are c) was d) were

Answer Key:

1. a) is 2. a) is 3. a) has 4. a) is 5. a) is

6. a) is 7. a) is 8. a) is 9.c) was 10. b) are

TENSES

Tense is the form of a verb which shows the time of an action and its degree of completeness. Basically, there are three types of Tenses:

- Present,
- Past
- Future

These tenses are further divided into four parts on the basis of degree of completeness. The four parts are: Indefinite, Continuous, Perfect and Perfect Continuous.

The given table suggests the verb form used for each tense.

Simple Present	Subject + Base form of verb	She reads books.
Present Continuous	Subject + "to be" (am/is/are) + Verb + -ing	They are playing football.
Present Perfect	Subject + "have/has" + Past Participle	He has finished his homework.
Present Perfect Continuous	Subject + "have/has" + been + Verb + -ing	I have been studying for two hours.
Simple Past	Subject + Past form of verb	She danced at the party last night.
Past Continuous	Subject + "was/were" + Verb + -ing	They were watching a movie when I arrived.
Past Perfect	Subject + "had" + Past Participle	He had already left when I called him.
Past Perfect Continuous	Subject + "had" + been + Verb + -ing	She had been waiting for an hour when he arrived.
Simple Future	Subject + "will/shall" + Base form of verb	They will visit Paris next summer.
Future Continuous	Subject + "will/shall" + be + Verb + -ing	We will be studying for the exam tomorrow.
Future Perfect	Subject + "will/shall" + have + Past Participle	By next year, he will have completed his degree.
Future Perfect Continuous	Subject + "will/shall" + have + been + Verb + -ing	By the end of the day, she will have been working for eight hours.

VERBS- BE, HAVE AND DO:

1. THE VERB 'BE'-IS,AM,ARE,WAS,WERE,WILL,SHALL

<u>PRESENT TENSE</u>		<u>PAST TENSE</u>		<u>FUTURE TENSE</u>	
<u>PRONOUN</u>	<u>VERB</u>	<u>PRONOUN</u>	<u>VERB</u>	<u>PRONOUN</u>	<u>VERB</u>
I	AM	I	WAS	I	WILL/SHALL BE
WE	ARE	WE	WERE	WE	WILL/SHALL BE
YOU	ARE	YOU	WERE	YOU	WILL BE
HE,SHE,IT	IS	HE,SHE,IT	WAS	HE,SHE,IT	WILL BE
THEY	ARE	THEY	WERE	THEY	WILL BE

2. THE VERB 'DO'-DO, DOES,DID,WILL DO,SHALL DO

<u>PRESENT TENSE</u>		<u>PAST TENSE</u>		<u>FUTURE TENSE</u>	
<u>PRONOUN</u>	<u>VERB</u>	<u>PRONOUN</u>	<u>VERB</u>	<u>PRONOUN</u>	<u>VERB</u>
I	DO	I	DID	I	WILL/SHALL DO
WE	DO	WE	DID	WE	WILL/SHALL DO
YOU	DO	YOU	DID	YOU	WILL DO
HE,SHE,IT	DOES	HE,SHE,IT	DID	HE,SHE,IT	WILL DO
THEY	DO	THEY	DID	THEY	WILL DO

3. THE VERB 'HAVE'-HAS,HAVE,HAD

<u>PRESENT TENSE</u>		<u>PAST TENSE</u>		<u>FUTURE TENSE</u>	
<u>PRONOUN</u>	<u>VERB</u>	<u>PRONOUN</u>	<u>VERB</u>	<u>PRONOUN</u>	<u>VERB</u>
<u>I</u>	<u>HAVE</u>	<u>I</u>	<u>HAD</u>	<u>I</u>	<u>WILL/SHALL HAVE</u>
<u>WE</u>	<u>HAVE</u>	<u>WE</u>	<u>HAD</u>	<u>WE</u>	<u>WILL/SHALL HAVE</u>
<u>YOU</u>	<u>HAVE</u>	<u>YOU</u>	<u>HAD</u>	<u>YOU</u>	<u>WILL HAVE</u>
<u>HE,SHE,IT</u>	<u>HAS</u>	<u>HE,SHE,IT</u>	<u>HAD</u>	<u>HE,SHE,IT</u>	<u>WILL HAVE</u>
<u>THEY</u>	<u>HAVE</u>	<u>THEY</u>	<u>HAD</u>	<u>THEY</u>	<u>WILL HAVE</u>

PRACTICE QUESTIONS

Choose the correct option to fill in the blanks:

1. The bus _____ (arrive) at 9 o'clock yesterday.
 - a) arrived
 - b) has arrived
 - c) was arriving
 - d) arrives

2. By the time I reached home, my parents _____ (finish) dinner.
 - a) finished
 - b) have finished
 - c) finish
 - d) will finish

3. She _____ (read) a novel when the phone rang.
 - a) reads
 - b) is reading
 - c) has read
 - d) was reading

4. They _____ (play) football every Sunday morning.
 - a) plays
 - b) played
 - c) have played
 - d) are playing

5. By next month, he _____ (complete) his project.
 - a) completes
 - b) will complete
 - c) completed
 - d) has completed

6. I _____ (visit) my grandparents last summer.
 - a) visit
 - b) visited
 - c) am visiting
 - d) have visited

7. We _____ (not start) the meeting until everyone arrived.
 - a) not started
 - b) don't start
 - c) didn't start
 - d) haven't started

8. The baby _____ (cry) for hours before finally falling asleep.

- a) cries
- b) cried
- c) has cried
- d) is crying

9. By the time the concert starts, I _____ (arrive) at the venue.

- a) arrive
- b) arrived
- c) have arrived
- d) will have arrived

10. She _____ (cook) dinner when her friends came over.

- a) cooks
- b) cooked
- c) has cooked
- d) was cooking

Answers:

- 1. b) arrived
- 2. a) finished
- 3. d) was reading
- 4. c) have played
- 5. b) will complete
- 6. b) visited
- 7. c) didn't start
- 8. b) cried
- 9. d) will have arrived
- 10. d) was cooking

Unsolved Exercise:

Fill in the blanks with correct form of verbs:

- 1. The sun _____ (shine) brightly when I woke up this morning.
- 2. By the time you return, I _____ (finish) my homework. a
- 3. They _____ (travel) to Goa every summer for the past five years.
- 4. When I was young, I _____ (love) to play in the park.
- 5. She _____ (write) a letter to her friend yesterday.
- 6. By next month, I _____ (work) at this company for ten years.
- 7. The train _____ (depart) at 6 PM yesterday
- 8. We _____ (not see) that movie before last weekend.
- 9. She _____ (dance) beautifully at her sister's wedding last month
- 10. By the time they arrive, we _____ (prepare) dinner.

DIRECT AND INDIRECT SPEECH

Direct Speech: The message of the speaker is conveyed in his/her own actual words, without any change.

Example: **Sakshi said to Isha, " You are a good singer."**

Indirect Speech: The message of the speaker is conveyed or repeated as reported by another person.

Example: **Sakshi told Isha that she was a good singer.**

Note: The part of the sentence after the comma and inverted commas in the first sentence is called Reporting/Direct Speech and the part of the sentence (given within the inverted commas in the first sentence) is called Reported Speech after it is reported (in the second sentence).

Basic rules of changing Direct Speech into Indirect Speech: -

RULE 1. The inverted commas which separate the reported speech from the rest of the sentence are dropped and the sentence ends with a full stop, even if reporting a question or an exclamation.

RULE 2. The verb in the reported speech changes according to the tense of the reporting verb.

RULE 3. If the reporting verb is in the past tense, the tense of the verb in the reported speech is changed as under:

- is/ am/are → was/ were
- was/ were → had been
- V1 or V1+s/es → V²
- has/have → had
- had → had had
- V2 → had + V3
- may → might
- can → could
- will → would
- shall → should/would

Remember:

1. **If the reporting verb is in the Present or Future tense, the tense of the verb in the reported speech remains the same.**

2. If the statement reports a universal truth or a habitual action, the tense remains in the Present Tense.

Examples – Zennie said that the sun **rises** in the East.
 Glenn said that bread **is** his favourite breakfast.

3.If ‘Yes’ is used in the sentence, it is converted as ‘...in the affirmative/ in the positive/agreed with.....’.

Example– Sunny said, “Yes, I will be on time.”
 Sunny replied in the affirmative and said that he would be on time.

4.If ‘No’ is used in the sentence, it is converted as ‘...in the negative/ disagreed with.....’.

Example– Samson said, “No, it is not a good decision.”
 Samson replied in the negative and said that it was not a good decision.

Direct Speech	Indirect Speech	Direct Speech	Indirect Speech
Here	There	Last week	The previous week
This	That	Tonight	That night
These	Those	The next day	The following day
Now	Then	Say	Say
Thus	So	Says	Says
Hence	Thence	Say to	Tell
Ago	Before	Says to	Tells
Today	That day	Said	Said
Tomorrow	The next day	Said to	Told
Yesterday	The previous day	Will say	Will say
Last night	The previous night	Will say to	Will tell

Type 1 - ASSERTIVE SENTENCES –

An Assertive Sentence is a statement that expresses a fact or an opinion that states something. It is used to make a claim or to state a belief or fact clearly and confidently. An assertive sentence typically has a subject followed by a verb and an object, and it can be either positive or negative.

When it is converted into Reported Speech, inverted commas are removed, suitable pronouns and verbs are changed and the conjunction ‘**and**’ is used to join both parts of the sentence together.

Examples – He **said** + **that** + she wanted to go the Market.
They **replied** + **that** + it was going to rain soon.

Type 2 - IMPERATIVE SENTENCES –

These sentences are requests/commands/orders etc., begin generally with a verb and urging the listener to do something.

Examples – **Bring** your books to school daily.
Please **brush** your teeth regularly.
Leave the place at once !

- ❖ To convert Imperative Sentences into Indirect Speech, follow these rules along with the above-mentioned rules:
- ❖ Reporting Verb ‘**said**’ is changed into ‘**requested/ commanded/ordered**’ according to the tone of the statement.
- ❖ The statement continues with * ---- **him/her/them + to + base form of verb(V¹) + rest of the sentence***.

Examples – He **ordered** him + to + bring (V¹) + his books to school daily.
She **requested** him to brush his teeth regularly.
They **commanded** him to leave the place at once.

Type 3 - INTERROGATIVE SENTENCES -

Those sentences, which ask questions, are called Interrogative sentences. Every Interrogative Sentence ends with a sign of Interrogation (? – Question Mark)

Examples:

Do you live here? Have you ever watched the Terminator III movie? Is it raining?

- ❖ To convert Interrogative Sentences into Indirect Speech, follow the following rules along with the above-mentioned rules:
- ❖ **Full Stop is placed at the end of the sentence, instead of the mark of interrogation(?)**.
- ❖ Reporting Verb ‘**said**’ is changed into ‘**asked/inquired**’.
- ❖ Position of the Auxiliary Verb is placed **AFTER** the pronoun.
- ❖ If the Question is a **Yes/No Question**, then the joining word/conjunction used after ‘**asked**’ will be – **if/whether**

Examples – He asked **if** he could borrow my pen.
 She inquired **whether** she looked fine.

- ❖ If the Question is a **Wh – Question** (Who/when/where/whose/how/which/whom/what/why etc.), then the joining word/conjunction used after ‘**asked**’ will be – **Wh-word.....**

Examples – He asked **why** the teacher was absent.
 They asked **whose** bag was lying there.

Direct Speech	Indirect Speech
I said to her, “When do you do your homework?”	I asked her when she did her homework.
We said to him, “Are you ill?”	We asked him if he was ill.
You said to me, “Have you read the article ?”	You asked me if I had read the article.
He said to her, “Will you go to the Peshawar Radio Station?”	He asked her if she would go to the Peshawar Radio Station.
She said, “Who is he?”	She asked who he was.
Rashid says to me, “Why are you late?”	Rashid asked me why I was late.

Type 4 - EXCLAMATORY SENTENCE -

Those sentences, which express our feelings and emotions, are called Exclamatory Sentences. Mark of exclamation is used at the end of an Exclamatory Sentence.

Example:

1. Hurray! We have won the match.
2. Alas! He failed the test.
3. How beautiful that dog is!
4. What a marvellous personality you are!

To change Exclamatory sentences into Indirect Speech using direct indirect rules, follow the following rules along with the above-mentioned rules:

- In an Indirect Speech sentence, the Exclamatory sentence becomes an assertive sentence or a statement.
- In case, there is an interjection i.e., alas, aha, hurray, aha etc in the reported speech, then they are omitted along with the sign of exclamation using reported speech rules.
- Reporting verb i.e. **said** is replaced with **exclaimed with joy/exclaimed with sorrow/exclaimed joyfully/exclaimed sorrowfully / exclaimed with wonder or sorrow.**
- In case, there is **what or how** at the beginning of the reported speech, then they are replaced with **very or very great.**

<u>Direct Speech</u>	<u>Indirect Speech</u>
He said, "Hurray! I have won the match."	He exclaimed with joy that he had won the match.
She said, "Alas! My brother failed the test."	She exclaimed sorrowfully that her brother had failed the test.
They said, "What a beautiful house this is!"	They exclaimed that that house was very beautiful.
I said, "How lucky I am!"	I said that I was very lucky.
You said to him, "What a beautiful drama you are writing!"	You said to him in great wonder that he was writing a beautiful drama.

Type 5 - OPTATIVE SENTENCE

Those sentences, which express hope, prayer, or wish, are called optative sentences. Usually, there is a mark of exclamation at the end of an optative sentence.

Example: 1. May you succeed in the test! **2.** May you get well soon! Would that I were rich!

To change OPTATIVE sentences from Direct to Indirect Speech, follow these rules along with the above-mentioned rules:

- In case, the reported speech starts with the word **may**, then the reporting verb **said** is replaced with the word **prayed**.
- In case, the reported speech starts with the word **would**, then the reporting verb **said** is replaced with the word **wished**.

- **May** is changed to **might**.
- Mark of exclamation is omitted.

Direct: The monk said to me, “**May God bless you.**”

Indirect: The monk prayed **that God might bless me.**

Direct: He said to me, “May you live long.”

Indirect: He wished that I might live long.

PRACTICE QUESTIONS AND ANSWERS

Type 1 - ASSERTIVE SENTENCES –

1. Direct: "I will finish the project by tomorrow."

Indirect: She said that she would finish the project by the next day.

2. Direct: "He is attending the meeting."

Indirect: She mentioned that he was attending the meeting.

3. Direct: "We have completed the task."

Indirect: They informed us that they had completed the task.

4. Direct: "She always arrives on time."

Indirect: He mentioned that she always arrived on time.

5. Direct: "They are going to launch the new product next month."

Indirect: He said that they were going to launch the new product the following month.

Type 2 - IMPERATIVE SENTENCES –

1. Direct: "Please close the window."

Indirect: She requestedthat the window be closed/ us to close the window.

2. Direct: "Don't forget to turn off the lights."

Indirect: He requested us not to forget to turn off the lights.

3. Direct: "Pass me the salt, please."

Indirect: She asked me to pass her the salt.

4. Direct: "Maintain complete silence during the presentation."

Indirect: He commanded us to maintain complete silence during the presentation.

5. Direct: "Don't touch the painting."

Indirect: She warned me not to touch the painting.

Type 3 - INTERROGATIVE SENTENCES –

1. Direct: "Are you coming to the party?"

Indirect: She asked if I was coming to the party.

2. Direct: "Have you finished your homework?"

Indirect: He inquired if I had finished my homework.

3. Direct: "Did they receive my email?"

Indirect: She wondered whether they had received her email.

4. Direct: "When will he be attending the conference?"

Indirect: They asked when he would be attending the conference.

5. Direct: "Who can lend me a pen?"

Indirect: He asked who could lend him a pen.

Type 4 - EXCLAMATORY SENTENCE -

1. Direct: "What a beautiful sunset!"
Indirect: She exclaimed with wonder that the sunset was very beautiful.
2. Direct: "How delicious this cake is!"
Indirect: He remarked that the cake was delicious.
3. Direct: "What a surprise to see you here!"
Indirect: She expressed surprise to see him there.
Direct: "What a talented artist she is!"
Indirect: He commented that she is a very talented artist.
5. Direct: "How incredible that movie was!"
Indirect: She remarked that the movie was incredible.

Type 5 - OPTATIVE SENTENCE

1. Direct: "May you have a safe journey!"
Indirect: She wished me a safe journey.
2. Direct: "May you find happiness and success!"
Indirect: He hoped that I might find happiness and success.
3. Direct: "May peace prevail on earth!"
Indirect: She prayed for peace to prevail on earth.
4. Direct: "May your dreams come true!"
Indirect: He wished that my dreams might come true.
5. Direct: "May you have a long and prosperous life!"
Indirect: She hoped that I might have a long and prosperous life.

PRACTICE QUESTIONS

Complete the following statements reporting the conversation between the two as given here :-

1. **Teacher: "Please submit your assignments by Friday."
Student: "Can we have an extension, ma'am?"
Teacher: "I'm sorry, but the deadline is final."**

Ans. - The teacher instructed the students (a)

_____ by Friday. One of the students requested

(b) _____ but the teacher replied that

(c) _____.

2. **Parent: "Did you finish your homework?"**

Child: "Yes, I completed it just now."

Parent: "Well done, now you can relax."

Ans. - The parent asked the child (a) _____ homework.
The child replied (b) _____. The parent praised
(c) _____.

3. Friend: "Let's go to the movies tonight."

Me: "I would love to, but I have to study for my exam tomorrow."

Friend: "Okay, maybe next time."

Ans. - My friend (a) _____ night, but I explained
(b) _____ the next day. My friend agreed, saying that
(c) _____.

4. Manager: "I expect everyone to arrive on time for the meeting."

Employee: "What time does the meeting start, sir?"

Manager: "It begins at 9 o'clock sharp."

Ans. - The manager stated his expectation (a) _____
_____ for the meeting. One of the employees (b)
_____ The manager replied that
(c) _____.

5. Teacher: "Remember to submit your research papers by the end of the week."

Student: "Could you please clarify the word count, ma'am?"

Teacher: "It should be at least 1500 words."

Ans. - The teacher reminded the students
(a) _____.

One of the students asked (b) _____ count, to which she
replied _____ words.

6. Mary: "I love to travel, especially to exotic destinations."

Tom: "That sounds amazing! Have you been anywhere interesting recently?"

Mary: "Yes, I just got back from a trip to Thailand. It was incredible!"

Ans. - Mary mentioned (a) _____. Tom
responded by expressing that it sounded amazing and (b) _____.
Mary replied in the affirmative and (c) _____.

ANSWERS to Practice Questions

1. (a) to submit their assignments by ...
(b) if they could have an extension....
(c) she regretted it, but the deadline was final.

2. (a) if he had finished his
(b) in the affirmative and said that he had finished it just then.
(c) him and said that he could relax from then on.

- 3.(a) suggested that we could go to the movies that....
 (b) that though I would love to go, I had to study for the exams
 (c) it was ok and we could do it the next time.

- 4.(a) for everyone to arrive at the meeting on time.
 (b) asked him what time the meeting was to start.
 (c) it would begin at 9 a.m. sharp.

- 5.(a) to submit their research papers by the end of the week.
 (b) if she could clarify the word
 (c) that it should be at least 1500

6. (a) that she loved to travel, especially to exotic destinations.
 (b) inquired if she had been anywhere interesting recently.
 (c) stated that she had just returned from a trip to Thailand and described it as incredible.

GAP FILLING

GUIDELINES: A passage with blanks is provided. The students have to choose the most appropriate word from the given options. The words given in the option may be verbs, connectors, diterminers, prepositions, pronouns, modals etc.

Fill in the blanks in the paragraph given below with the help of options that follow:

1. Practising active listening is the most useful tip (a) _____ working people. This means fully concentrating (b) _____ what is being said rather than passively hearing the message. It involves paying attention (c) _____ the speaker, making eye contact, and showing genuine interest (d) _____ the conversation.

- (a) (i) for (ii) in (iii) to (iv) with
 (b) (i) of (ii) to (iii) in (iv) on
 (c) (i) with (ii) in (iii) to (iv) for
 (d) (i) to (ii) in (iii) for (iv) of

2. Communication (a) _____ become very effective (b) _____ instant due to smart phones. People are able (c) _____ convey their messages all around the globe to (d) _____ loved ones.

- (a) (i) is (ii) has (iii) have (iv) had
 (b) (i) but (ii) as (iii) or (iv) and
 (c) (i) for (ii) in (iii) to (iv) of
 (d) (i) his (ii) her (iii) your (iv) their

3. Climate change (a) _____ the existential threat of (b) _____ lifetimes. Fundamentally, certain gases in the atmosphere called greenhouse gases trap the heat (c) _____ the sun. When concentrations of (d) _____ gases increase, more heat is trapped, leading to an increase in the average temperature of the earth.

- (a) (i) has (ii) is (iii) was (iv) had
(b) (i) our (ii) your (iii) my (iv) their
(c) (i) in (ii) with (iii) of (iv) on
(d) (i) this (ii) those (iii) that (iv) these

4. The most common disease (a) _____ to calcium deficiency (b) _____ rickets. (c) _____ time a child (d) _____ a soft drink, he lays the groundwork for dangerous bone disease.

- (a) (i) connected (ii) connecting (iii) has connected (iv) connects
(b) (i) has (ii) is (iii) was (iv) was
(c) (i) some (ii) a few (iii) every (iv) after
(d) drank (ii) is drinking (iii) drink (iv) drinks

Fill in the blanks (i) – (iv) with the appropriate option from those in the brackets.

5. On the Annual Day celebration, the Principal delivered a note, “Good Evening Children, you all (i) _____ (shall, will, may) be the future policymakers, hence you (ii) _____ (ought to, can, used to) obey your teachers. You (iii) _____ (may, will, should) always try to win the confidence of your superiors. You must not leave any stone unturned. Take a pledge that you (iv) _____ (should, would, shall) obey and respect your elders.

6. Self-miracle refers to your need to change your life to what you really (i) _____ (can, shall, must) create. The simple truth is only you possess the power to improve your conditions in line with everything you (ii) _____ (will, may, should) carry out. You (iii) _____ (could, would, need to) live your dreams to improve your life permanently. This (iv) _____ (must, can, will) be done if you wish to attain what you have targeted.

EDITING/OMISSION

GUIDELINES: A passage with an error in each line will be provided to the students. They have to detect the error and write its correction. The incorrect word and its correction will be written in the answer book in case of editing the errors while the word before and the word after along with the missing word will be written in the answer book for omission.

In the following paragraph, one word has been omitted in each line. In your answer sheets, remember to write the missing word along with the word that comes before and after it, as shown below. The first one has been done as an example.

1.

Q.No	Text	Word before	Omission	Word after
Eg	India the abode of culture and heritage. And	India	Is	the
(i)	the true reflections of these traits can be seen			
	in historic sites, edifices, landscapes, and			
(ii)	monuments of India. One such structural			
(iii)	wonderthat reflect the true glories of the past			
	are the caves in India.			

2.

Q.No	Text	Word before	Omission	Word after
Eg.	As humans, we mechanically inclined to	We	are	mechanically
(i)	search for perfection. Everybody to			
(ii)	bep perfect, they want to better. People			
	strive for perfection in multiple ways.			
(iii)	Perfection an abstract idea, something			
	we			
(iv)	humans made the concept of in an			
	attempt to make us all better.			

The following passage has not been edited. There is an error in each line. Write the incorrect word and the correct word in the space provided.

3.

Q.No	Text	Error	Correction
Eg	Culture play an important role in the	Play	Plays
	development of any nation. It		
(i)	represents a set in shared attitudes,	In	
(ii)	values, goals and practices. Cultural	Cultural	
	and creativity manifest themselves in		
(iii)	almost some economic social and	Some	
	other		
	activities.		

4.

Q.No	Text	Error	Correction
Eg.	India has taken positive stepping toward	stepping	Steps
(i)	addressing the enormous digitals	digitals	
(ii)	divide among its elderly citizens	among	
(iii)	and the rest of the population. But	But	
	growing number of older persons		
(iv)	in the coming years requires greater	In	

	investment in overcoming this divide.	
--	---------------------------------------	--

5.

Q.No	Text	Error	Correction
Eg.	Life an eco-friendly lifestyle is	Life	Living
(i)	essential in preserving the environment,	In	
(ii)	promoting sustainability, reduce our	reduce	
(iii)	carbon footprint, and this protecting our	This	
	planet for future generations.		

6.

Q.No	Text	Error	Correction
Eg.	Pets include ones like cats, dogs and birds.	ones	Things
(i)	For much people, keeping pets at home is a	much	
(ii)	wonderful pleasure. There are many	their	
(iii)	aspects to having pets at home. It give us	It	
	a lot of enjoyable enjoyment.		

SENTENCE REORDERING

GUIDELINES - The material provided to the students will be words and phrases in jumbled manner/order. The students will be asked to rearrange/reorder the jumbled words and phrases into meaningful sentences.

- Rearrange the following to form meaningful sentences. The first one is done as an example.

Example :

many ways / recycle waste /there are / you can

There are many ways you can recycle plastic

- Chennai alone /? / every day / produces a staggering 9.7 tons of waste / did you know
- the entire country/could be much more/ generated by /the amount of waste
- is sent for recycling /**only** 82%of the plastic waste produced / , / Shockingly
- is dumped / in landfills / the remaining 12%

- Rearrange the following to words and phrases to form meaningful sentences.

- proved the food they sell is not fit / McDoland's loses the legal battle / because it is highly toxic / with chef Jamie Oliver , / to be ingested
- won a battle / junk food chain / against the / chef Jamie Oliver/ world's largest

- (c) the fat parts of meat / in packaging of meat cake / Chef Oliver a radical activist chef / are washed with ammoniac hydrogen / to fill the burger / and then used / claims that
- (d) even before the process / was not suitable for human consumption / He also claimed that ,
3. Rearrange the following jumbled words/phrases in the given dialogue to create meaningful sentences.
- (a) Karthik: Why is Daboo crying Reshmi aunty?
- (b) Reshmi : because he wants/ since yesterday / a spray gun and colours / he has been
crying
- (c) Karthik: Poor boy! How will he play Holi without colours? Why don't you just buy
him some?
- (c) Reshmi : our condition ; / we buy anything / you know / think carefully / before / we
have to
4. Rearrange the following jumbled words and phrases to form meaningful sentences.
- (a) and no rains / amidst water crisis / heat wave hits Bangalore
- (b) in temperature / to beat the heat / avoid sudden change
- (c) fruit juices / natural coolers / butter milk and / like coconut water, / hydrate with water,
- (d) caffeine intake / stick to/ light coloured / and minimize / cotton clothes
5. Rearrange the following jumbled words and phrases into meaningful sentences.
- (a) wins the 23rd national / 35 year old / para swimming championship / visually impaired army man
- (b) of gold and silver medals, / Lt col Dwarakesh / Sports has given him / claims that / a vision for life / the winner
- (c) in a road accident in 2016/ he climbed / after he lost his eyes/ Siachen glacier in 2021
- (d) in Nov 2023 / a shooting / he also won / national medal
6. Rearrange the following jumbled words/phrases in the given dialogue to create meaningful sentences
- Happy: How did the seasons get their names Joe?
- Joe: well Happy! It's when the leaves change their colours and fall.
- Happy: this stuff/ learn all/? / Where did you
- Joe : Happy! / to learn stuff / I am a natural genius/ I don't have
- Happy: Where did you learn all this stuff?
- Joe : I don't have to learn stuff Happy! I am a natural genius.

SENTENCE TRANSFORMATION

GUIDELINES: Transformation of sentences involves changes in the form and type of sentences from one form to another.

1. Read the conversation given below and complete the paragraphs by choosing the correct option.

Mother : Rahul where did you go around noon?

Rahul : Mom, I was with Sanjay at his house.

Mother : You should have told of it. I was greatly worried.

Rahul: I am sorry mom; I shall do so in future.

Mother asked her son Rahul (a) _____ . Rahul replied that (b) _____ .
Mother instructed him that (c) _____ as she was greatly worried. Rahul regretted it
ans said that he would do so in future.

- (a) i. where he had gone around noon ii. Where had he gone around noon
 iii. where did he go around noon iv. Where he had been gone around noon
- (b) i. he was with Sanjay at his house ii. he had been with Sanjay at his house
 iii. he have been with Sanjay at his house iv. he had been with Sanjay at his house
- (c) i. you should have told us of that ii. He should not have told of it
 iii. he should have told that iv. he should not have told of

2. Read the dialogue given below and complete the paragraphs that follow. Write your answer in your answer sheet against the correct blank numbers.

Nehal: I want to order some flowers for my birthday.

Florist: When is your birthday?

Nehal: Tomorrow

Florist: You can collect them by noon.

Nehal told the florist (a) _____ . The florist asked (b) _____ . Nehal
replied that it was the following day. The florist told him (c) _____ by noon.

3. Read the sentences given below and complete the paragraph that follows in your answer sheet.

(a) The magician kept a small boy in a box

(b) He shut the box

(c) He cut the box into three pieces

A magician was giving his performance in a houseful theatre. (a) _____
by the magician. The box (b) _____ and then (c)

4. Read the sentences given below and complete the paragraph that follows in your answer sheet

- (a) Wash the thermometer with fresh water thoroughly.
- (b) Shake it well to bring down the reading below 37°C.
- (c) Place the bulb of the thermometer under the patient's tongue.
- (d) Ask the patient to keep the mouth closed.
- (e) Keep the thermometer under the patient's tongue for at least 2 minutes.
- (f) Take out the thermometer and read the temperature.

The clinical thermometer (a) _____ with freshwater and the reading (b) _____ by shaking it well. Then the bulb of the thermometer (c) _____ under the patient's tongue and he is asked to keep the mouth closed. The thermometer should be kept there for at least two minutes. It is then taken out and the temperature is read.

ANSWER KEY

GAP FILLING

1. (a) (i) for (b) (iv) on (c) (iii) to (d) (ii) in
2. (a) (ii) has (b) (iv) and (c) (iii) to (d) (iv) their
3. (a) (ii) is (b) (i) our (c) (iii) of (d) (iv) these
4. (a) (i) connected (b) (ii) is (c) (iii) Every (d) (iv) drinks
5. (i) will (ii) ought to (iii) should (iv) shall
6. (i) must (ii) may (iii) need to (iv) must

EDITING/OMISSION

1.

Q	Word before	Omission	Word after
(i)	reflections	Of	These
(ii)	India	One	Such
(iii)	wonder	That	Reflect

2.

Q	Word before	Omission	Word after
(i)	Everybody	Wants	To
(ii)	to	Be	Better
(iii)	Perfection	Is	An
(iv)	made	Up	The

3.

Q	Error	Correction
(i)	in	Of
(ii)	Cultural	Culture
(iii)	some	All

4.

Q	Error	Correction
(i)	digitals	Digital
(ii)	among	Between
(iii)	But	Yet
(iv)	in	Over

5.

Q	Error	Correction
(i)	in	For
(ii)	reduce	Reducing
(iii)	this	Thus

6.

Q	Error	Correction
(i)	much	Many
(ii)	their	There
(iii)	It	They

SENTENCE REORDERING

1.

- Did you know Chennai alone produces a staggering 9.7 tons of waste every day?
- The amount of waste generated by the entire country could be much more.
- Shockingly , only 82%of the plastic waste produced is sent for recycling
- The remaining 12% is dumped in landfills

2. McDoland's loses the legal battle with chef Jamie Oliver, proved the food they sell is not fit to be ingested because it is highly toxic.

- (a) Chef Jamie Oliver won a battle against the world's largest junk food chain.
- (b) Chef Oliver a radical activist chef claims that the fat parts of meat are washed with ammoniac hydrogen and then used in packaging of meat cake to fill the burger
- (c) He also claimed that , even before the process this meat was not suitable for human consumption

3.

Reshmi: **He has been crying since yesterday because he wants a spray gun and colours**

Reshmi: you **know our condition; we have to think carefully before we buy anything**

4.

- (a) Heat wave hits Bangalore amidst water crisis and no rains.
- (b) To beat the heat avoid sudden change in temperature.
- (c) Hydrate with water, natural coolers like coconut water, butter milk and fruit juices.
- (d) Stick to cotton clothes and minimize caffeine intake.

5.

(a) 35 year old visually impaired army man wins the 23rd national para swimming championship

- (a) The winner of gold and silver medals ,Lt col Dwarakesh claims that Sports has given him a vision for life.
- (b) He climbed Siachen glacier in 2021 after he lost his eyes in a road accident in 2016.
- (c) He also won a shooting national medal in Nov 2023

6.

Happy: Where did you learn all this stuff?

Joe : I don't have to learn stuff Happy! I am a natural genius

SENTENCE TRANSFORMATION

1. (a) i. where he had gone around noon
(b)ii. he had been with Sanjay at his house
(c)iii. he should have told that
2. (a) that he wanted to order some flowers for his birthday
(b) When his birthday was
© that he could collect the flowers
3. (a) a small boy was kept in a box (b) was shut (c) the box was cut
4. (a) is washed (b) is brought down (c) is placed

SECTION C (LITERATURE)

ENGLISH COURSE COMMUNICATIVE (101)

FICTION 1. TWO GENTLEMEN OF VERONA (By A.J. Cronin)

INTRODUCTION

Two Gentlemen of Verona is an inspirational story written by A J Cronin about two brothers aged 12 and 13. Jacopa and Nicola, at a very young age faced the hardships of life. Their parents' untimely death rendered them homeless and they suffered starvation and the cold winter. The family struggled for life, they lived in the shelter made of broken building walls and bricks. After the war, they got back to their sister, and found her suffering from tuberculosis of spine, which was another shock to the poor kids. As they were the only family of their sister, they had to work hard and arrange money for her medical treatment. Despite facing numerous problems in their early life, the boys do not lose hope and remain positive. A.J.Cronin, the narrator met them in the town of Verona and he used the title "The Two Gentlemen of Verona" in an ironic manner. He finds the two young boys having every quality of being called gentlemen. Their positivity and selflessness inspired the narrator. The narrator felt that their humility and sacrifice acted as a hope for a better tomorrow.

GIST

The narrator A.J.Cronin and his companion had been driving near the city of Verona. They were stopped by two small boys who were shabbily dressed, selling strawberries. The narrator's driver cautioned the narrator against purchasing the fruits. The boys were very skinny but their eyes were sincere and attracted attention. The narrator took an instant liking for these boys and ended up buying their biggest basket of strawberries.

Next morning, the narrator noticed those two boys polishing people's shoes. The boys smiled and told the narrator that they performed many other kinds of jobs, like escorting tourists around the city. The narrator discovered that the boys were very friendly and innocent. Beneath their cheerful smiles, however, he could discern seriousness, a hint of sadness that defied their age.

The narrator found the boys very resourceful and was struck by their desperation to do more work. He was also surprised to know that they wore torn clothes and hardly ate anything.

Before leaving Verona, the narrator offered to help the boys. Nicola, the elder one refused, but the younger one requested the narrator to drive them to Poleta around 30 kms away the next day.

As a last gesture of goodwill, he volunteered to drive the boys himself to the tiny village, near a hill. As soon as the car halted near the Villa, the boys leapt out and asked the narrator to pick them after an hour from the same place. The narrator couldn't restrain his curiosity and on his entry he noticed through a glass partition that the boys were seated beside a 20 year old girl who was hospitalized.

The nurse told the narrator that the children's father had been killed in a war and a bomb had destroyed their house and rendered them homeless. Since the Germans ruled the city for many years, the children had to undergo a lot of suffering, and their sister, Lucia, who wanted to be a singer, couldn't bear the cold and starvation, and contracted tuberculosis of the spine. The boys worked very hard to pay Lucia's medical bills.

As the author was driving the boys back home, they all remained tight-lipped. The author was filled with admiration at the courage and relentless effort of two young boys who remained determined and showed selfless sacrifice towards life.

CHARACTER SKETCH

Jacopo

Jacopo is the youngest of the two brothers. He is innocent and a responsible child and possesses almost the same qualities as his elder brother, Nicola. Jacopo, the 12 year old is portrayed to be full of life who the narrator finds to be as 'lively as a squirrel'.

He has an air of seriousness, too, which is way beyond his age. His childish nature and honest behaviour is showcased when he seeks a favour from the narrator to drive his brother, Jacopo and himself to a place named Poleta.

Nicola

The elder of the two brothers, Nicola is a loving, caring and responsible boy. This diligent boy takes upon himself the task of getting his sister treated for tuberculosis and showers love and care on his brother. He often lets his little brother sleep while he sells newspapers late at night. He faces hardships and never indulges in self-pity. He does not expect sympathy from anyone and keeps his problems as a guarded secret. Nicola takes life in his own stride and devotes himself wholeheartedly.

Narrator

The narrator is a man of keen observation. Sensitive to the world around him, he tries to see beyond the apparent and identifies others' joys and sorrows. Though inquisitive, he does not try to intrude into others' lives. His helping attitude and friendly nature bring him closer to the two orphaned children. He admires the gentleman-like qualities of the shabbily dressed boys, Nicola and Jacopo. He exhibits his kind nature by driving the boys to Poleta.

MULTIPLE CHOICE QUESTIONS

i. "Well," I said, "We're leaving on Monday. Is there anything I can do for you before we go?"

What trait of the narrator is exhibited in the following lines?

- a) Kindness b) Pride c) Timidness d) Courage

ii. "We could not think of troubling you, Sir."

Who is the speaker of the following lines.

- a) Narrator b) Driver c) Nicola d) Jacopa

iii. Why did Luigi discourage the narrator from getting fruits from the boys?

- a) they were well dressed b) their shabby appearance
c) they had too much fruit in stock d) they were not hungry.

iv. What does the phrase 'make the rounds' mean?

- a) visit a series of places b) travel in a circular motion
c) play in a merry go round d) none of these

v. The narrator was struck by which trait of the boys.

- a) shabby appearance b) willingness to work
c) humility d) kindness

vi. Nicola and Jacopa used their earnings to

iii. “The two boys were seated at the bedside of a girl of about 20, who propped up on pillows wearing a pretty lace jacket, was listening to their chatter, her eyes soft and tender.”

- a) Who are the two boys referred to here?
- b) Where are the boys at present?
- c) Who is the girl? Why was she propped up on the pillows?

LONG ANSWER QUESTIONS

- i. As the narrator, write an article on the lesson of love, faith and trust that you have learnt from the two young boys of Verona.
- ii. After her brothers’ visit, Lucia writes a page in her diary about her past life and her present situation.
- iii. How does the story Two Gentlemen of Verona by A.J. Cronin promises hope for society?
- iv. The journey to Poleta changed the narrator’s previous impression about the boys. He was deeply moved by their story. He could not sleep that night. He wrote about them in his travelogue. Imagine you are the narrator and write his experiences with the boys.

VALUE BASED QUESTIONS

- i. Both the boys at Verona were full of grit, determination and hope. At a young age they exhibited qualities that are difficult to come even in adults. This story teaches us not to lose hope and courage even in adverse situations. Elaborate.
- ii. Both Nicola and Jacopo have grown up and are successful and respectable citizens. They were asked to inaugurate a ‘HOME’ for the abandoned children. Imagine yourself to be Nicola, address the gathering expressing your views on ‘Child Care’.
- iii. Imagine you are Nicola. You are touched by the empathy and the kindness of the narrator towards you and your brother. Thinking that such good people are rare to find in otherwise hostile world, record your sweet encounter with the narrator in the form of a diary entry putting down your experiences from the day you met him.

ANSWER KEY

MULTIPLE CHOICE QUESTIONS

- i. a) Kindness
- ii. c) Nicola
- iii. b) their shabby appearance
- iv. a) visit a series of places
- v. b) willingness to work
- vi. c) provide medical treatment for their sick sister.
- vii. a) Poleta
- viii. b) emigrating to America
- ix. a) he did not want to intrude into their privacy
- x. a) vexation

SHORT ANSWER QUESTIONS

- i. The boys were homeless and orphaned. Their sister was suffering from spinal tuberculosis. They put in a lot of effort to pay for her therapy. Their spirits were not broken and they remained committed and selfless. They were independent and avoided any sort of obligation.
- ii. Nicola was matured and committed. He and his younger brother Jacopo ran errands to meet their ends. Nicola was independent and hesitant to take any offer from anyone.
- iii. Lucia was Nicola and Jacopo's older sister. She had Tuberculosis of the spine and was receiving treatment in a hospital.
- iv. Nicola and Jacopo were both too polite to bother a stranger with their personal concerns. They didn't want anyone intruding into their personal space. As a result, they kept their difficulties hidden.
- v. The boys impressed the narrator by their diligence and commitment. Moreover, the narrator noticed that they possessed a spirit of self-sacrifice and devotion while trying to help their sister get cured from her ailment.
- vi. Their house had been attacked, and the Germans had killed their father. They were orphaned and had nowhere to go after the war. As a result, they hated the Germans
- vii. They polished shoes, sold fruit, hawked newspapers, conducted tourists round the town, sold tickets and ran errands.
- viii. The narrator was initially surprised to notice the boys working round the clock. He wondered though they earned enough money, they scarcely spent on themselves. Later, on discovering the truth about their ailing sister and her treatment, he admired the boys' selfless sacrifice and felt over whelmed by their dedication.

3. Extract Based Question Answers

- i. a) 'He' is Nicola in above lines.
b) He smiled uncomfortably because he didn't want to share his plans with the narrator.
c) The 'plans' being talked about are those of emigrating to America.
- ii. a) The narrator and the two brothers, Nicola and Jacopo went on the trip.
b) They had gone to Poleta.
c) He thought they would stop at some humble dwelling, but Jacopo guided him to a large villa.
- iii. a) Nicola and Jacopo.
b) In a hospital at Poleta, visiting their ailing sister, Lucia.
c) The girl was their sister, Lucia. She was suffering from tuberculosis of the spine and was undergoing treatment.

4. Long Answer Questions

- i. The tale of Nicola and Jacopo imparts a moral lesson about trust, faith, and love. God, the Almighty, endows humans with these traits. We might refer to these as divine attributes, without which it would be difficult for us to live in harmony with others. We shouldn't act egotistically or without regard for others. We must be careful not to offend people's sensibilities. We ought to trust other people. We need to have mutual understanding, love, and concern for one another. The best thing that God has made is us.

Compared to animals, we are unique. Only the human virtues of love, faith, and trust set us apart from other animals.

ii. 15-3-20XX
Saturday, 10 p.m.
Poleta

Dear Diary,

Though I am sick, I find solace when I think of my devoted brothers. I am extremely grateful to God for giving me two responsible brothers who have sacrificed every bit of their lives for treating me. Today my brothers paid me a customary visit. They brought me fruit, flowers, and wonderful books. We talked about the good old days when we shared a lovely home with our parents. After that, the vile Germans stormed our village, burned down our home, and killed our father, a talented singer. When he played at the opera house, the audience's jubilant applause filled the entire space. Unfortunately, today all this remains just as a dream.

My brothers put a lot of effort into getting me here. I am relieved that I will soon be allowed to stand after hearing from my physicians. Once out of this place, I will succeed as a singer and get my brothers enrolled in a reputable institution and provide them quality education.

I am sincerely praying for my quick recovery so that I can no longer remain as a burden on my brothers.

Lucia

iii. The significance of human connection and responsibility to one's family are emphasised throughout the story. The two brothers were rendered homeless due to the war. They lost their parents and were orphaned. Nicola and Jacopo took up a variety of jobs and carried out errands to earn money for their sister's treatment who was suffering from Spinal Tuberculosis.

The two youngsters' spirits were unbreakable despite the hardships in their lives. The boys and their dedication towards hard work offer a new hope for society in this world. The sacrifice and their devotion shown by them at their tender age is praise worth and commendable. Their deeds stand as a positive hope for the society although their daily lives were not a bed of roses.

iv. Today I met two boys who work incredibly hard. I observed them performing several tasks. They were thrifty people, and it showed in both the way they looked and the way they ate. I assumed they were setting aside money to emigrate to America.

Before I left Verona, I drove them to Poleta and discovered how difficult their existence was. I learnt of their father's death and the devastation of their home. I came to know of the fact that their sister was suffering from Spinal tuberculosis and they were saving to pay her medical bills. I was quite moved by their sense of responsibility. The two boys' dignity in standing up for themselves and not allowing themselves to be pitied by others impressed me.

I believe that very few people on Earth have such sterling qualities of sacrifice, responsibility and act as role models.

5. Value Based Question Answers

i. Jacopa and Nicola, at a very young age faced the hardships of life, their parents' death rendered them homeless and they suffered starvation and the cold winter. The family struggled for life, they lived in the shelter made of broken building walls and bricks. After the war, they got back to their sister, and found her suffering from tuberculosis of spine, which was another shock to these poor kids. As they were the only family of their sister, they had to work and arrange money for her medical treatment. Despite facing so many problems in their early life, the boys did not lose hope. The brothers' positive approach and determination to get their sister cured compelled them to work hard. In order to pay their sister's hospital

bills, they sold fruits, newspapers, chauffeured tourists around town, cleaned shoes, and ran many such chores. Their spirits were not broken by the adversity, and they remained committed and selfless. As a result, the two boys stand as an epitome of sacrifice and hope. The message conveyed through this is we should face life as it comes. Running away from problems is not the solution but finding ways to come out of the problems showcases the real determination, grit, and strength of an individual.

ii. A very good morning to all present here.

Today, we are very happy to be here among you and a part of the inauguration ceremony of 'HOME'. We both believe that childhood is the most important period of a person's life, but it is sometimes marred by the plague of child labor. Poverty, a lack of education, a lack of parental care, a needless war, and other factors contribute to children's innocence being tarnished. We, too, had a difficult childhood. During the German war, we were completely devastated. Our father was slain in the war, and at the tender ages of 13 and 12, we became orphans. We will never forget the day we learned that our sister Lucia was suffering with spinal TB. We did not have enough money to cover her medical bills. We were determined to work through every day and night for it. We did not, however, lose our courage. We did a variety of odd jobs to make ends meet till our sister recovered. Today we feel proud to say that we managed to sail through tough times and were determined to be self-reliant without taking anybody's obligation.

Finally, we believe that children who are well-educated grow up to be responsible people and independent in life. I am hoping that 'HOME' will work towards the welfare of the abandoned youngsters in making their lives better.

Thank you.

iii.

23rd July, 19XX

Thursday

Dear Diary,

Every day begins with a new promise of life, a hope for a better tomorrow. It is with this attitude that we wake up every day.

Every day we meet countless customers. Some are forgotten, while some leave a permanent imprint on the mind. Let me tell you about the experience Jacopa and I had a few days back. We met a very honourable gentleman, whom we addressed as 'Sir'. I still remember the day when we first met him. He bought the biggest basket of strawberries from us and we were delighted.

He kept on observing us while we were doing various jobs. During his stay in the town, we enjoyed helping him in many ways. He readily drove us to Poleta without any hesitation. I felt guilty as my brother and myself had not disclosed about our sister's ailment. The experience of meeting such a person was very rare and I felt obliged for his kindness and care that he poured on us. Suddenly I felt protected as it had been a very long time since we were bereft of happiness. I wondered why good people stay for such a short time in our lives!

My heart felt heavy and I wish I had expressed my love and regard for him before he left.

Nicola.



Two Gentlemen of Verona



MIND MAP

The narrator A.J.Cronin and his companion drive near the city of Verona. Two small boys- shabbily dressed, selling strawberries stop them.

The narrator's driver cautions the narrator against purchasing the fruits. Next morning, narrator notices those two boys polishing people's shoes.

They tell narrator that they perform many other kinds of jobs. The narrator discovers that the boys to be very friendly and innocent

The Narrator also notices seriousness and a hint of sadness that defied their age. Before leaving Verona, the narrator offers help to the boys.

Nicola, the elder one refuses, but the younger one requests the narrator to drive them to Poleta, a tiny village near a hill.

On reaching a Villa, the boys leap out and ask the narrator to pick them after an hour from the same place.

The narrator, out of his curiosity enters and finds the boys sitting beside a 20 year old girl who is hospitalized. On enquiry, he finds from the nurse that the children's father is killed in a war.

A bomb destroys their house and leaves them homeless and their sister, Lucia, unable to bear the cold, is down with tuberculosis of spine.

The boys work very hard to pay Lucia's medical bills. Way back home, the boys remain silent.

The narrator is filled with admiration at the courage and relentless effort of the two young boys.

FICTION 2. Mrs. PACKLETIDE'S TIGER (By Saki)

INTRODUCTION

This is a story of envy and how one pays a price for it. In this story 'Mrs. Packletide's Tiger', Saki, the writer explores the upper-class vanity through the desire to hunt a tiger in India. Mrs. Packletide is a frivolous woman who is obsessed with her social aspirations.

In particular, she must outdo the exotic adventures of her neighbour, Loona Bimberton when she comes to know that an Algerian pilot carried Loona for eleven miles in an aeroplane. This makes her very jealous of Loona. She plans to kill a tiger and show off its skin. In this plan, she includes Miss Mebbin, a paid companion. She shoots a tiger dead with the help of the villagers. But, later, Miss Mebbin finds that the tiger died due to the heart attack. Saki ridicules both women, but particularly, Mrs. Packletide, to scorn the attitudes of upper-class society.

GIST/SUMMARY

Mrs Packletide came to know that Loona Bimberton flew for eleven miles to hunt a tiger in an aeroplane flown by an Algerian pilot. This adventurous experience was the talk of the town and she was jealous. She decided to perform an act to gain publicity. She decided to hunt a tiger, get its skin and click pictures of the hunt and boast about the same.

Mrs Packletide made plans to hunt the tiger. She offered one thousand rupees to the villagers to help her hunt the tiger and get the tiger skin. She hired Miss Mebbin, a paid companion to assist her in the task.

The villagers who were in dire in need of money, arranged for an old and feeble tiger that was easy to shoot. The children guarded the boundaries to not allow the tiger to escape. A platform was built at a height from where Mrs Packletide could easily shoot the tiger. The villagers placed a goat as bait at the perfect spot.

On the decided night, Mrs Packletide and Miss Mebbin sat hidden on the platform built on the tree. The goat was bleating in a loud voice. Soon, the tiger came and walked towards the goat. Mrs Packletide fired a shot from her rifle and the tiger died. She was happy and the villagers were celebrating. Miss Mebbin noted that the bullet had not hit the tiger, but the goat. The tiger died due to a heart attack and no wound was found on its body. This made Mrs Packletide unhappy but she did not bother as she got the tiger skin. The villagers also agreed to keep this a secret.

Her photographs were published and she became famous. Loona did not go to the lunch party in her honour but had to accept the tiger-claw brooch. Looking at the publicity of Mrs Packletide, Miss Mebbin blackmailed her asking her for money to buy a weekend house.

Mrs Packletide had to fulfil her demand. Miss Mebbin named the house as 'The Wild Beasts'. Mrs Packletide regretted her act of hunting and admitted that she had to pay a heavy price for it.

CHARACTER SKETCH

Mrs.Packletide

Mrs. Packletide is portrayed in the story as a competitive, jealous and materialistic women. She makes the decision to go hunting to undermine Loona Bimberton's success. She was cunning and deceptive. To control the issue, Mrs. Packletide arranges a hunt and gives the locals a thousand rupees. She goes after

- c. People who meet at a place d. None of these
- vi. Pick one word that means the same as showing poor mental ability because of old age.
- a. senile b. tethered c. ostensibly d. propitious
- vii. “How amused everyone would be if they knew what really happened.” Who is the speaker of these lines?
- a. Loona Bimberton b. Miss Mebbin c. The Narrator d. Mrs. Packletide
- viii. “As for Loona Bimberton, she refused to look at an illustrated paper for weeks”. Which trait of Loona Bimberton is revealed in the above line.
- a. kindness b. envy c. pride d. humility
- ix. “How you shot the goat and frightened the tiger to death,” said Miss Mebbin. Miss Mebbin wanted to —
- a. sympathise b. point out the blunder
- c. make fun of Mrs Packletide d. wanted to blackmail her
- x. “..... and a thumbnail pack of patience cards, the sportswomen awaited the coming of the quarry”. The tone of the writer in the above statement is —
- a. humorous b. ironical c. mocking d. sarcastic

SHORT ANSWER QUESTIONS

- i. Why did Mrs. Packletide give up big-game shooting?
- ii. Mrs. Packletide was a good shot. Discuss.
- iii. Why did Mrs. Packletide decide to give a party in honour of Loona Bimberton? What did she plan to present Loona on her birthday?
- iv. How did Louisa Mebbin manage to buy the pretty weekend cottage?
- v. Why were the villagers happy?
- vi. Do you think that Louisa Mebbin was devoted to Mrs. Packletide? Give reasons for your answer.
- vii. “Mrs. Packletide indulges in no more big game shooting.” What put her off from going on further hunts?
- viii. How did the villagers react to the tiger’s death?

EXTRACT BASED QUESTIONS

i. The luncheon party she declined, there are limits beyond which repressed emotions become dangerous.

- a) Who is ‘she’?
- b) Which luncheon party is mentioned here?
- c) Why did she decline to attend the party?

ii. ‘Evidently, the wrong animal had been hit and the beast of prey had succumbed to heart-failure....’

- a) What did Mrs. Packletide want to kill and why?
- b) How did the two animals die?
- c) How did Miss Louisa Mebbin take advantage of this situation?

iii. “How you shot the goat and frightened the tiger to death”, said Miss Mebbin, with her disagreeably pleasant laugh.

- a) In the above statement, Miss Mebbin is making fun of Mrs. Packletide. Why ?
- b) What characteristic of Miss Mebbin is highlighted in the above extract ?
- c) How did the tiger die ?

iv. Mrs. Packletide indulges in no more big game shooting.

“The incidental expenses are so heavy”, she confides to enquiring friends.

- a) Why did Mrs. Packletide indulge in big-game hunting ?
- b) Why did she want to give up big-game hunting ?
- c) How did the incidental expenses become heavy ?

4. Long Answer Questions:

- i. Depict the instances of humour and sarcasm in ‘Mrs. Packletide’s Tiger’.
- ii. Mrs. Packletide was jealous. Do you agree with this statement. Give reasons.
- iii. Mrs. Packletide recalls her glorious period of fame and happiness over being successful at making Loona Bimberton jealous. She plans again to make it big by some other means and decides to keep Miss Mebbin away from her new venture. She pens down her feelings in a diary. Write this diary entry.
- iv. Mrs. Packletide’s desire became a constant trouble for her. Explain.
- v. Imagine you are Louisa Mebbin. Write a letter to your friend describing how you managed to buy a cottage.

5. Value Based Question:

- i. How does the writer of the story expose human greed and vanity in the story Mrs. Packletide’s tiger?
- ii. “Materialistic morals of high sophisticated society lead to hollowness and shallowness.” What Values do you learn from Mrs. Packletide’s materialistic morals and vaingloriousness?
- iii. Before targeting anyone, one must not forget that even a biter can be bitter.” Explain with the reference to the story Mrs. Packletide’s Tiger. What values do you learn from the story?

ANSWER KEY

MULTIPLE CHOICE QUESTIONS

- i. d. Mrs. Packletide
- ii. d. She wanted to show off her achievement and envy Loona Bimberton
- iii. b. For self-glorification
- iv. c. It had a weak heart
- v. a. A meeting
- vi. a. senile
- vii. b. Miss Mebbin
- viii. b. envy
- ix. b. point out the blunder
- x. b. ironical

SHORT ANSWER QUESTIONS

- i. Mrs. Packletide gave up big-game shooting as she found it to be an affair where ‘incidental expenses’ were heavy. She had to pay a lot in the tiger-killing as Miss Mebbin blackmailed her into paying for a weekend cottage. Apart from this, she had to pay the villagers also for helping her in the killing of animal.
- ii. Mrs. Packletide was not a professional hunter. When she took her shot, it wounded and killed the goat. The tiger suffered a heart-failure and died. She missed her shot but was able to annoy Loona Bimberton.
- iii. Mrs. Packletide’s only aim in life was to supersede Loona Bimberton, who was very popular for her adventurous and exciting actions. By giving a party in her honour, Mrs. Packletide wanted to show off to all her adventurous expedition by shooting a tiger. She planned to gift a tiger-claw brooch to Loona on her birthday just to outshine her.
- iv. Mrs. Packletide had killed the wrong animal and the tiger had died of heart attack. Only Louisa Mebbin knew this. Every newspaper and magazine reported the killing of the tiger and Mrs. Packletide did not deny it. Louisa found an opportunity and was successful in buying a pretty cottage.
- v. The villagers were very happy at the prospect of winning a thousand rupees and extended all the help needed by Mrs. Packletide during her hunting spree . They posted boys at the outskirts, kept a goat as bait for the tiger and mothers hushed their crying babies by singing.
- vi. No, she was not sincere and devoted because she threatened to disclose the true facts of the hunt, if she had not paid the money that would enable her to buy a cottage for herself.
- vii. Mrs. Packletide realized that shooting was an expensive affair. In order to suppress the truth that she had shot the wrong animal, she had to pay exorbitantly for the cottage bought by her hired companion, Ms. Louisa Mebbin. Moreover, the villagers were also a handsome amount.
- viii. In a moment, a crowd of excited natives had swarmed on to the scene, and they carried the glad news to the village, where a thumping of tomtoms took up the chorus of triumph. And their triumph and rejoicing found a ready echo in the heart of Mrs. Packletide.

EXTRACT BASED QUESTIONS

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

- i. a. 'She' is Loona Bimberton.
- b. It is the party that Mrs. Packletide wanted to throw in honour of Loona Bimberton.
- c. She was jealous of Mrs. Packletide as she had been successful in killing a tiger.
- ii. a) Mrs. Packletide wished to shoot a tiger and get her pictures published. This was to prove herself superior to Loona Bimberton who had recently obtained a tiger-skin and couldn't stop boasting about it.
- b) The goat died of the gun shot. The tiger died due to a heart failure caused by the sound of the gun shot.
- c) Louisa Mebbin blackmailed Mrs. Packletide into buying her the weekend cottage.
- iii. a) Because Mrs. Packletide had missed her aim and had not killed the tiger.
- b) She is insensitive and an opportunist.
- c) The tiger probably died of a heart failure.
- iv. a) She wanted to outdo her rival Loona Bimberton's feat of obtaining a tiger skin.
- b) She did so as the incidental expenses involved were very high.
- c) She was blackmailed to buy a weekend cottage for Miss Mebbin.

LONG ANSWER QUESTIONS

i. 'Mrs. Packletide's Tiger' is full of witty remarks. The statement that 'Mrs. Packletide was a good shot' is the best example of humour. She decided to kill a tiger and paid one thousand rupees to the villagers. She did not want to put in any effort to hunt, so she made the villagers find an old and weak tiger. Later she fired a shot that hit a goat instead of the tiger. The tiger collapsed due to a weak heart and it seemed her good luck that her hunting mission was successful. The tale ends with Mrs. Packletide refusing to go back to hunting, because "The incidental expenses are so heavy". Thus, the entire story has number of instances of humor.

ii. Yes, Mrs. Packletide was jealous. She was envious of Loona Bimberton who had flown for eleven miles to hunt a tiger in an aeroplane. This adventurous experience became the talk of the town and hence Mrs. Packletide decided to perform a similar act to outshine Loona. She decided to hunt a tiger, get its skin and click pictures of the hunt. After the hunt, she decided to throw a party in Loona's honour to spite her and get popularity for herself.

iii.

Monday

28 February 20XX

10:30 p.m.

Dear Diary

I still remember the day when fame and happiness smiled at me. I succeeded at making Loona Bimberton jealous. It was the day when I shot the tiger. My feat was covered in leading newspapers. How glorious it was! I had thrown a lunch party and invited Loona also but she declined the invitation. But I can't forget

the way Miss.Mebbin blackmailed me into buying her a weekend cottage. Thus, the tiger feat proved costly to me. Now I am making fresh plans to make Loona jealous and have decided to keep Miss.Mebbin miles away from this new venture so as not to repeat my mistake committed earlier.

Packetide.

iv. Jealous of Loona Bimberton, Mrs. Packetide wished to embarrass her. She wanted to outshine her by proving that she was more adventurous than her rival Loona Bimberton who had been carried eleven miles in an aeroplane by an Algerian pilot. In her wish to procure a tiger skin, she chose to shoot an old tiger. However, her poor aim shot a goat rather than the tiger. Mrs. Packetide achieved what she desired to prove her superiority over Loona Bimberton and to be popular for her amazing feat. But this fulfilment came with a price. She had to buy an expensive cottage for Miss Mebbin who threatened to expose her secret. Thus, her heart's desire became a constant trouble for her when Miss Mebbin blackmailed her further whenever she wanted anything from her.

v. Informal letter

12/3, Elizabeth Street,

Dorking

June 4, 19XX

Dear Daisy,

I had never in my dreams thought of owning my own cottage until I met Mrs. Packetide. Living in scarcities had always made me realize the value of money which my mistress never understood. She wasted money so carelessly showing her vain glory. That led me to feel that she acted foolishly when she paid a huge amount of thousand rupees to the villagers for shooting a wild old beast that could hardly walk. I reminded her several times that she had been wasting money. Her ignorance pained me as all my suggestions fell on deaf ears.

My seriousness with life and observation helped me when I concluded that it was not the tiger that was shot but the goat who received the mortal wound. That was the time when I realized that I could extract money from her and warned her that if she did not pay me the expected amount to buy a cottage, I would expose her and reduce her glory to ashes. Crazy for fame, she had to part with the money that led me to purchase this cottage.

I did not feel any repentance for my action as I know that these upper-class women do not realize the worth of money and spend lavishly.

I have benefitted from her extravagance and now I lead a respectable life.

Yours affectionately,

Louisa

5. Value Based Question Answers:

i. Through various instances and characters, the writer Saki exposes the negativity and vanity of human behaviour. He exposes the human exploitation of big game through animals as a brutal act of violence. Loona Bimberton and Mrs. Packetide are examples of human lust, folly and opportunism for personal sake. He also exposes the jealous behaviour on humans. To satisfy his ego man can stoop to any extent and this is evident in Mrs.Packetide's approach towards hunting the tiger. The story also exposes the fact that by nature man is manipulated and he plays with situations for personal gains at the cost of morality

and ethics. Thus the writer has been successfully able to expose human greed and vanity in the story.

ii. The story 'Mrs Packletide's Tiger' lays the shallowness and hollowness of the so-called sophisticated elite of the society who go about pursuing hazardous activities not to taste personal thrill and excitement but to impress people around. They pose to expose themselves to risk and danger but they use money and power to ensure their safety and comfort while getting their false brave images built.

The people like Mrs. Packletide who consider themselves smart enough to outshine others often get outsmarted themselves. The actions of these manipulative people can backfire and recoil on them. Like Mrs. Packletide tried to outshine Loona Bimberton but she herself became a prey of Louisa Mebbin who blackmailed Mrs. Packletide to earn money. Her weakness for publicity and vaingloriousness made her a matter of laughter and humour. Mrs. Packletide wanted to hunt a tiger but she killed a goat. Mrs. Packletide's showy nature brought only hollowness and shallowness for her. A person can be great by great thinking and good actions not by money and vaingloriousness.

iii. It is Mrs. Packletide's vanity that had made her enact the tiger hunting drama. Her urge to outshine Loona Bimberton was nothing but an attempt to satisfy this vanity. Her posing for the photographs and throwing on luncheon party with the tiger skin prominently spread in the drawing room reflects this vain lady's efforts to prove her superiority and become a celebrity.

Mrs. Packletide targeted Mrs. Loona Bimberton but she herself was targeted by Miss Mebbin. The manipulative Miss Mebbin started blackmailing Mrs. Packletide. To keep her mouth shut and not to reveal that she (Mrs. Packletide) hunted a lamb not a tiger, she had to pay an exorbitant price to Miss Mebbin. Thus, the people who consider themselves smart enough to outshine others often get outsmarted themselves we should try to get name and fame by our good deed not by insulting and having rivalry to others. The manipulative actions can be backfired and recoiled on ourselves.

1.

Mrs Packletide wishes to outshine her neighbour, Loona Bimberton when she knows that Loona travelled with an Algerian pilot for eleven miles in an aeroplane.

2.

Mrs Packletide throws a party in the honour of Loona Bimberton in order to flaunt the tiger skin. Loona does not turn up for the party.

3.

She decides to hunt a tiger, get its skin and click a lot of pictures and get them published in the newspapers and gain publicity. She offers one thousand rupees to the villagers to help and includes Miss Mebbin, a paid friend.

Mrs. Packletide's Tiger

4.

The villagers make arrangement of an old and feeble tiger and leave goats in the jungle. The children also guard the boundaries so as to watch the tiger from escaping. They build a platform on a height from where Mrs Packletide can easily shoot the tiger.

5.

A goat as a bait is tied at a perfect spot. Mrs. Packletide shoots at the tiger, but, later on, Miss Mebbin finds that the tiger died due to the heart attack and the goat received the shot.

6.

Miss. Mebbin blackmails Mrs Packletide into buying her a cottage. Mrs Packletide surrenders to her demand.

FICTION 3. THE LETTER (by Dhumaketu)

INTRODUCTION

The Letter' has been translated from the original by well-known Gujarati short story writer Dhumketu whose real name was Gowrishankar Govardhan ram. This story is a cyclic tale of the pain of separation suffered by all parents or fathers for their children. Coachman Ali goes through this anxiety when his only child Miriam leaves him to settle down with a soldier. Only then does he realize the possible pain the harmless denizens of the wild went through when they were also separated from their children after Ali hunted them down. This cycle continues with the plain-looking Postmaster, who then worries for his daughter's life, who ails in another town. The short story is one of Dhumketu's best and most popular literary works, often appearing in many anthologies. It is a tale of the plight of the elderly, the power of hope based on faith, the bureaucracy of India in the 1920's and the healing effect of remorse. 'The Letter' was published in 1923 and is also titled 'The Post Office' or 'Miriam's Letter' in other anthologies or literature textbooks.

SUMMARY

The Letter is about human emotions and their importance in human life. The central character of the story is Ali the Coachman who had been a skilled hunter in his younger days. He had a daughter named Miriam whom he loved profoundly. When she grew up, she was married to a soldier who served in the Punjab regiment. Miriam left Ali with her husband and there was no communication between the father and the daughter for many years. Ali waited for Miriam's letter and went to the post office every morning to inquire whether the letter from his daughter had arrived. For him, the post office became a place of pilgrimage and every morning, he sat in a corner of the post office verandah.

The postal staff made fun of him treating him like a madman. The postal clerk called out his name jokingly even though there was no letter for him. For several days Ali did not come to the post office. Naturally, all employees of the post office were curious to know the reason. At last, he came but he looked older and weaker. He could breathe with great difficulty. It seemed as if he were nearing the end of his life. When he asked the post master about Miriam's letter the post master behaved rudely with him. Ali met the clerk and gave him five gold coins telling him to deliver his letter to his grave if he was no more. He left and no one saw him after that.

One day, the post master's daughter fell ill and he was anxious to hear the news about her health. He deeply worried. He searched for the letter from his daughter from the pile of letters. There was no letter from his daughter but he found a letter addressed to Coachman Ali. Now he realized his mistake. He felt remorse for his haughty behavior towards Ali. He called the postal clerk Lakshmi Das and asked him to find out Ali. He decided to hand over the letter personally to Ali.

Next morning when he opened the door of the post office, he saw Ali leaning on his stick with tears in his eyes. He saw unearthly light in his eyes. He was scared. And suddenly, Ali disappeared. When he asked Lakshmi Das, he told him that Ali had died three months back. The post master was bewildered and puzzled. He still had Miriam's letter in his hand. That evening, he went to the grave yard and placed Miriam's letter on Ali's grave. The post master's attitude changed completely. He realized for the first time that letters were not only pieces of papers but carriers of emotions of human hearts. He understood the essential human worth of letters and the importance of human relationships.

CHARACTER SKETCH

Ali is an engaging character and the central character of the story, *The Letter*. Ali's character is full of feelings of love and separation. He is a simple, ordinary man but his heart is highly sensitive and soft. He is an epitome of patience and perseverance.

He had been a clever hunter in his youth and loved to hunt birds and animals. He had a good eye sight, the moment he sighted a partridge, the bird was in his bag. He had immense love for his daughter. He suffered pangs of loneliness and separation and gave up hunting after his daughter Miriam went to Punjab after her marriage. It was then that he realized the pain that the young ones of the birds and animals suffered whom he had hunted dead. He too feels lonely and desperately waits for a letter from his daughter. For 5 years he goes to the post office every morning, in the hope of getting a letter from her. It seemed that the only aim of his existence was to get a letter from his daughter which came only after his death. He just wanted to know about her well-being. He desperately waits for her letter, but in vain. In spite of being subjected to mockery and ridicule, he doesn't lose hope and visits the post office every morning until one day when he dies of old age and suffering. Through Ali's character, the writer has brought to light, the profound love a father has for her daughter.

The postmaster was a rude and arrogant person. He is initially stubborn and emotionless but undergoes a change of heart in the story. He only cared about himself. He was full of over confidence and treated others as inferior. He was an ill-tempered and haughty man who cared the least about any other person's life and plight. He was not at all compassionate towards anybody in need and paid no heed to anyone.

He called Ali "pest" and always made fun of him. He behaved insensitively and indifferently to Ali until he himself went through a similar pain and suffering. However, his character saw a drastic change when he too became anxious of not receiving any news from his ill daughter. He deeply felt the suffering of Ali and realised the affection a father could have for his daughter. After going through the pain of separation from his own daughter, his arrogance was completely transformed into sympathy for Ali. He empathized with him. He realizes his mistake and goes to Ali's grave to place the letter there.

MULTIPLE CHOICE QUESTIONS:

1. "**Beholding the wooden arch of this building, the old man was filled with the joy that a pilgrim feels when he first sees the goal of his journey.**" Why was the old man filled with joy?

- a) He had successfully reached his destination.
- b) He was hopeful of getting a letter from his daughter.
- c) He would be able to meet Miriam.
- d) He could happily squat there.

2. "**The voice of two or three people busy and their routine work could be faintly heard through the wall.**" Who are the people mentioned in this extract?

- a) postmaster
- b) clerks who had come to collect letters
- c) Coachman Ali
- d) post office officials

3. Ali he had been a clever shikari. Which among the following **DOES NOT** describe him as a shikari?

- a) It was impossible for him to pass a day without hunting.
- b) Sighted the partridges invisible to other eyes.
- c) He felt moved by the plight of the young orphaned birds.
- d) His eyes could catch sight of all hidden animals.

4. **“Such loneliness had come into Ali's life that he forgot his old ways.”** What brought about this loneliness?

- a) He could no longer hunt.
- b) His daughter got married.
- c) His daughter left him.
- d) He had to go to the post office all alone.

5. **“Even though there was no letter for him, they would call out his name for fun.”** What does this reflect about the post office officials?

- a) They were conscientious.
- b) They were heartless.
- c) They were fun loving.
- d) They were careless.

6. Why do you think Ali gave Lakshmi Das the golden guineas?

- a) as an inheritance
- b) in return for a favour
- c) he thought he did not need them
- d) he could no longer hold on to it.

7. **“The haughty temper of the official had quite left him in his sorrow and anxiety and had laid bare his human heart.”** What do the underlined words mean here?

- a) He felt remorseful and empathized with Ali.
- b) He lost his temper.
- c) He opened his heart.
- d) He was sorrowful.

8. Why was the postmaster bewildered when Lakshmi Das told him that Ali had died three months ago?

- a) He wanted to give the letter to Ali.
- b) He did not believe Lakshmi Das.
- c) He had just seen Ali at the door of the post office.
- d) He thought that Ali was ill.

9. “The newly awakened father's heart in the post master was reproaching him.” What do you mean by reproaching?

- a) to approach in order to help
- b) to appreciate for having understood the situation
- c) to criticize for not having done what was expected
- d) to scold for having gone wrong

10. At the end of the lesson, it is said that the postmaster had to spend another night of restless anxiety. What could be the possible reason for this?

- a) He had seen an unearthly version of Ali.
- b) He received the shocking news of Ali's death.
- c) He had not got any news about his ill daughter.
- d) His daughter was away in another town.

SHORT ANSWER TYPE QUESTIONS:

1. For five years, Ali dragged on a cheerless existence. What was his life like?
2. Explain how Ali's life changed when Miriam left him?
3. How can you say that Ali was a clever shikari?
4. Ali was filled with joy when he beheld the post office every morning. Why?
5. When did Ali understand the meaning of pain and separation?
6. Ali was a ruthless and unfeeling shikari. Explain.
7. Love and grief are inseparable parts of life. When does Ali realize this?
8. A clear transformation is seen in the attitude of the postmaster by the end of the lesson. What brings about this change?
9. What trouble had come to the postmaster?

EXTRACT BASED QUESTIONS:

1. “At the end of the garden stood a handsome building of the newest style, and the light gleamed through the crevices of its closed doors and windows.”

- a) Which building has been referred to in the extract? How has it been described?
- b) Light gleamed through the crevices of its doors and windows? What does this indicate?
- c) Why did Ali go to the building every day for five long years?
- d) Pick a word from the extract, which means --shine brightly.

2. “But when the evening of his life was drawing in, he left his old ways and suddenly took a new turn.”

- a) What do you mean by -- the evening of one's life?

- b) Who is being spoken about in this extract?
- c) "His life took a new turn." How was his life before? And when did it change?
- d) The protagonist dragged along a cheerless existence. Present evidence from the lesson to prove this.
3. **“The newly-wakened father's heart in him was reproaching him for having failed to understand Ali's anxiety, for now he himself had to spend another night of restless anxiety.”**
- a) Whose newly awakened father's heart is being spoken about in this extract?
- b) How had he failed to understand Ali's anxiety?
- c) What had been Ali's anxiety?
- d) How was his situation now similar to Ali?

LONG ANSWER BASED QUESTIONS:

1. Doubt, guilt and remorse are feelings that we see in both Ali and the postmaster. Both of them are fathers with aching hearts. Substantiate.
2. The postmaster is a changed man towards the end of the lesson. He decides to write a letter to Miriam telling her about her father- the hope with which he made every day visits to the post office for five years expecting a letter from her. Draft the letter imagining that you are the post master.
3. After returning from Ali's grave Lakshmi-Das is remorseful. He feels bad about the way the villagers and the post office officials treated Ali. He records his feelings in a diary. Write the entry imagining yourself as Lakshmi-Das.
4. In this whole life he had never received a letter but with a devout serenity born of hope and faith, he persevered. What was Ali's predicament (a difficult situation)? How did he persevere?
5. Ali is an embodiment of faith and love. Prove this point with evidence from the story.

VALUE-BASED QUESTIONS:

1. The deeds that we do are the seeds that we sow. It may grow into a big tree and give shelter or grow into creepers and twist us to bind in tight and make us suffer in strain. How does this thought apply in Coachman Ali's and the Ancient Mariner's life?
2. How do we pay for our thoughtless and reckless acts? Ali was reckless in his youth and the post office officials were reckless in the way they treated Ali. In your opinion how can a person lead a guilt free life?
3. Love and grief are two phases of the same coin. Love comes naturally to us however we cannot escape the pain of separation. Relationships bring along both love and grief. This motto is evident in the story of Ali and the postmaster. Comment on it.

KEY ANSWER

MULTIPLE CHOICE QUESTIONS:

1. b) He was hopeful of getting a letter from his daughter.
2. d) post office officials
3. c) He felt moved by the plight of the young orphaned birds.
4. c) His daughter left him.
5. c) They were fun loving.
6. c) he thought he did not need them
7. a) He felt remorseful and empathized with Ali.
8. c) He had just seen Ali at the door of the post office.
9. c) to criticize for not having done what was expected
10. c) He had not got any news about his ill daughter.

SHORT ANSWER TYPE QUESTIONS:

1. Ali was an old man. He was very weak and fragile. After his daughter left him, he became very lonely. Every morning, he would Go to the post office braving severe weather conditions in the hope of receiving a letter. At the post office he would be ridiculed. And once he realized he did not have any letters, he would return only to repeat the routine the next day. His life was a very unhappy one.
2. When Miriam married and left Ali, he became very lonely. Here realized the pain of separation. He also realized the essence of Love. He could no longer enjoy the sportsman's pleasure and laughter he experienced while hunting. He understood that the whole universe was built up through love and that the grief of separation was inescapable.
3. Ali was a clever shikari. His skill and his love for the hunt was superlative. It was impossible for him to pass a day without hunting. When Ali sighted the birds, it was as good as in his bag. His eyes would catch sight of the animals. And in another moment, it was dead.
4. Ali became lonely when his daughter married and left him he understood What love and separation was. He hoped for a letter from his daughter. He would go to the Post office every morning at four o'clock hoping for a letter. It is the hope of receiving a letter that brought about Joy when he saw the post office,
5. Ali enjoyed the sportsman's pleasure and the laughter while hunting. Even the plight of the baby birds bereft of their parents did not affect him. Ali understood the meaning of pain and separation when his daughter got married and left him. He had become lonely and it is in this situation that he understood the essence of love and the pain of separation.
6. Ali was a great shikari. He was ruthless and unfeeling. It is probable that he took pleasure in his activities and neglected his family. It is clearly evident from the lesson that It was impossible for him to pass a day without hunting Any bird or any animal spotted by Ali was as good as dead.

We discover that he enjoyed the sportsman's pleasure and he laughed at the bewildered terror of the young birds bereft of their parents. This is evidence enough that he was ruthless and unfeeling.

7. Love and grief are inseparable parts of one's life. Ali realizes this when his daughter leaves him. She got married and went off with a soldier to his regiment in Punjab. He becomes lonely. He becomes unhappy. He realizes the pain of separation. He also realizes the essence of love. It is then that he realizes the pain that the baby birds would have experienced when their parents were shot down by him.

8. At the beginning of the story we see that the postmaster is a very mechanical person. He exhibits no concern for the grieving Coachman Ali. He even calls him a madman and ridicules him. But towards the end of the story, he undergoes transformation. This happens when his own daughter is ill and is in a different city and he's awaiting news about her. And when he doesn't receive any news about her, he understands the plight of Coachman Ali, who had waited for five long years to receive some news from his own daughter.

9. The postmaster was worried because his daughter lay ill in another town and he was anxiously waiting for news of her welfare. Many letters arrived but he never received any news about his daughter. This was the trouble that came to the post master.

EXTRACT BASED QUESTIONS:

1.

- a) The post office. It has been described as a handsome building In the newest style.
- b) This indicates that though the doors were not open the post office officials had already started working for the day/ they were preparing for the day.
- c) Ali went to the post office for five long years in the hope of receiving a letter from his daughter.
- d) gleamed

2.

- a) The evening of one's life means - old age.
- b) Coachman Ali.
- c) In this youth he was a clever shikari. He was obsessed with hunting. He used to spend his time with his friends fishing. It is probable that he neglected his family. And this life changed when his daughter got married and left him.
- d)The protagonist in this lesson is Coachman Ali. When his daughter left him, he became lonely. It is, then he realized the pain of separation and loneliness. His life became very dull and unhappy

3.

- a) The post Master
- b) The postmaster was too preoccupied with his life and his profession. He never exhibited any compassion or feelings for Ali. He was condescending. And thus, he failed to understand the pain that Coachman Ali underwent. And this he realized when a similar situation befell him.
- c) Ali was longing to receive a letter from his daughter. He had been waiting for it for five long years and he was in great pain.

d) The postmaster was eagerly waiting for news from his daughter who was laying ill in another town. He was worried about his daughter. Thus, his situation is similar to Ali's.

LONG ANSWER TYPE QUESTIONS:

1. In the lesson, The Letter by the Dhumaketu, we come across two fathers. Both of them suffering the pain of separation.

Coachman Ali's daughter got married and left him. She had gone away with a soldier. And Ali was left alone waiting for some news from her. He was in pain and grief. He understood what love and separation was. He made daily trips to the post office, early in the morning in the hope of receiving a letter from his daughter. And for five long years, he did this but the result was only disappointment.

We also see the aching and pulsating heart of the postmaster when he is troubled because his daughter was laying ill in another town and he had not got any news about her. He was eagerly awaiting a letter. But then he ends up receiving Coachman Ali's letter. And thus, realizing the pain and anxiety that Ali had undergone. So in different situations of their lives we see both, coachman Ali and the postmaster suffering doubt, guilt and remorse.

2. Dear Miriam,

Let me introduce myself. I am the postmaster from your village. I am writing this letter to you to give you some important information about your father.

I have been told by the post office officials that your father has been coming to the post office for the last five years, expecting a letter from you.

He stopped coming to the post office three months ago. Finally, I received your letter. Upon enquiry I found a very bitter truth, Miriam. I'm extremely sorry to tell you that your father died three months back. He was so hopeful and firmly believed that he would receive your letter. But my child it is so sad that your letter could only be delivered to his grave.

I hope his soul will be happy that he did receive a letter from you. I have nothing more to say and I hope God blesses you.

With regards,

Postmaster

3. **Date:**

Time:

Today is a sad day. I came to know that three months back coachman Ali passed away. It's even sadder because today we received Miriam's letter. The post master and I went to Ali's grave to deliver the letter. This we did because Ali had asked me to deliver Miriam's letter to his grave when I last met him.

I am so regretful that I'd never ever taken pains to understand the feelings of Coachman Ali. The poor man was always the first to reach the post office every morning for the past five years. And all that we at the post office did was make fun of him. He never complained and very patiently waited to know if Miriam's letter had arrived. Even when we made fun of him, he never reacted. He only responded with a

thank you and left only to return the next day at the same time. But now, Ali is no more and I have realized the essence of love and a sense of separation.

I have realized that we need to treat every other human being with love and compassion. I failed to do it with Ali, but then I have resolved that I'm going to treat everybody with respect, love and compassion. And I know what a letter is worth. I know that a letter is not mere words written on a paper, but they are real life feelings.

4. **“Hope is being able to see that there is light despite all of the darkness.”**

Hope and faith are powerful emotions. The lesson “THE LETTER” rests heavily on these emotions.

Ali was expecting a letter from his daughter. She had let him. Ali missed his daughter and was awaiting some news from her. His was an existence without any happiness.

But his faith and hope were so profound that he visited the post office everyday for five long years. He braved every kind of weather but made it to the post office everyday it was the hope and faith of receiving a letter from Miriam that kept him going.

5. **“Where there is hope there is faith.”**

Ali loved his daughter. He loved her so much that when she left him, he was devastated. For five years he had no news of his daughter. He had lost interest in his old ways. He lost his happiness and enthusiasm. His existence became cheerless.

But this resulted in hope and faith. He started visiting the post office everyday in the hope of receiving a letter from his daughter. The severe weather conditions, the fact that he had to get up and walk a long distance in his old age and reach the post by four in the morning, the ridicule of the post office officials did not mar his hope nor did the fact that he never got his daughter's letter for five years diminish his love. So much so that he gave his life savings to Lakshmi-Das to deliver Miriam's letter to his grave. Such was Ali's faith and love.

VALUE BASED QUESTIONS:

1. **“As you sow, so shall you reap.”**

In his youth coachman Ali was a great shikari. He was known for his skills. He was so obsessed with hunting that he could not pass a day without it. He was also ruthless and unfeeling. The plight of the birds and animals bereft of their parents did not affect Ali. He took great pleasure in it. It is possible that all these deeds that hurt the innocent creatures brought about pain and suffering to him. We could say that his deeds and actions were not appropriate, as a result he had to pay for it. His life situation was similar to the condition of the birds and animals that he had left orphaned.

The ancient mariner in the poem “Rime of the ancient mariner” is also a reckless person.

2. **“Guilt makes a heavy burden on our mind and soul. It drags us down and makes our life miserable.”**

The best way to handle guilt is to take responsibility for your actions. We must commit to making amends for all the wrong doings. We must always remember that while we take responsibility for our thoughts and deeds, we are also worthy of forgiveness.

Ali in the lesson "THE LETTER" was a ruthless shikari he never had any sympathy for the birds and animals that he killed. He, in fact, took pleasure in seeing his hunting trophies. He never felt guilty but it is possible that the pain and suffering that he had to face was a result of his acts.

We also see that the post office officials were thoughtless and reckless. They never took pains to understand Ali's plight. They had no sympathy for him instead they made fun of him. Lakshmi-Das got five golden guineas from coachman Ali for delivering Miriam's letter to his grave. It is evident that after this he was remorseful. He felt guilty for the way he treated Ali.

3. "We grieve because we love. The intensity of the grief often proclaims the depth of our love".

Love is a force that we experience in every aspect of our existence. It is the force behind every human connection, relationships and the creation of the whole world. Human relationships are based on love. It is a bond that bring people together.

While love is a powerful force that unites us, it also brings with it separation and loss. One cannot escape the grief of separation. Whether it is the end of a relationship, the loss of a loved one or a geographical distance that separates us, the grief of separation is an inevitable part of a human experience.

This we see in the lesson "THE LETTER". Ali's love for hunting is a different kind of love but the love he had for his daughter was a great of honour. While his daughter lived with him and when he was busy with his old ways, he was a very happy person. Though he did not he realise how much he loved his daughter then. When Ali is stricken with grief, we understand the depth of love that he has for his daughter. The grief he experienced made his existence a cheerless one. Though he had immense faith that he would get a letter from Miriam, it is unfortunate and sad that he did not live to see it.

FICTION 4. A SHADY PLOT (By Elsie Brown)

INTRODUCTION

Elsie Brown's 'A Shady Plot' is a ghost story with a difference. Unlike the usual horror stories, this ghost story is an amusing one. The story shows us how the supernatural, ghostly elements can backfire. Also, one should exercise caution in invoking powers over which they do not have any control. It is a story about the writer John Hallock who writes stories about the ghost. He was dependent on his creativity on the ghost. All the elements of a ghost story are there in it. An owl-eyed ghost Helen plays an important role in the story. It has Ouija boards. Ouija boards are spelling board devices. However, 'A Shady Plot' is a different kind of ghost story. We don't have 'horror' or spine-chilling scenes in the story. Even the atmosphere is different. No dark castles or forests or horrible and shocking ghosts and spirits. Even the appearance of the ghost of Helen doesn't send a chill down John's spine. Helen is no Helen of Troy but an owl-eyed unattractive ghost. Here the ghost does not threaten but provides creative inspiration and the best plot for writing another ghost story.

SUMMARY

'A Shady Plot' is an amusing story about a writer John Hallock. His supernatural stories about ghosts are quite popular with the public. When he is thinking hard for a plot of a new story, a ghost appears. She tells him that the ghosts were on strike because too many people use Ouija Boards. John's wife, Lavinia too, buys an Ouija board and arranges an Ouija board party with her friends. A misunderstanding is created when the ghost calls John a traitor through the Ouija board. In the end Lavinia sees Helen, the ghost. Her misunderstanding is cleared and she reconciles with her husband. Thus, the story is a unique blend of intelligent humour with horror to create entertainment for the readers. The supernatural elements in the story don't scare the readers; they rather augment the humour.

CHARACTER SKETCH

John Hallock is a ghost story writer. Whenever his publisher asks him for a new story, he is able to write one. Usually, he has no idea where the plot will come from; he suddenly gets inspiration and is able to produce a new story. This made him cocky and overconfident. He has a wilful and whimsical wife who seems to enjoy spending money on every new fad or fashion. In order to meet her demands, Hallock has to work as a bookkeeper in a warehouse. His encounter with the ghost of Helen is a new and shocking thing as he is told that ghosts inspire him and give him all the ideas for his stories. He is witty, creative, caring and in moral dread of his wife Lavinia

Lavinia is John's wife and seems to be a domineering person. At the same time she is interested in fashions and fads. She has an alarming tendency to spend money. Her latest craze is Ouija board. She buys one and calls her friends for an Ouija party. John describes his wife as a very sensitive little lady. She also gets easily influenced by people. she is very unpredictable and gullible. She is very possessive of her husband and therefore tends to suspect him of having an extra-marital relationship. She may come across as a vacuous wife, but finally displays genuine love and affection for her husband.

Helen is a ghost who helps struggling writers in writing ghost stories. While she was alive, she was a writer too, but failed miserably. Now, along with her fellow ghosts, she founded 'Writers' Inspiration Bureau' which give extended help to those writers who have no ideas. She is angry because the ghosts have to be at the beck and call of the Ouija board fanatics to answer their questions. This does not leave

them with any time for their amusement or haunting others. So, she orders John to stop these things in his house

MULTIPLE CHOICE QUESTIONS

1. Who is the protagonist of the story "Shady Plot"?
 - A) Gladolia
 - B) John Hallock
 - C) Laura Hinkle
 - D) Mr. Jordan

2. What job does John Hallock accept at the beginning of the story?
 - A) Newspaper editor
 - B) Ghost writer
 - C) Detective
 - D) Teacher

3. Who introduces John to the opportunity for ghostwriting?
 - A) Helen
 - B) Laura Hinkle
 - C) Mr. Jordan
 - D) Gladiola

4. What strange occurrences happen in John's new office?
 - A) Typewriter writes on its own
 - B) Strange voices are heard
 - C) Objects move by themselves
 - D) All of the above

5. What is John's initial reaction to the mysterious events in his office?
 - A) He is excited
 - B) He is terrified
 - C) He is skeptical
 - D) He is amused

6. Who does John confide in about the strange occurrences?

- A) Helen
 - B) Laura Hinkle
 - C) His wife, Lavania
 - D) Mr. Jenkins
7. Helen is fed up because
- A) People mock them
 - B) They called them at all times
 - C) Laura Hinkle is revealed to be a ghost
 - D) They disappear mysteriously
8. Why narrator didn't contradict Jenkins?
- A) Jenkins was the publisher.
 - B) He is disappointed
 - C) He was in need of money
 - D) Both A and C
9. Who is "Flirtatious crocodile"?
- A) Ghosts
 - B) Laura Hinkle
 - C) John Hallock
 - D) Writers
10. What theme does "Shady Plot" primarily explore?
- A) Romance
 - B) Mystery
 - C) Science fiction
 - D) Historical fiction

SHORT ANSWER QUESTIONS

1. In what ways does the setting contribute to the atmosphere of "Shady Plot"?
2. Describe John's reaction to Mr. Jordan's offer to ghost write for him.
3. What kind of strange occurrences does John experience in his new office?
4. Who is Jenkins in Shady Plot?
5. How is the title of the story a shady plot justified

6. Discuss the role of humour in "Shady Plot" and how it contributes to the story's tone.
7. What is the central theme of "Shady Plot"?
8. How does the author use irony in "Shady Plot"? Provide examples.

EXTRACT BASED QUESTIONS

A. John Hallock's new office was old, dusty, and filled with an eerie silence. As he sat down at the desk, he couldn't shake the feeling that he was being watched. The typewriter in the corner seemed to beckon to him, its keys gleaming in the dim light. Suddenly, the typewriter started typing on its own, the keys clacking loudly in the stillness of the room. John's heart raced as he watched in disbelief, his rational mind struggling to comprehend the inexplicable phenomenon unfolding before him.

1. What happens suddenly in the extract?
 - A) John hears a loud noise
 - B) The typewriter starts typing on its own
 - C) The lights flicker
 - D) John sees a ghost
2. How does John react to the strange occurrence?
 - A) He laughs
 - B) He screams
 - C) He watches in disbelief
 - D) He ignores it
3. What is John's struggle as he watches the typewriter?
 - A) He struggles to comprehend the noise
 - B) He struggles to believe his eyes
 - C) He struggles to find the typewriter's owner
 - D) He struggles to fix the typewriter
4. Describe the atmosphere in John Hallock's new office.
5. What catches John's attention in the room?

B But my ghosts aren't a bit like you....

- 1 Who says this to whom?
- 2 Why does he say this?
- 3 What does listener reply?

C "The very idea of scarecrow touching me!"

- 1 Who is the scarecrow?
- 2 Why does the scarecrow touch the speaker?
- 3 Why would the narrator's wife be shocked?

LONG ANSWER QUESTIONS

1. Explore various elements of the story shady plot.
2. In "Shady Plot," Lavania is a character who plays a significant role in John Hallock's journey as a writer. Discuss
3. Themes of rationality versus belief in the supernatural in A shady plot.

4. In "Shady Plot," Laura Hinkle is a character who plays a pivotal role in the development of the plot. Explain.
5. In "A Shady Plot," Gladiola is a minor character who appears briefly in the story, but her role is significant in highlighting the themes of superstition, fear, and the power of suggestion. Explain

VALUE BASED QUESTIONS

1. In "Shady Plot," Mr. Jenkins plays a pivotal role in John Hallock's journey as a writer. Discuss how Mr. Jenkins exemplifies the values of mentorship, perseverance, and belief in one's abilities. How does his guidance impact John's development as a writer and influence the resolution of the story?
2. In "Shady Plot," John Hallock faces ethical dilemmas when he accepts the ghost writing job and encounters the mysterious typewriter. How does John's journey in the story reflect the importance of integrity and staying true to one's principles, even in the face of temptation or pressure? Discuss the values demonstrated by John's actions and decisions throughout the narrative.
3. In "Shady Plot," the presence of the ghostly voice and mysterious occurrences challenges John Hallock's beliefs and principles. Discuss how John's journey in confronting the supernatural reflects the values of open-mindedness, empathy, and courage. How do these values contribute to his character development and the resolution of the story?

ANSWER KEY

MULTIPLE CHOICE QUESTIONS

1. B) John Hallock
2. B) Ghost writer
3. B) Laura Hinkle
4. D) All of the above
5. C) He is sceptical
6. C) His wife, Lavania
7. B) They called them at all times
8. D) Both A and C
9. B) Laura Hinkle
10. B) Mystery

SHORT ANSWER QUESTIONS

1. The setting of "Shady Plot," particularly John Hallock's new office, contributes significantly to the atmosphere of the story. The office is described as old and eerie, with creaking floorboards, dim lighting, and a mysterious typewriter. These details create a sense of suspense and foreboding, setting the stage for the supernatural events that unfold. Additionally, the isolation of the office, located in a remote area away from the hustle and bustle of the city, enhances the feeling of unease and isolation experienced by John as he grapples with the mysterious occurrences.
2. John initially reacts with scepticism to Mr. Jordan's offer to ghost writer for him. He is hesitant to accept the assignment, expressing doubts about his ability to write ghost stories and his disbelief in

the supernatural. However, his financial struggles and desire for success ultimately lead him to accept the offer.

3. In his new office, John experiences a series of strange occurrences, including the typewriter typing on its own, mysterious voices whispering in the room, and objects moving by themselves. These events create a sense of tension and mystery, heightening the atmosphere of the story and fuelling John's sense of unease and apprehension.

4. Mr. Jenkins is portrayed as a seasoned writer who has faced his own share of challenges and setbacks in the literary world. Despite his own struggles, he encourages and inspires John to pursue his passion for writing and to overcome obstacles in his path. Throughout the story, Mr. Jenkins serves as a source of wisdom and encouragement for John, offering valuable insights into the craft of writing and the challenges that come with it. His mentorship plays a significant role in John's development as a writer and in his eventual success in the literary world.

5. Since the plot of the story is about author's secret involvement with the ghost, Helen, which his wife comes to know about a little at the end. The entire plot of the story has a ghostly (shady) element. So the title 'A Shady (ghostly) Plot (story) is aptly justified

6. Humor plays a significant role in "Shady Plot," adding lightness and wit to the story's otherwise mysterious and suspenseful atmosphere. The interactions between John and the other characters, such as Laura Hinkle, are often laced with humor, providing comic relief, and offsetting the tension of the supernatural elements

7. The central theme of "Shady Plot" is the power of the imagination and the blurred line between reality and fiction. The story explores how the human mind can create illusions and supernatural phenomena through the power of suggestion and belief. It also delves into the transformative nature of storytelling and the creative process, highlighting how writers can draw inspiration from their own experiences and imagination to craft compelling narratives.

8. Irony is used throughout "Shady Plot" to create humor and add depth to the story. One example of irony is John's initial scepticism towards ghosts despite being a writer of ghost stories.

EXTRACT BASED QUESTIONS

- A.**
1. B) The typewriter starts typing on its own
 2. C) He watches in disbelief
 3. B) He struggles to believe his eyes
 4. The atmosphere in John Hallock's new office is described as old, dusty, and filled with an eerie silence.
 5. The typewriter in the corner catches John's attention.
- B.**
1. John to ghost
 2. She suggested the plot
 3. The readers will not believe him if the ghost were like her
- C.**
1. Helen
 2. To give him ideas while writing
 3. Being sensitive she will be terrified of the ghost.

LONG QUESTION ANSWER

1. In "Shady Plot" by Elsie Brown, the author crafts a whimsical yet thought-provoking tale that blends elements of mystery, humor, and the supernatural. At its core, the story follows the journey of John Hallock, a struggling writer

One of the central themes of "Shady Plot" revolves around the power of imagination and the blurred lines between reality and fiction. John initially dismisses the existence of ghosts, maintaining a pragmatic and rational worldview. However, as he becomes embroiled in the mysteries surrounding his new office and the John's scepticism is challenged. The story explores how the creative process can transcend the boundaries of the ordinary, leading to unexpected and otherworldly experiences. Moreover, "Shady Plot" delves into the theme of ambition and the pursuit of success. John's decision to accept the ghost-writing job is driven by his desire to make a name for himself in the competitive world of publishing. Through John's experiences, the story raises questions about the sacrifices one must make for professional recognition and the ethical dilemmas inherent in the pursuit of success.

The narrative structure of "Shady Plot" is also noteworthy, as it employs elements of suspense and humour to engage the reader. The gradual build-up of tension, punctuated by moments of comedic relief, keeps the audience guessing until the story's unexpected twist is revealed. The use of irony, particularly in John's interactions with the typewriter and the ghostly voice that emanates from it, adds depth to the plot and underscores the theme of the unpredictable nature of creativity.

Furthermore, the character development in "Shady Plot" is intricately woven into the narrative, allowing readers to empathize with John's journey of self-discovery. As he confronts his own fears and insecurities, John undergoes a transformation, ultimately embracing the imaginative possibilities that lie beyond the confines of rationality.

In conclusion, "Shady Plot" is a captivating story that transcends the boundaries of genre, offering readers a rich tapestry of themes. Through its clever blend of mystery, humour, and supernatural elements, Elsie Brown invites us to explore the intricacies of the human psyche and the boundless potential of the creative imagination.

2. Lavana embodies the values of friendship, support, and understanding, providing John with emotional comfort and encouragement during his moments of doubt and uncertainty.

As John's wife, Lavana serves as his closest confidante and ally, offering unwavering support for his aspirations and dreams. She demonstrates empathy towards John's struggles as a writer, understanding the challenges he faces and offering a listening ear when he needs to vent his frustrations. Her presence in John's life provides him with a sense of stability and reassurance, giving him the confidence to pursue his passion for writing despite the obstacles he encounters.

Lavana also serves as a source of inspiration for John, encouraging him to stay true to himself and his creative vision. Her belief in his abilities serves as a motivating force, reminding him of his worth as a writer and instilling him with the confidence to pursue his dreams. In moments of self-doubt, Lavana offers words of encouragement and affirmation, reminding John of his talent and potential.

Moreover, Lavana's unwavering support allows John to confront the challenges he faces with resilience and determination. Her presence in his life gives him the strength to persevere in the face of adversity, inspiring him to push through obstacles and continue pursuing his goals with unwavering determination. In the resolution of the story, Lavana's role is pivotal in shaping John's success as a writer. Her steadfast support and encouragement serve as a driving force behind his achievements, giving him the confidence and determination to overcome obstacles and realize his full potential. Through her love and support, Lavana helps John navigate the complexities of the writing world and emerge victorious in his quest for recognition and success.

3

Helen is portrayed as a practical and no-nonsense individual who is deeply rooted in the world of reality. She is sceptical of the supernatural and dismissive of John's concerns about the ghostly occurrences in their new home. Her down-to-earth nature contrasts with John's increasingly bewildered and

apprehensive demeanour, highlighting the tension between rationality and belief in the supernatural that permeates the story.

Despite her scepticism, Helen's presence serves to heighten the atmosphere of mystery and suspense in the narrative. Her refusal to entertain John's fears adds to his sense of isolation and unease, exacerbating the tension as he grapples with the inexplicable events unfolding around him. In this way, Helen's character contributes to the overall mood of the story and adds depth to John's internal struggle. Furthermore, Helen's interactions with John provide insight into his character and mind-set. Her pragmatic attitude serves as a foil to John's imaginative and introspective nature, highlighting the contrast between his creative aspirations and the mundane realities of everyday life. Through her interactions with John, Helen indirectly challenges his beliefs and assumptions, prompting him to confront his own fears and doubts.

In conclusion, while Helen may be a minor character in "Shady Plot," her presence serves to enhance the narrative and deepen our understanding of the protagonist's experiences.

4. In "Shady Plot," Laura Hinkle is a character who plays a pivotal role in the development of the plot and the exploration of themes such as scepticism, belief, and the power of imagination.

Laura Hinkle is depicted as a young and enthusiastic member of the Writers' Club, eager to explore the realms of the supernatural through her writing. Her character serves as a catalyst for John Hallock's involvement. Laura's belief in the existence of ghosts and her enthusiasm for the genre contrast sharply with John's initial scepticism, setting the stage for the conflict that drives the narrative forward.

Throughout the story, Laura's character serves as a foil to John's rational and pragmatic worldview. Her unwavering belief in the supernatural challenges John's scepticism, forcing him to confront his own doubts and assumptions about the existence of ghosts. As John becomes increasingly embroiled in the mysteries surrounding his new office and the enigmatic typewriter, Laura's enthusiasm serves as a source of inspiration and motivation, pushing him to explore the unknown and embrace the power of imagination in his writing.

Moreover, Laura's character represents the transformative power of storytelling and the creative imagination. Through her passion for writing and her belief in the supernatural, she embodies the idea that stories have the ability to transcend the boundaries of reality and transport us to new and unexpected worlds. Her friendship and support for John highlight the importance of camaraderie and shared interests in fostering creativity and personal growth.

In the resolution of the story, Laura's character contributes to the overall message about the power of belief and the importance of embracing the unknown. Her enthusiasm and belief in the supernatural ultimately inspire John to confront his own fears and doubts, leading to a deeper understanding of himself and his creative potential.

Overall, Laura Hinkle's character in "Shady Plot" serves as a catalyst for the protagonist's journey and an embodiment of the themes of scepticism, belief, and the power of imagination. Through her interactions with John, she challenges his worldview and inspires him to explore new possibilities, ultimately contributing to his personal and creative growth throughout the narrative.

5. Gladiola is portrayed as the maid who previously worked in John Hallock's new office before it became his writing studio. When John questions her about any strange occurrences or ghostly experiences

Gladiola's character serves to heighten the tension in the narrative by adding an element of superstition and folklore to the story. Her fearful demeanour and belief in the supernatural contribute to the sense of unease experienced by John as he grapples with the strange occurrences in the office. Additionally, Gladiola's stories act as a catalyst for John's own fears and doubts, planting seeds of doubt in his mind and prompting him to question his own scepticism.

In conclusion, while Gladiola may be a minor character in "Shady Plot," her role is significant in contributing to the atmosphere of mystery and suspense in the story.

VALUE BASED QUESTIONS

1. Mr. Jenkins, the veteran writer in "Shady Plot," serves as a guiding light for John Hallock's journey as a writer, embodying the values of mentorship, perseverance, and belief in one's abilities. As a mentor, Mr. Jenkins provides invaluable guidance and support to John, offering practical advice and encouragement at a crucial juncture in his career. Despite facing his own struggles and setbacks, Mr. Jenkins demonstrates perseverance in pursuing his craft, inspiring John to persevere in the face of adversity. His unwavering belief in John's abilities serves as a source of motivation and inspiration, instilling confidence, and self-belief in the aspiring writer.

Throughout the story, Mr. Jenkins' guidance impacts John's development as a writer in significant ways. By sharing his own experiences and offering constructive feedback, Mr. Jenkins helps John hone his skills and develop his unique voice as a writer. He encourages John to trust his instincts and embrace the creative process, fostering a sense of empowerment and autonomy in his writing journey.

In the resolution of the story, Mr. Jenkins' mentorship and guidance play a crucial role in shaping John's success as a writer. Through his support and encouragement, John can unlock his full potential and achieve recognition for his work. His journey serves as a testament to the transformative power of mentorship, perseverance, and belief in one's abilities, highlighting the importance of having mentors who can inspire, guide, and empower us to reach our goals.

2. John Hallock's journey in "Shady Plot" serves as a poignant reminder of the importance of integrity and staying true to one's principles, even in the face of temptation or pressure. From the moment he accepts the ghost-writing, John is faced with ethical dilemmas that test his moral compass. Initially, John's ambition drives him to accept the job, hoping it will provide a pathway to success in the competitive world of publishing. However, his scepticism about the existence of ghosts highlights his commitment to rationality and truth, values that are challenged as he delves deeper into the mysteries surrounding his new office and the enigmatic typewriter.

As John grapples with the surreal and supernatural events unfolding around him, he is confronted with the choice of whether to prioritize his own ambitions or uphold his principles. Despite the allure of fame and recognition, John ultimately chooses to confront the truth, even when it proves unsettling and unexpected.

Throughout the narrative, John's actions and decisions demonstrate the values of integrity, honesty, and authenticity. Despite facing numerous obstacles and temptations along the way, he remains steadfast in his commitment to truth and transparency, ultimately emerging stronger and wiser for having stayed true to his principles.

In conclusion, "Shady Plot" serves as a powerful exploration of the importance of integrity and staying true to one's principles, even in the face of adversity. Through John Hallock's journey, readers are reminded of the enduring value of honesty, authenticity, and moral courage in navigating life's challenges and dilemmas.

3. The presence of the ghostly voice and mysterious occurrences in "Shady Plot" challenges John Hallock's beliefs and principles, leading him on a journey of self-discovery that exemplifies the values of open-mindedness, empathy, and courage.

Initially, John's scepticism about the supernatural serves as a barrier to understanding and acceptance. However, as he encounters the ghostly voice and witnesses' inexplicable events in his new office, John's perspective begins to shift. He demonstrates open-mindedness by acknowledging the possibility that there may be forces beyond his comprehension at play. This openness allows him to explore the mysteries surrounding the ghostly occurrences with curiosity and a willingness to consider new possibilities.

Furthermore, John's journey in confronting the supernatural requires empathy towards those who have had experiences different from his own. He listens to the concerns of his wife, Jane, and takes her fears seriously, even if he initially doubts the validity of her experiences. Through his empathy, John demonstrates a willingness to understand and support those around him, fostering deeper connections and strengthening his relationships.

Courage is another value demonstrated by John as he confronts the unknown and faces his fears head-on. Despite feeling unsettled by the ghostly occurrences and the uncertainty they bring, John refuses to back down. He perseveres in his efforts to uncover the truth, even when it would be easier to ignore or deny the supernatural. Through his courage, John not only overcomes his own doubts and insecurities but also inspires others to confront their fears and embrace the unknown.

Ultimately, these values of open-mindedness, empathy, and courage contribute to John's character development and the resolution of the story. By embracing the supernatural and confronting his own beliefs, John undergoes a transformation that leads to greater understanding and acceptance. In doing so, he not only solves the mystery of the ghostly occurrences but also emerges as a stronger, more compassionate individual who is better equipped to navigate the complexities of the world around him.

FICTION 5. PATOL BABU, FILM STAR (By Satyajit Ray)

GIST

'Patol Babu, Film Star' by Satyajit Ray, is the story of an unassuming, humble, and modest man. He is a 52-year-old man who gets an offer to play an insignificant role of a pedestrian in a film. He gets really very excited about his role. However, when he reaches the shooting scene for enacting his role, he is disappointed to know the insignificance and shortness of his scene. He is assigned the role of a pedestrian who is to bump into the hero and just exclaim the word 'Oh!' He wants to get away from the scene. He does not want to play such a small role.

However, he is a passionate actor who reveres acting and stage. He remembers his mentor, Guru, Gogon Pakrashi's words. He had told him many years ago that he must never refuse any role, however small it might be. As an artist, his aim should always be to make the most of the opportunity and squeeze the last drop of meaning out of his lines. Remembering his Guru's words, Patol Babu resolves to give his best to the small role offered to him. He rehearses it many times, infusing different shades of emotions into the word 'oh'. This shows he is very meticulous. At last, the scene is shot, and everyone appreciates his acting. Finally, he leaves the shooting scene modestly, without even receiving his payment.

CHARACTER SKETCH OF PATOL BABU

'Patol Babu, Film Star' by Satyajit Ray, is the story of an unassuming, humble, and modest man. He is a 52-year-old man who gets an offer to play an insignificant role of a pedestrian in a film. He gets really very excited about his role. However, when he reaches the shooting scene for enacting his role, he is disappointed to know the insignificance and shortness of his scene. He is assigned the role of a pedestrian who is to bump into the hero and just exclaim the word 'Oh!' He wants to get away from the scene. He does not want to play such a small role.

However, he is a passionate actor who reveres acting and stage. He remembers his mentor, Guru, Gogon Pakrashi's words. He had told him many years ago that he must never refuse any role, however small it might be. As an artist, his aim should always be to make the most of the opportunity and squeeze the last drop of meaning out of his lines. Remembering his Guru's words, Patol Babu resolves to give his best to the small role offered to him. He rehearses it many times, infusing different shades of emotions into the word 'oh'. This shows he is very meticulous. At last, the scene is shot, and everyone appreciates his acting. Finally, he leaves the shooting scene modestly, without even receiving his payment.

MULTIPLE CHOICE QUESTIONS

1. At one time Patol Babu had a real passion for the stage, in fact, it verged on obsession.

i) Patel Babu during his earlier years had been-

- (a) a singer
- (b) a theater artist
- (c) in street plays
- (d) in movies

(ii) he was obsessed because-

- (a) he always talked about it
- (b) he kept trying to get more and more roles
- (c) he worked without money
- (d) he kept repeating many dialogues

(iii) Patol Babu was by nature –

- (a) an artist
- (b) a lyric writer
- (c) perfectionist
- (d) Temperamental

2. “Fine, I wouldn't have come to you for just a walk -on part”.

(i)The speaker is -

- (a) Patol Babu's wife
- (b) Naresh Dutt
- (c) Baren Mullick
- (d) Patol Babu

(ii). The speaker proves to be what he says

- (a) a cheater
- (b) a crook
- (c) untrue
- (d) exaggerating

(iii) The result of this on Patol Babu was-

- (a) encouraging
- (b) very demoralizing
- (c) Luke warm
- (d) bad

3. The heat was stifling. The jacket weighed a ton. Patol Babu couldn't keep standing in one spot anymore, his legs felt heavy.

(i) Patol Babu's condition became bad because-

- (a) it was very hot
- (b) he had no place to stand
- (c) there was so much crowd
- (d) he felt depressed

(ii) The reason for patrol Babu's condition was-

(a) he was made to wait for a long time

(b) he was treated badly

(c) he had to speak just one word

(d) he wasn't paid

Answers-

1. (i) b

(ii) d

(iii) c

2. (i) c

(ii) d

(iii) a

3.

(i) d

(ii) c

EXTRACT BASED QUESTIONS

Q1. Read the extract given below and answer the questions :

“This is only the first step on the ladder, my dear better-half! Yes. the first that would..... God willing..... mark the rise to fame and fortune of your beloved husband!”

- What was “the first step on the ladder”?
- What characteristic does the speaker display here?
- What does the word, ‘fortune’ mean?

Answer:

- The first step was the break in the film, which he had got.
- The speaker’s overconfidence is displayed here.
- The word ‘fortune’ means ‘luck’.

Q 2. Read the extract given below and answer the questions :

“Oh, oh, oh, oh, oh... ”Patol Babu began giving the exclamation a different inflection each time he uttered it. After doing it a number of times he made an astonishing discovery.

- Why did Patol Babu repeat the word, ‘oh’ over and over again?
- What ‘astonishing discovery’ did he make ?
- What does the word, ‘uttered’ mean ?

Answer:

- Patol Babu repeated the word ‘Oh’ over and over again to bring ofit different meanings of the word.
- He made that the single word ‘Oh’ could be spoken with different inflections and when spoken in a different manner it conveyed a different meaning.
- ‘Uttered’ means ‘spoke’.

Q3. Read the extract given below and answer the questions :

Were these people pulling his leg? Was the whole thing a gigantic hoax? A meek, harmless man like him, and they had to drag hirp into the middle of the city to make a laughing -tock out of him.

- Who is the speaker?
- Why does he think that he is being made a ‘laughing stock’?
- What does the word ‘hoax’ mean?

Answer:

- Patol Babu is the speaker.
- Patol Babu has been given a monosyllabic exclamation as his dialogue.
- The word ‘hoax’ means ‘a humorous or malacious deception’.

Q4. Read the extract given below and answer the questions :

Patol Babu suddenly felt that he could write a whole thesis on that one monosyllabic exclamation. Why had he felt so disheartened when this single word contained a gold-mine of meaning?

- Why was Patol Babu disheartened?
- Which was the word that contained a ‘gold-mine’?
- What does the word ‘monosyllabic’ mean?

Answer:

- Patol Babu felt that he would not be able to show his talent as he had been given a monosyllabic exclamation as his dialogue.
- The word was ‘oh’.
- The word ‘monosyllabic’ means ‘a word of one syllable’.

Q5. Read the extract given below and answer the questions :

It is true that he needed money very badly, but what was twenty rupees when measured against the intense satisfaction of a small job done with perfection and dedication?

- Why was Patol Babu badly in need of money?
- What was the small job which gave him intense satisfaction?
- What does the word ‘measured’ mean in the above context?

Answer:

- Patol Babu was unemployed for a long time. .
- It was the job of performing his role of a pedestrian in a film.
- In the above context the word ‘measured’ means ‘ascertained the extent of (a thing) by comparison with a fixed unit’.

SHORT ANSWER QUESTIONS

Q1. How did Patol Babu lose his job in Calcutta?

Answer: Patol Babu joined a clerical post with Hudson and Kimberley in Calcutta. He also got a flat in Nepal Bhattachaiji Lane. His life was going on smoothly. The 2nd World War began in 1939. It affected his employment. He was retrenched from his job.

Q2. Why did the dialogue given to him disappoint Patol Babu?

Answer: He was of the view that he would get a good role in the film. He would have a big speaking part. But when he was given his role on a piece of paper it contained only one monosyllabic sound 'oh!'. He thought that he had been humiliated.

Q3. What was the role offered to Patol Babu?

Answer: Patol Babu was offered a role in a film by a man named Naresh Dutt. It was the role of a pedestrian. He had to be an absent-minded and short-tempered person. As per the role he had to collide with the hero of the film.

Q4. What advice had Mr Pakrashi given to Patol Babu?

Answer: Mr Pakrashi was the mentor and guru of Patol Babu. He had advised him that each word of a dialogue was just like a fruit of a tree. An actor should pluck that fruit and give its essence to the audience. The quality of the performance should matter.

Q5. Why had Nishikanto Ghosh come to Patol Babu's house?

Answer: Nishikanto Ghosh met his brother-in-law, Mr Naresh Dutt at a Chemist's shop. He was working in a film and was in need of a person who could play the role of a pedestrian. Whatsoever description of the character he had given matched Patol Babu. So Nishikanto Ghosh came to Patol Babu to intimate him that his brother-in-law would come to him with that offer.

Q6. Why does Sosanko say that Patol Babu was a lucky actor?

Answer: Mr. Baren Mullick was a famous director of films at that time. Only lucky people would get a role in his films. Speaking part was given to only a few persons. Hundreds of people would remain silent as per the role. On the day Patol Babu was given a monosyllabic sound as a dialogue even the hero of the film Mr Chanchal Kumar had no speaking role. That's why Sosanko says that Patol Babu was a lucky actor.

Q7. How do we know that Patol Babu was a dedicated actor?

Answer: When Patol Babu was given the offer of playing the role of a pedestrian in a film he started his preparation immediately. He reached Faraday House in time. After getting his role he became sad. But using his patience he controlled his emotions and started the rehearsal work. He continued it for a long time. Applying his innovative idea he gave suggestion to Baren Mullick. Ultimately, he proved his ability.

Q8. What unexpected news does Patol Babu receive early one morning?

Answer: Patol Babu was passing through financial problems. After performing many jobs and running a business he was facing the problem of unemployment. One early morning, Nisikanto Ghosh of the same colony visited the house of Patol Babu and gave him the news that his brother-in-law was working in a film and he would come to his house with an offer of playing the role of a short-tempered pedestrian in a film.

LONG ANSWER QUESTIONS

Q1. Patience and hard work go a long way in achieving your goals. How does Patol Babu win the admiration of the director through a very small role ? Write in 80-100 words.

Answer: Patol Babu was offered the role of a pedestrian in a film. He had expected to get a speaking part. He took it as an opportunity to prove his skill. But he was disappointed to see his role as it was a monosyllabic exclamation. He became angry to think that he had been humiliated. Then he recalled the precious advice of his mentor, Mr Pakrashi, his guru who would say that a real actor should take each word of his role like a fruit of a tree and then he should pluck it and serve the essence of the word to the audience.

Using his patience he made himself calm and composed. Then he contemplated deeply and found that he had an ability to write a thesis on it. He started his rehearsal. He gave the director the valuable suggestion of reading a newspaper at the time of collision. Instead of the two components suggested by the director he added three components in his exclamation. Thus, he proved that patience and hard work played an important role in achieving his goals.

Q2. “Counting your chickens again before they’re hatched, are you? No wonder you could never make a go of it.” As soon as Patol Babu gets the offer of a role in the film, he starts daydreaming of the success, money and fame he will achieve. Unfortunately it does not work out in that way. Write a speech in 120-150 words for the morning assembly on the topic—Dream big, but follow it up with action.

Answer: Good Morning! Respected Principal Sir/Madam, teachers and all dear colleagues. Today I am going to throw light on the topic ‘Dream big, but follow it up with action’. The mere imagination of any success gives us immense pleasure. It is good to dream big. But meticulous endeavours must be started from the very day that one has the dream. You must have heard that one must deserve first before one desires.

Have you ever heard about a man who has become successful just by having a big dream? A big dream is a motivating factor. It makes one ready to commence one’s hard work. There must be proper introspection of the efforts after certain interval. For achieving goal one must be sagacious, diligent and patient. There must be indomitable spirit in the individual. Man should dream once but continue his effort regularly. It is known that everybody will share our success but nobody will share our failures. Keeping this fact in mind we must continue our efforts meticulously till the big dream seen by us becomes true.

Q3. Patol Babu always remembered the words of his mentor that one has to accept whatever is offered and make the best of any opportunity. Write a letter to a friend telling him about the value of hard work and the art of putting in your best. Write the answer in 120-150 words.

Answer:

21Z, G.K.7

New Delhi 1100XX 7 October 20XX

Dear Mohanto

There is no substitute to hard work. I have heard this sentence so many times. But today I have realised the practical significance of this statement.

I was given the role of a pedestrian in a film. I was very excited as I got an opportunity to prove my ability. I was eager to know my dialogue well in advance so that I could start my rehearsal properly. But

I was shocked to know that I had to utter only a monosyllabic exclamation, 'Oh'. I became very angry and decided to leave the place.

In the meantime, the precious advice of my mentor, Mr Gogon Pakrashi, came to my mind. He used to say that a true actor should make the best use of any opportunity. An actor must not bother about the size of the role. He should take the essence of the word and serve it to the audience. Recalling all this I was charged with a new energy. Using my patience I started my rehearsal and gave my best. Even a great film director like Baren Mullick appreciated me.

Now I have realised the immense significance of the two tools of human life. By dint of hard work and patience even the impossible can be made possible.

With immense love
Your affectionately
Patol

Q4. Naresh Dutt was surprised to see that Patol Babu was so much satisfied with his performance that he did not wait to get his payment. Comment.

Answer: Patol Babu was a meticulous man for whom acting was a passion and not a job. He had got only a monosyllabic dialogue 'oh' to utter in his movie. He practised hard for his role and executed it to the perfection. He was happy with his performance and even the director and the leading actor praised his performance. Patol Babu thought that film people would not realise the importance of the hard work done by him. He felt that taking money for the small part he performed will be trivialising his performance. He was a passionate actor to whom creative satisfaction mattered more than money. That made Naresh Dutt a little surprised.

Q5. Who was Mr. Pakrashi and how did he instil the value of being true to one's work in Patol Babu ?

Answer: Mr. Prakash was the mentor and guru of Patol Babu. He always told Patol Babu whatever small part he was offered he should never consider it below his dignity to accept it. As an artist his aim should be to make the most of the opportunity and squeeze the last drop of meaning of his lines. When Patol Babu was given only a single dialogue 'oh' to utter, he thought of quitting. But when the words of wisdom of his mentor echoed in his ears, he came to terms with the small role. He did it so well that everyone was all praise for Patol Babu. He did it with commitment and perfection.

VALUE BASED QUESTIONS

Q1. Patol Babu is a man of destiny. Justify.

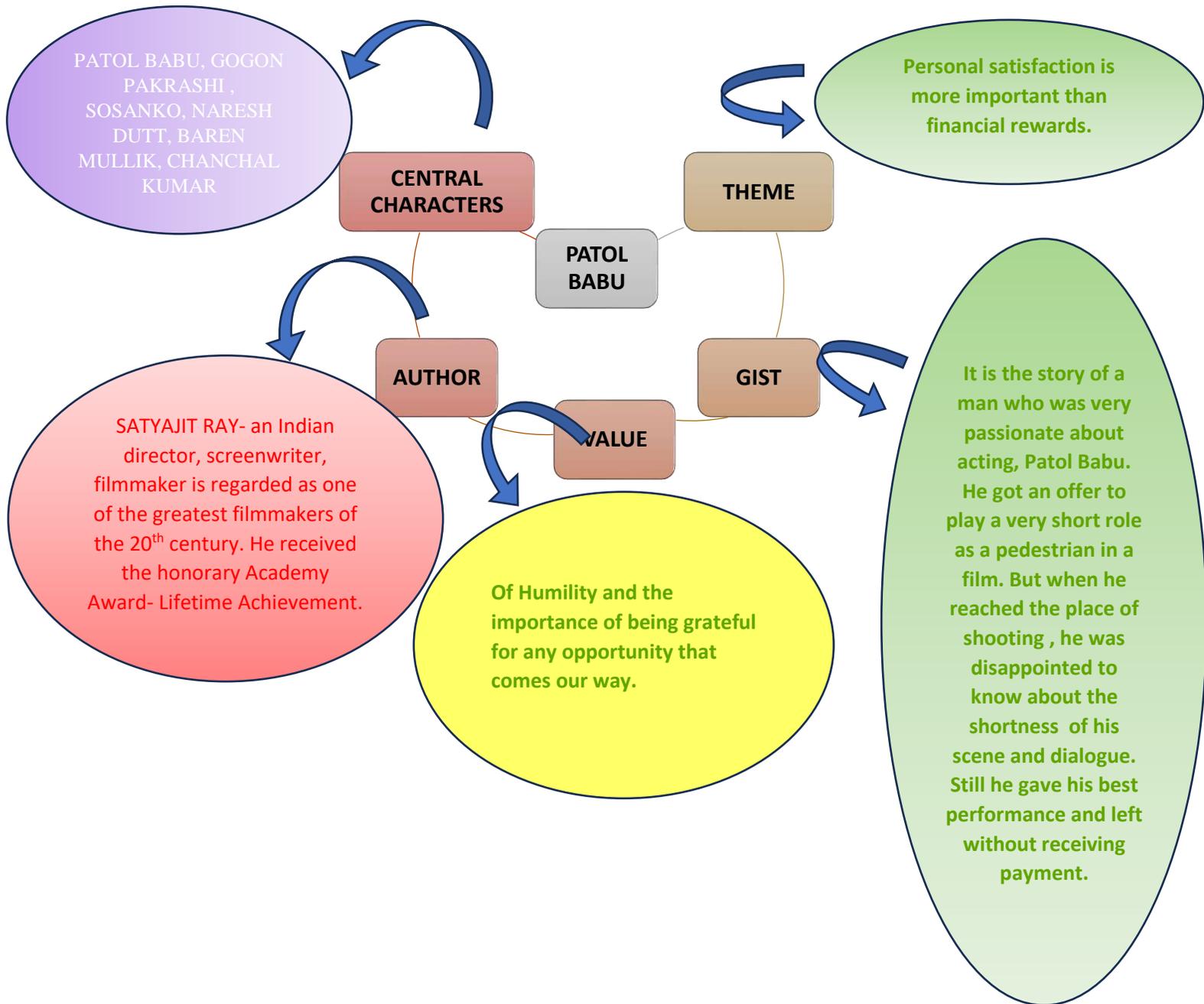
Ans. It is destiny that prevents him from continuing his career in theatre. Who knows he might have forayed into films, had he continued with theatre. Then it is his destiny again that he left his job with a railway company and joined Hudson and Kimberley in the hope of earning more but got retrenched nine years later due to war just as he was considering starting a club in his neighbourhood. He had to struggle even after for a comfortable living. It is destiny that he is offered a role in a film but then it is too small and insignificant to make such impact as an actor.

Q2. Do you agree with the statement that Patol Babu is a practical man who comes to terms with whatever life has to offer?

Ans. Yes, Patol Babu is really a practical man who comes to terms with whatever life has to offer. He has taken ups and downs of his life in his stride. In his heydays in his youth he used to be a theatre artist. What popularity he enjoyed! He was in great demand as an actor. In fact he would appear in advertising

handbills of theatre clubs and people would buy tickets to his shows. He enjoyed so much popularity and fan following, yet he did not go overboard. He continued to be the man he was – simple, humble and respectable. Then the demands of life took him away from theatre and he got busy in his railway company job. He switched his job for higher salary. He joined Hudson and Kimberley where he had a smooth sailing for nine years. But then the World War II broke out and he lost his job in retrenchment – then a long struggle began for him. He tried everything he could – opened up a variety store, did odd jobs in companies, sold insurance but success eluded him everywhere. He kept trying like every practical man ought to. When the film role was offered to him, he was trying to take up a job with scrap iron dealer. In performing the film role too, he was out rightly practical. He demanded his dialogue well in time so that he could rehearse it and do full justice to it. Perhaps the only impractical thing he does is not accept his remuneration for his role. On the whole, Patol Babu was a practical man who comes to terms with whatever life has to offer.

MIND-MAP OF PATOL BABU



FICTION 6. VIRTUALLY TRUE (By Paul Stewart)

GIST

A young child named Michael, comes across a news item related to miraculous recovery of a boy, named Sebastian, to life from the state of coma. The narrator is puzzled as he believes that he has met Michael somewhere. He recalls that he has met him while playing different 'psycho drive games', he knows him to be a computer character so how can that computer character 'Michael' be a real man. The narrator also recalls that his computer 'nutty' dad had brought several psycho-drive computer games a few months back and it was in those games like- Wild west, Dragon quest, Jailbreak and War Zone that he had met this boy requesting him to rescue him. The narrator is also reminded of the fact that he could not rescue the boy in different computer games as he was not allowed to control the games. He again recalls that while he was attempting 'War Zone', he could rescue the computer character named Sebastian the previous day. The narrator finds everything mysterious about Sebastian and his recovery. He tries to unfold the mystery by surfing the internet and finally his curiosity is addressed. The narrator comes to know that Sebastian is a real character and his memory had got transported to the computer memory of his lap top on which he was playing the same psycho-drive games when an accident took place and when the narrator found the same games from a computer fair he came across Sebastian Shultz- the computer character. He realises that by cracking the last psycho-drive game War Zone, actually he has been able to bring out Sebastian from the state of 'coma'. The mystery is unfolded for the narrator and he receives a mail from the real Sebastian who thanks him for rescuing him and wishes to meet him.

CHARACTER SKETCH

Michael (Narrator)

Michael was an inquisitive young boy. He liked to stay updated with technology and computers like his dad. He was extremely fascinated with his dad's collection of gadgets and also enjoyed playing computer games. He displays his friendly and helpful nature when he saves Sebastian from falling into deep sleep. He never lost hope and was confident throughout, though he failed to save Sebastian in the third game. Michael was a kid with great mental strength and presurance. He was shocked to learn that the player Sebastian he had saved in the game, was a real person.

SHORT ANSWER QUESTIONS

Q1. Why was the narrator attracted to the newspaper headline?

Answer: The narrator was attracted to the headline because he wanted to know whether Sebastian Shultz mentioned in the article was the same person whom he had met earlier.

Q2. Why did the doctors feel that they needed a miracle?

Answer: Sebastian had been badly injured in a motorway accident and had gone into coma. His condition was described as critical though stable. The doctors did not know how to revive him. So they felt they needed a miracle for him to become normal again.

Q3. Why does the narrator enjoy playing computer games?

Answer: The narrator enjoyed it because the big screen with the loud volume made him feel like he was inside the game, battling it out.

Q4. Why was the narrator surprised while playing the game Wildwest?

Answer: The narrator was surprised to see another Sheriff stride in, who was about his age, but did not look like a computer image.

Q5. Why was the game Jailbreak important to the narrator?

Answer: It was important because it was a game suggested by Shultz, which the narrator had to play in the hope of . rescuing him from the trap he had got into while playing on the computer.

Q6. Why did the narrator feel bad on seeing the empty printer tray after playing Jailbreak?

Answer: The narrator felt bad because there was no further message from Sebastian and the narrator felt that he had failed him.

Q7. How did Sebastian find his way into the helicopter?

Answer: The force caused by the impact of the tank against the jeep threw Sebastian out of the jeep and onto the hatch of the helicopter, from where he was pulled in by the narrator.

Q8. What were the questions that troubled the narrator after he finally saved Sebastian?

Answer: First, the narrator wondered how the computer had saved Sebastian's memory inside it and second, how he had been led to play the weird version of the games with Sebastian.

EXTRACT BASED QUESTIONS

Q1. 'Never mind her,' came a voice, and a second knight appeared from the wardrobe. It's me who needs rescuing!

- (i) Who is the speaker?
- (ii) Who is being spoken to?
- (iii) Who is 'her' in the above line?
- (iv) In what form and from where did the speaker appear?

Answer:

- (i) Sebastian is the speaker.
- (ii) Sebastian is speaking to the narrator.
- (iii) 'Her' is the fair princess Aurora who was in the clutches of a wicked dragon.
- (iv) The speaker appeared as a second knight from behind the wardrobe in the game Dragonquest.

Q2. "The more futuristic they get the better you can understand the past".

- (i) Who is the speaker of the above line?
- (ii) What are 'they'?
- (iii) How can one understand the past better?
- (iv) What is the meaning of 'futuristic'?

Answer:

- (i) Michael is the speaker of the above line.
- (ii) Computers are being referred to here.
- (iii) The Past could be understood better as the computers become more futuristic.
- (iv) It means- Strange and very modern, seeming to come from, or referring to some imagined time in the future.

Q3. "But it was too late. The boy had slipped and was tumbling back through the air, down to the concrete below".

- (i) Who is the 'boy'?
- (ii) Which is the game in process here:

(iii) What had happened to Sebastian'?

(iv) What was "too late"?

Answer:

(i) The 'boy' refers to Sebastian.

(ii) The game in process was 'Jailbreak'.

(iii) Sebastian took a step backward, slipped and tumbled through the air and landed down on the concrete floor.

(iv) The helicopter that was to help Sebastian escape had flown in late.

LONG ANSWER QUESTIONS

Q1. Comment whether the statement 'Computer games are dangerous' proves right or not.

Answer:

For: They appear to be harmless fun, but actually pose a danger as they involve people in a world that is not real. Children get attracted to these violent games and forget about reality. It affects their social skills and creates behavioural problems. Newer technology makes such games unpredictable, causing unknown harm and even long term side-effects.

Against: The world has changed and the games have always been a way of developing skills. In a changing, digital world, virtual games actually prepare you for the world and help you develop complex problem solving abilities. It gives a taste of harmless adventure with no danger involved.

Q2. How did Michael save Sebastian?

Answer: Michael did not see Sebastian after the 'Jailbreak'. Suddenly the next day there was a mail with a request from Sebastian for making a last attempt to save him, adding that an accident would have to occur if the escape was to be made possible. The suggestion was to go into the "Warzone". Michael followed his instructions and realised that it was a city, that he could not recognise.

There were tall buildings windowless and riddled with holes, machine guns continued to fire in the air, walls were tumbling down, bombs exploded relentlessly. In between all this Michael had to rescue the trapped Sebastian. After running around wildly, they spotted a helicopter. But they were again pushed back by a tank fire. Then Sebastian shouted out and told him to get into a jeep stationed by the road, and they drove off.

Sebastian sent the jeep tumbling as he slammed on to the brakes, to escape the tank that was hurtling the two of them. In the collision, Michael was carried into the helicopter. Sebastian was still in the jeep. But fortunately as the tank crashed into the jeep, Sebastian also was thrown into the air. He landed on the hatch and was eventually pulled into the helicopter by Michael. The game was over, and Sebastian was rescued.

Q3. What are psycho-drive games? Describe the four games played by Michael. Which one do you find most interesting and why?

Answer: Psycho-drive games are played using mental power. The games involve the continuous interaction between the players and the characters who play with them through the medium of a computer. They are played wearing a virtual reality visor and glove. One can bring about necessary changes through the course of the game as the player can control all the actions by his/her thoughts. These games are immensely thrilling.

In the story, Michael plays four psycho-drive games, one after the other. We are taken to the imaginary world of the 'Wildwest' and get to introduced to the dusty towns, castles, dragons and dungeons, a fairyland of sorts. There is however a common link in all the games, the trapped Sebastian who had come up with a plea to be saved.

He appears as the second Sheriff in 'Wildwest', the second knight in 'Dragonquest' a prisoner in Jail-break' and a victim in 'Warzone', and Michael, the player was entrusted with the task of rescuing the trapped Sebastian. The trials of rescuing turned out to be failed attempts in the first three games. The last game turned out to being the most significant.

The actions of the two, Sebastian and Michael appear to be more organized and in coordination with each other. They dodge everything unhurt and jump into a jeep parked by the side of the road. And after a few misses and slips, both of them make it to the waiting helicopter which soars into the sky. Both are unhurt. Michael gets his reward. His score touches 40,000,000 and he wins the jackpot. He cracks the game saving Sebastian this time.

As a reader of the lesson, I find the last game the most interesting, as the mystery was building up on me too. I was loosing hope after the three failed attempts. Will Sebastian be saved? It finally required the most challenging and final game to enable Michael rescue the trapped "virtually true" character.

Q4. 'Everything that I've described is true virtually! says the narrator. Even the title of the story is 'Virtually True'. Justify the statement of the narrator and also the title of the Story.

Answer:

Virtual means something which does not really exist but only seems to exist. It does not be in the real time and space but only lives in cyberspace. The piece written by Paul Stewart relates the story of Michael Dawson, a school boy who plays psycho-drive and interactive games and discovers in the process of a certain "Sebastian Shultz" who constantly requires saving.

Throughout the game Dawson believes that he is just attempting to crack the game while in reality it appears that the real Sebastian suffered from some kinds of an accident and his memory well stored in the game. When Sebastian wins the Jackpot' in the game, the real Sebastian gains his memory and revived from Coma. Sebastian is an imaginary character in the computer games but he is real boy. So, everything which seemed virtual on the computer screen is real. Michael has saved the real Sebastian by playing a virtual game of computer.

Q5. "Dear Michael, it said, Thank you! I am not sure how it happened, but thanks, you saved my life." Even though Michael did not know Shultz personally, he made every attempt to save him. What values did Michael display?

Answer: The quote above is an extract from the email sent by Sebastian to Michael. After reading the story, we have all been introduced to the sequence of events that led to the entire "virtually true" incident. The two characters did not know each other. But every time he played a game and received a request to be rescued from Sebastian, Michael felt that he looked different from all the other characters he interacted with during the games. There was something 'human' about Sebastian, and that disturbed him immensely, when he failed to rescue him. This could be characterised as compassion and empathy Michael felt towards a boy who seemed to be roughly around his own age. He refused to give up as he was extremely concerned about the trapped Sebastian. Eventually he does manage to rescue him while playing the fourth game. The lesson is very discretely projecting values such as care, empathy, determination, mutual concern, gratitude, and the need to be responsible towards fellow human beings.

VALUE BASED QUESTION

Q1. Will power and determination bring success against all odds. Comment with reference to Virtually True.

Answer: The story Virtually True teaches us the lesson of perseverance. It shows us how will power and determination helps an individual achieve what he strives for. Sebastian Shultz, who is very fond of virtual games, meets with an accident while playing one. His head bangs against his seat and he loses consciousness but his memory gets automatically saved in the game drive. Doctors inform his father that Sebastian has gone into coma.

Michael buys Sebastian's games from the computer fair. When Michael starts the game on his computer, Sebastian's memory starts to work and he asks Michael to help him retrieve his memory. Michael tries to help him in the games—Wild-West Guns, Dragonquest and Jailbreak but he fails. But at last, in the game Warzone he gets success, and rescues Sebastian Shultz. Thus, his perseverance helps him succeed in his endeavour.

Q2. Computer based games is becoming a rage with children. This is an addiction that is becoming hazardous, leading to physical and mental stress among the young generation. Lack of physical activity is reducing the children into couch potatoes. How can we establish a balance between the virtual and real world?

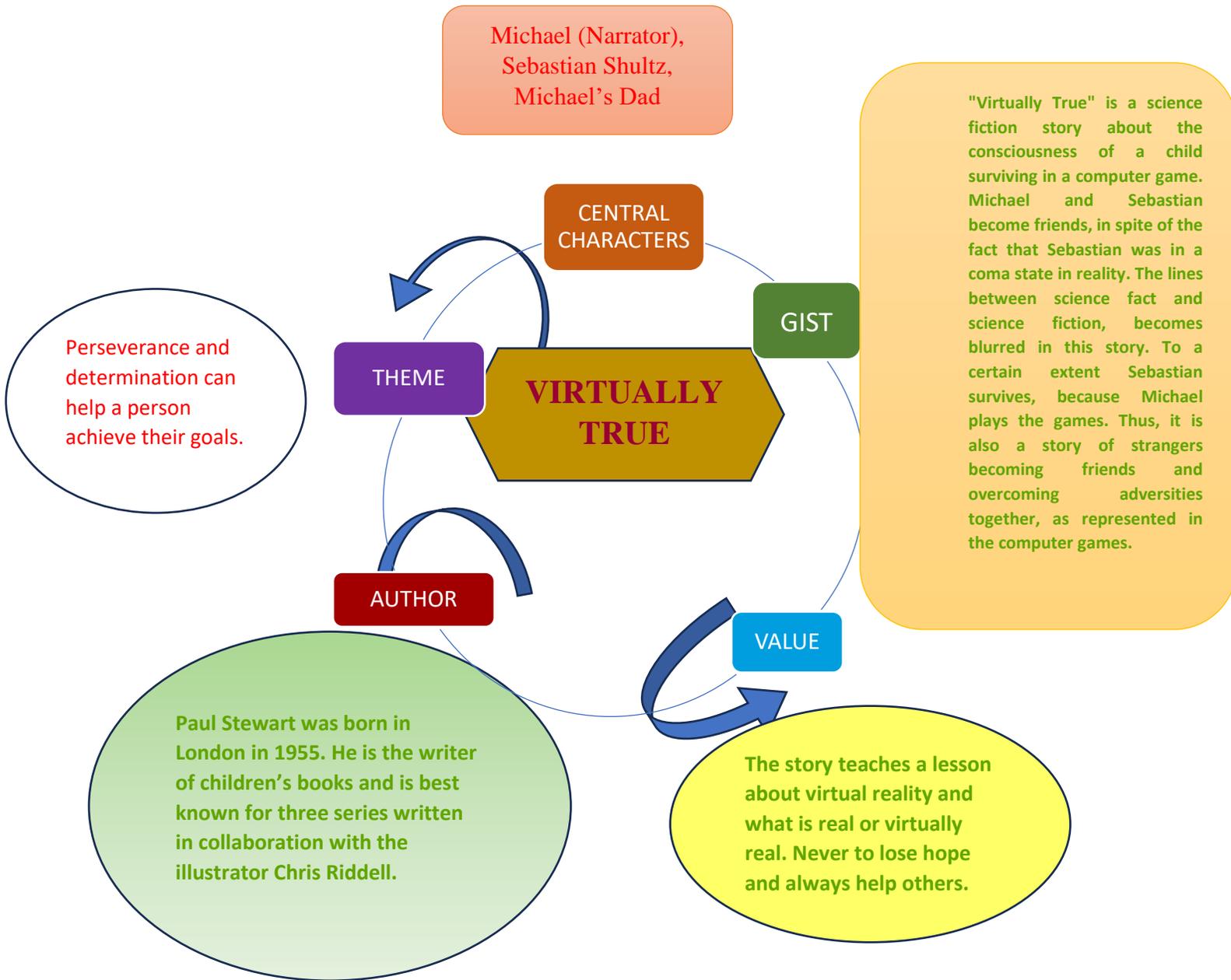
Answer: Virtual games take us to a world that is apparently close to the real world. These games display an abstract reality that is capturing the curiosity of the young children. They are living them in real life. Their world is the computer and they sit endlessly in front of it without food and water. Entertainment today has been redefined and the children live in a world of science fiction and fantasy which is supported abundantly by technology. Visors and gloves make the experience real and the children are getting hooked on to the latest fad-interactive psycho-drive games. The adults are not far behind. Every successive win, gives the player an inexplicable high, a boost to his/her sagging spirits, with the ability to command and win. This is steadily becoming an addiction specially among the youth. The blue whale game was a typical example of the deteriorating value system. Health is failing too. The only way to curb this spreading menace is to use technology wisely. Parents must encourage their children to indulge in outdoor activity, understand nature, and more importantly the need to be an active social being. The children need to be initiated, by being living examples, to lead a balanced life style, so as to ensure that they grow up into mature, healthy and focussed individuals and not retarded robots.

Q3. Imagine you are Sebastian's parents. Write a diary entry describing your feelings when you come to know what has happened to him.

Answer:

I am feeling very sad today. I was very fond of video games and even my son was also fond of them. I didn't realize that these virtual games could do so much harm to anyone. My son Subastain was going to school in his car. He was playing psycho-drive games on his way to school. Suddenly the car screeched to a halt and he banged his head against the computer. His memory was transferred into the computer's and he went into a deep coma. The doctors didn't have any hope of his revival but he was some how rescued from the game by a boy named Michael. I now realise how much damage these computer games can cause to us. These games can lead to cyber addiction and they can lead to desensitisation. They make us violent and also cut us off from the real world. I will now take care that Sebastian doesn't play these games.

MIND MAP



POETRY 1 - THE FROG AND THE NIGHTINGALE

-VIKRAM SETH

INTRODUCTION TO THE POEM

The poem is a fable and like most fables it has a [moral](#). The poem can be seen as exposing the role of [critics](#) towards any fresh talent; it can be read as a poem about a jealous person who does not let real talent flourish by discouraging and finally eliminating it. There is another subject the poet touched upon: lack of confidence that leads to disaster and the poet comments that one must recognise one's own capabilities and should not try to emulate others. The use of animal characters in the poem is to appeal to younger audience. The main characters are the frog and the nightingale, where the frog represents the cunning capitalist mind and the nightingale a vulnerable artist. The arrogant frog has been ruling the bog and torturing its residents with his cacophonous singing. The arrival of the nightingale and her singing provides the creatures in the bog a pleasant break who admire her sweet voice. The frog approaches her and appreciates her like a critic making her feeling flattered. He manipulates her making her sing for him in a concert and earns money by selling tickets. The poor creature does not know how she is being manipulated by the frog and sings till she has lost her voice and health. The frog pushes her to the verge where her health and energy fail her and she dies. The poem leaves behind a lesson that while it is good to be talented one must also watch one's weaknesses and instead of feeling flattered must cautiously tread one's way towards one's target.

GIST OF THE POEM

In a Bingle Bog, there lived a frog who always sang with his annoying voice. Other animals hated his voice. But the frog kept singing. One night a nightingale came and started singing. The whole bog admired the nightingale. This made the frog jealous. The frog said that the tree belongs to him. He is famous for his fine sound and his own songs. Nightingale asked him about her singing. The frog said that it was not too bad but she needs to adopt more powerful techniques. The Frog started training her. Due to excess practice of singing, she grew weak. At last, she died due to a vein burst. The frog said that she was a foolish bird and she should know that one's song must be one's own.

CHARACTER SKETCH OF THE FROG

The frog was cunning, greedy, proud and insensitive. This nature is revealed when he sells the nightingale's songs for money and makes her sing in the cold weather. It has been portrayed as arrogant, haughty, opportunist and boastful. He is used to his position as the only singer of the Bingle Bog. He irritates all the animals of the forest by croaking in the night. He never listens to the requests of the animals. The entry of the melodious nightingale is an eye opener. Being practical and worldly wise, he uses his position to influence her. Feeling insecure, he plays a trick with the nightingale and makes it believe that he is the master of singing. He manipulates the situation to his advantage, starts making profit by charging admission fees to the nightingale's concert. Ultimately, he succeeds in regaining his lost position when the nightingale dies. As he was a smooth talker, he brushes away the blame of nightingale's death by philosophizing it that "your song must be your own".

CHARACTER SKETCH OF THE NIGHTINGALE

She is portrayed as the innocent, naive, gullible, polite, unsure, timid, shy and nervous type. The taste of appreciation enhances her self-esteem making her gullible. With her extraordinary skills, she wins the hearts of the animals of the forest including the frog. However, the lack of confidence makes her a prey of the frog's trick. Trapped in the cruel circle of success, she pushes herself to a point of exhaustion. She gets addicted to her status and is unable to get out of the clutches of the frog. She tries to match the misguided criticism of the frog which results in her death.

POETIC DEVICES

1. Assonance: awn and awn
2. Alliteration: crass cacophony, mallard and milady, "Bingle Bog", "Dusk to Dawn"
3. Oxymoron: morning night
4. Enjambment: "ducks had swum and herons waded
to her as she serenaded"
"every day the frog who'd sold her
songs for silver tried to sold her"
5. Imagery: "shook her head and twitched her tail"
"Moonlight cold and pale"(creates a vivid picture)
6. Irony: The weaker and less talented frog ends up being successful, while the nightingale, who had exceptional talent fails miserably
7. Onomatopoeia: koo-oh-ah! ko-ash! ko-ash!
8. Antithesis: 'dusk' 'dawn', now then, up and down, sweet and bitter, 'morning' 'night'
9. Repetition: "far too nervous, far too tense. Far too prone to influence."
10. Metaphor: -"This is a fairy tale and you're Mozart in disguise" (comparison between two things without using like or as)
11. **Anaphora** – repetition of 'far too' in the start of line 3 and 4
12. **Transferred epithet** – 'And the crass cacophony Blared out from the sumac tree'
the whole admiring bog Stared towards the sumac

I] MULTIPLE CHOICE QUESTIONS

1. Where does the frog croak?
 - a. In the Bingle bog
 - b. From dusk to dawn
 - c. On the Sumac tree
 - d. On a toadstool
2. Why were the animals of the Bog dumbstruck?
 - a. the moon shone brightly
 - b. The nightingale sang melodiously
 - c. The frog sang very well.
 - d. all the animals came to the same place.
3. "Animals for miles around flocked towards the magic sound" What had made the sound magical?
 - a. skill and praise
 - b. art and fire
 - c. inspiration and skill
 - d. flattery and money
4. Which of the following do not indicate the nightingale's growing popularity?
 - a. Attendance by the aristocrats
 - b. The joy of the frog
 - c. The sale of tickets
 - d. The frog's reprimand
5. What is the main theme of the story?

- a. helping others in times of need
 - b. destroying one's talent for personal gain
 - c. making one rich to help others
 - d. none of the above.
6. The birds and beasts stopped coming to the concert because the nightingale's song....
- a. was always the same
 - b. was too loud
 - c. was uninspired
 - d. had no trills
7. What did the frog claim to be?
- a. A great teacher
 - b. The owner of the sumac tree
 - c. A publisher
 - d. The king of the Bog
8. In which weather does the nightingale not prefer to sing?
- a. sunny weather
 - b. rainy weather
 - c. winter
 - d. autumn
9. 'I don't think the song's divine But - oh - well - at least it's mine.'
What does the nightingale imply by the last line?
- a. She does not like the frog's songs
 - b. She sings from her heart
 - c. She wants him to train her
 - d. She is haughty
10. Many flocked to hear the nightingale's musical voice. Which one of the following are not one of those who came to hear the nightingale?
- (a) Earl of duck
 - (b) Coot of Monte Cristo
 - (c) **Raven of Salmon**
 - (d) Mallard and Milady Trent.

III] SHORT ANSWER QUESTIONS

1. Which are the different ways in which the frog asserts his importance?

2. Compare the reactions of the animals towards both the frog and the Nightingale.
3. What words has the poet used to convey his opinion about the frog's singing?
4. What aspect of society does the poet want to highlight through the poem?
5. Why did the frog 'blare unrivalled' after the death of the nightingale?
6. "Artists thrive and flourish due to the admiration of their fans." Do you think this statement proves true in case of the nightingale? Discuss.
7. How did the Frog break the nightingale's spirit and destroy her?
8. Do you agree with the Frog's inference of the Nightingale's character? Give reasons for your answer.

III] READ THE EXTRACT AND ANSWER THE QUESTIONS THAT FOLLOW:

1] Animals for miles around

Flocked towards the magic sound,
And the frog with great precision
Counted heads and charged admission.

- (a) Why did the animals rush towards the Bingle Bog?
- (b) Why did the frog count the heads with great precision?
- (c) How did the frog cash on the nightingale's success as a singer?
- (d) How was the frog associated with the nightingale?

2] Now the nightingale inspired,

Flushed with confidence, and fired With both art and adoration,
Sang – and was a huge sensation.
Animals for miles around Flocked towards the magic sound,
And the frog with great precision
Counted heads and charged admission.

- a. What made the nightingale become a huge sensation?
- b. What does the phrase, 'flushed with confidence' mean?
- c. Which quality of the frog is evident in this extract?
- d. Pick out a word which is the synonym of 'accuracy'.

3] Day-by-day the nightingale

Grew more sorrowful and pale.

Night on night her tired song zipped and trilled and bounced along.

- (a) Why did the nightingale grow sorrowful and pale ?
- (b) What did she perform at night ?
- (c) What is the poetic device used in the phrase 'tired song' ?
- (d) What quality of the nightingale is brought out through the above line?

IV] Long answer questions

1. The frog considers the nightingale stupid and brainless. Do you agree with the statement? Support your answer with reasons.
2. In this fast-paced world, simple beings like nightingale bear the brunt of the modern society. Keeping in mind the nightingale, attempt a character sketch of the nightingale that led to her doom.
3. 'The Frog and the Nightingale' is a symbolic poem. What lesson do you learn from it?

4. The frog, who was not at all talented, ruled in the end and the nightingale, who possessed the fineness and versatility of voice, died. Explain the irony of the statement, highlighting the values the frog should have possessed.
5. The Nightingale placed her blind trust in the Frog but he exploited her. With reference to the poem elaborate on the statement 'Betrayal always come from those whom you trust.'

VI VALUE BASED QUESTIONS

1. To some extent the nightingale was herself responsible for her downfall and death. With reference to the poem bring out the reality of life.
2. The poem, 'The Frog and the Nightingale' highlights the fact that lack of confidence can lead to disaster. Keeping this in mind, elaborate the statement: 'If you accept yourself, the whole world accepts you'.
3. **That's why I sing with panache Koo-oh -ah! ko- ash !ko-ash!"**
And the foghorn of the frog Blared unrivalled through the bog.
Write the significance of the statement said by the frog in 'The Frog and the Nightingale'.

ANSWER KEY

I] MULTIPLE CHOICE QUESTIONS

- 1 - a In the Bingle bog
- 2- b The nightingale sang melodiously
- 3- a. skill and praise
- 4 - d The frog's reprimand
- 5-b destroying one's talent for personal gain
- 6-c was uninspired
- 7 – b The owner of the sumac tree
- 8 –b rainy weather
- 9-b She sings from her heart
- 10 -c **Raven of Salmon**

II] Short answer questions

1. The frog asserts his importance by saying that he is the owner of that tree. He is famous for his splendid voice. He writes for the 'Bog trumpet'. He is a music trainer and critic like Mozart.
2. The creatures of the Bingle Bog loathed the frog's voice. They tried complaints and insults, stones and sticks and even prayers to stop the frog from singing but to no avail. However, the creatures admired and cheered the nightingale's singing.
3. The poet calls the frog's song as crass cacophony – insensitive to the other creatures living in the area. He also terms it as a Foghorn which is a loud unpleasant noise that warns ships against dangers in the waters.
4. The poet, gives us a message of the importance of self-confidence and moral courage in the poem - The 'Frog and the Nightingale'. The society has people like the frog and the nightingale. In the poem, The frog had confidence to sing though he received so many brickbats. Nothing could curb his determination to sing because he enjoyed it. In contrast the nightingale was out to please people and finally destroyed herself. Our self-image is often based on what others make us believe we are.
5. The frog had been singing in the bog despite criticism from all the creatures. With the arrival of the nightingale, he felt threatened. The frog sensed competition. So he forcibly becomes her tutor and mentor and strategically plans, not only to finish her career but also to end her life. He schemed to put the bird out of the way. and makes her practice and sing in rainy weather. Due to over practice, the nightingale bursts her vein and dies, and finally the frog happily goes back to singing.
6. Yes, the nightingale did get addicted to praise and fan-following. It is natural for any artist to look for fame and popularity because they not only thrive on it but also derive inspiration to perform better. The nightingale was no different. She did not enjoy singing when the residents of the bog stopped coming to listen to her concerts.
7. The frog wanted to be the undisputed king of Bingle Bog. He sang to his delight and could not stand any kind of rivalry. He is extremely passionate about his loud and unmusical voice and has an exaggerated opinion about himself. When the nightingale arrives, she mesmerises everyone with her politeness and musical voice. The frog senses competition. He makes her sing in rough weather, endlessly and advises

her to exert more and more. As a result, the nightingale succumbs to pressure and the frog emerges as the king of Bingle Bog again.

8. Yes, I agree with the Frog's inference of the Nightingale's character. She must have seen through the evil designs of the Frog and acted accordingly. But being innocent and simple-hearted, she didn't evaluate the Frog's tricks to wipe her out of Bingle Bog. She didn't know her own worth. Being vulnerable and submissive, she paid the price for her death.

III] Read the extract and answer the questions that follows:

1. a) The animals rushed towards the Bingle Bog to listen to the song of the nightingale.
- b) The frog was a greedy creature and he counted each creature to charge them for the tickets of the concert.
- c) The frog charged huge amount for the entry ticket for the nightingale's concerts.
- d) The frog considered himself to be the nightingale's mentor.

- 2 a) The melody and the charm of her song made the nightingale a huge sensation
- b) The phrase 'flushed with confidence' means 'excited with firm trust'.
- c) The frog is shrewd and clever, and knows how to get advantage of the situation.
- d) Precision.

- 3(a) She was constantly scolded and forced to sing.
- (b) She sang tired songs.
- (c) Transferred epithet.
- (d) innocent, naive, vulnerable

IV] Long answer questions

1. Though the frog called the nightingale stupid and brainless creature, a sensitive being cannot do so because the nightingale was simple not stupid. She lacked the clever ways of the world and was ignorant enough to see through the sly plans of the frog. But referring her to be a brainless creature would be an exaggeration. Every creature wants to be successful. If the nightingale had dreamt to be so, she was not stupid. It was because of her timid, meek and gullible nature that the frog calls her brainless and stupid.
2. There can be no denying of the fact that simple, honest and innocent people are misfits in the society of the present times. The nightingale was so humble, tender and simple that she could not enjoy the fruit of her success, the applause of the audience. It was snatched away by the cold, calculating villain, the frog. The poor nightingale was full of regard for her trainer, who exploited her thoroughly of her innocence and sold her song for silver. As she was very gullible and credulous, she could not understand why the frog made her practice excessively. She was scolded, humiliated to such an extent that she lost control on herself and died of bursting a vein. Such humble creatures have such pathetic fate in store for them that they are used and thrown away like discarded useless coins. So, the message that the poet wants to convey through the character of the nightingale is that simplicity, gentleness, meekness and submissiveness as characterised by her are the hallmarks of a person's character but these qualities need to be sheltered and protected with the defiant strength so that no sly creature of the world ever dares to overpower it.
3. For survival and success, one must have certain qualities. One must be able to protect one's interest as well as one's life. Credulous people are always misguided by others. Those people who lack confidence always suffer. It is absolutely true that our self-image is often based on what others make us believe what we have. The need of the time is that one must imbibe those qualities that can protect us from the conspiracy and exploiting attitude of the heartless and cunning people. There is no end of the avarice of such people. We ourselves will have to know how to protect our interests. Though the Nightingale was superior to the frog in many respects, the frog exploited her and even caused her death.
4. The frog, who was not at all talented, ruled in the end by dint of his cunningness and wickedness. He was jealous of the nightingale and hatched a plot to get rid of her. He was dismissive and condescending and treated the nightingale as a stupid creature. The irony in the statement is that the frog was the one who tried to teach the nightingale to sing differently. He did not let her song to be her own. On the other

hand, the nightingale was a meek and submissive creature who lacked confidence. Her gullibility and credulity made her an easy prey to the cunningness of the frog. Despite having the fineness and versatility of her voice, the nightingale met a fitting end as she was truly brainless. The frog philosophized that one's song must be one's own. One should realise his self-worth and should not think low of oneself.

5. **T**he Nightingale trusted the frog blindly. She never tried to verify whatsoever was boasted of by the frog. She regarded him Mozart and asked him to evaluate her song. But the frog was an epitome of avarice and evil. He was cunning, crafty and a shameless bully. The Nightingale never knew her virtues. She could not realise that she was far better than the frog. So, the crafty frog exploited her and caused her death. His blind avarice for earning made the Nightingale sing for long hours and tired her to death. So, it was indeed a betrayal of trust. In real life situation, we happen to see several examples of betrayal. Those who trust others blindly are considered foolish. Greedy people start making use of them as such people are considered to be so gentle and tolerant. So, the treacherous fellows betray such credulous and timid people easily in their own interest.

V] Value based questions

1. Though the nightingale's melodious voice has a great appeal and creatures from miles around come to listen to her beautiful voice still she has to face a painful death. There is a time in her life when she is applauded by titled crowd and the tree is bowed with the crowd of the audience. But her meek, submissive and ignorant nature brings her to the verge of downfall. Continuous scolding and reprimanding by the frog makes her subdued, sorrowful and dull to such an extent that she dies finally. The nightingale had talent but talent alone does not ensure success. The nightingale lacked self-confidence and that poor self-image led her to self-destruction.

2. "If you accept yourself, the whole world accepts you" teaches us that one should exercise one's reasoning without letting others lead us blindly. If one has self-confidence then one can win the whole world. Without self-confidence nobody can succeed in life. You can hold the infinity into your palm only if you have the confidence in you. In the context of the poem, the nightingale was herself responsible for her downfall and death, because she did not have faith in her ability and did not have the brains to realise her worth.

3. The frog was a highly cunning and opportunistic character. When he learns that the nightingale is dead, he tries to absolve himself of any responsibility. Therefore, he makes it clear that he did his best to instruct her. He called attention to the nightingale's flaws, including being very anxious and tense as well as submitting to someone else's influence too fast, which led to her terrible demise. The frog's foghorn once more echoed over the bog in this way.

MIND MAP



Vikram Seth is one of the most accomplished and exciting of contemporary writers. He has written volumes of poetry, a travel book, a verse novel, a libretto, the longest single-volume prose novel in the English language, and a collection of verse fables for children.



The frog was full of self-confidence. He croaked all night, much to the annoyance of the other animals in the forest, who were all tired of his incessant croaking and tried insulting him whenever he started singing.



The arrival of the nightingale and her singing provides the creatures in the bog a pleasant break who admire her sweet voice.

POETIC DEVICES

1. Assonance: awn and awn
2. Alliteration: crass cacophony, mallard and milady, "Bingle Bog", "Dusk to Dawn"
3. Oxymoron: morning night
4. Enjambment: "ducks had swum and herons waded to her as she serenaded" "every day the frog who'd sold her songs for silver tried to sold her"
5. Imagery: "shook her head and twitched her tail"
"Moonlight cold and pale"(creates a vivid picture)
6. Irony: The weaker and less talented frog ends up being successful, while the nightingale, who had exceptional talent fails miserably
7. Onomatopoeia: koo-oh-ah! ko-ash! ko-ash!
8. Antithesis: 'dusk' 'dawn', now then, up and down, sweet and bitter, 'morning' 'night'
9. Repetition: "far too nervous, far too tense. Far too prone to influence."
10. Metaphor: -"This is a fairy tale and you're Mozart in disguise" (comparison between two things without using like or as)
11. Anaphora – repetition of 'far too' in the start of line 3 and 4
12. Transferred epithet – 'And the crass cacophony Blared out from the sumac tree' the whole admiring bog Stared towards the sumac

The Nightingale was so brainless that she compares the frog to Mozart {Wolfgang Amadeus Mozart was a prolific and influential composer of the Classical era. He was born on January 27, 1756, in Salzburg, which is now in modern-day Austria}.

THEME

The sonnet, Not Marble, nor the Gilded Monuments brings out the futility of statues and ornate monuments raised by the rich and the powerful to immortalize themselves. The ravages of time on these monuments defeat the very purpose of building them and rob their architects of the pleasure of being remembered by the generations to come.

SUMMARY

The sonnet begins with powerful lines and draws the reader's attention to the significance and longevity of poems and the futility of marble and glittering monuments that fail the test of time. He further argues that while these monuments of the royal princes shall blacken, fall into disrepair and eventually perish, poetry will forever shine and spell the tale of the young.

The poet states that the proud statues that stand erect in the past glory will be desecrated through human wars, and the human battles will eventually destroy the mason's art and effort. Yet, neither war nor the will of the god of war can touch his sonnets; he reiterates his sonnets' importance and immortality; how poems are the 'living record of you'. Poets constant reference to 'you' symbolises either his friend or the youth whose memory he wishes to preserve through his work.

Here, Shakespeare's conviction and belief are strong and potent; he says neither death nor enmity will diminish the effect of his sonnets. He asserts that the poem will be praised through generations, till the very end of time – such is the power of his work.

The poet claims that his words will be an ode to his friend until the day of judgement. When the dead shall be resurrected, and God will judge all sinners on the final day, till then, people will read, cherish and honour the past through his sonnet.

POETIC DEVICES

- * **Allusion** – reference to 'Mars' – the God of war and 'Judgement' – the day of judgement.
- * **Alliteration** – 'when wasteful wars' – 'w' sound repeated, 'shall shine' – 'sh' sound repeated
- * **Personification** – 'Time' has been called a 'slut' and thus, personified. This poetry has been personified when called 'living record'.
- * **Repetition** – 'shall' and 'nor' repeated to create musical effect
- * **Epithet** – an adjective or adjectival phrase used to describe a distinctive quality of a person or thing. 'Sluttish' describes time, 'besmeared' describes statues, 'wasteful' describes wars.
- * **Imagery** – visual imagery is used in 'unswept stone, besmeared with sluttish time' as the reader can imagine statues which become ruins with the passage of time and 'When wasteful war shall statues overturn And broils root out the work of masonry' as the reader can imagine the destruction caused by wars.

MULTIPLE CHOICE QUESTIONS**1. What is the poet's tone in this poem?**

- i. despairing
- ii. optimistic
- iii. loving
- iv. admiring

2. Choose the most appropriate collocation for the word Doom ?

- i. imminent
- ii. unlikely
- iii. conscious of
- iv. avoidable

3. What does the poet mean by ‘the living record’ ?

- i. the sonnet the poet has written for his friend
- ii. an existing statue of his friend
- iii. his friend who lives in the poet’s memory
- iv. the autobiography of the poet’s friend

4. The poet addresses his sonnet to.....

- i. time
- ii. war
- iii. the person he loves
- iv. powerful rulers

5. The poem is set in

- i. The place where the poet meets his friend
- ii. a battlefield where Mars is fighting a battle
- iii. a city ravaged by war
- iv. the poet’s study where he is writing

6. The rich and powerful got ornate monuments made in order to

- i. show off their wealth
- ii. display their power
- iii. show their artistic talent
- iv. be remembered till posterity

7. The couplet in the sonnet reinforces the poet’s claim that his friend will.....

- i. rise out of his grave
- ii. be judged on the judgment day
- iii. be praised by ball
- iv. live through this poem

8. ‘wasteful wars’ which poetic device is used in this phrase?

- i. alliteration
- ii. repetition

iii. oxymoron

iv. simile

9 . ‘ And broils root out the work of masonry’ which poetic device is used in this line ?

i. personification

ii. repetition

iii. oxymoron

iv. simile

10. choose the word which is similar to ‘ enmity’ ?

i. friendship

ii. hatred

iii. golden

iv. generality

EXTRACT BASED QUESTIONS

Not marble , nor the gilded monuments

Of princes , shall outlive this powerful rhyme;

But you shall shine more bright in these contents

Than unswept stone , besmear’d with sluttish time

11. What will outshine the other ?

12. What will not outlive the powerful rhyme ?

13. find out the rhyme scheme of the stanza.

SHORT ANSWER QUESTIONS

14. Bring out the sum and substance of Shakespears’s sonnet ?

15. In what way is the poet stronger than powerful rulers ?

16. How will the living record of the memory remain according to the poet?

17. Why does the poet refer to war as ‘wasteful war’ ?

18. How will the poet’s friend and patron find a permanent place in the hearts of coming generations and lovers ?

19. How has the poet personified time ?

20. How does the poet pay tribute to friendship ?

21. Why does the poem refer to ‘Time’ as being sluttish ?

LONG ANSWER QUESTIONS

22. How has 'poetry' been glorified by the poet, in the poem, "Not Marble, nor the Gilded monuments", Explain?
23. What message does the poet wish to convey through his poem "Not Marble, nor the Gilded monuments"?
24. Shakespeare, in this poem talks about two destructive forces. What are those and how does he manage to save his love from their clutches?
25. Comment on the theme of the poem "Not Marble, nor the Gilded monuments".
26. Materialistic things don't really last. What matters most are the people we care about and the values we live with. Explain.

ANSWER KEY

MULTIPLE CHOICE QUESTIONS

1. ii. optimistic
2. i. imminent
3. i. the sonnet the poet has written for his friend
4. iii. the person he loves
5. iv. the poet's study where he is writing
6. iv. be remembered till posterity
7. iv. live through this poem
8. i. alliteration
9. i. personification
10. ii. hatred

EXTRACT BASED QUESTIONS

11. The words of this powerful poem written in praise of his friend will outshine other.
12. The monuments built to immortalise will not outlive rhyme.
13. rhyme scheme – a b a b

SHORT ANSWER QUESTIONS

14. In this poem, the poet pays tribute to the quality of his verses also the intensity of his love for his friend. The poet is confident that his verses will continue to be read for ever.
15. The creation of powerful rulers like statues and monuments are destroyed by time but the poet is more powerful than these rulers because time cannot destroy his creation i.e. his poetry.
16. Living record will not be washed away as it is in the form of poetry while all the other things will be destroyed.
17. Shakespeare refers to war as destructive force. He is here describing war destroying stone structures, which relates back to the 'marble' and 'gilded monuments' that likewise do not last.

18. Poetry will outlive mankind . It will not be ravaged by time. This poem will immortalize his friend .He will stay in the eyes of lovers till doomsday.

19. The poet has personified time as a slut or a loose character woman. Time is never the same for a person. Even very great men are forgotten with the passage of time.

20. The poet pays tribute to friendship by writing a poem for his friend. The poem will be the living record of his friend's memory.

21. The personification of time as a slut or a loose character woman is quite significant. As a slut is not faithful to anyone man, in the same way time also keeps changing for people. It never remains the same.

LONG ANSWER QUESTIONS

22. In the poem '**Not Marble, nor the Gilded monuments**' , the poet '**William Shakespeare**' glorified poetry as poetry makes a man immortal which cannot be done by any other thing. Statues and monuments erected in the remembrance of kings and rulers get destroyed by time. But his poem will outlive all these and will be a written record. It will immortalise his friend. No force of nature can outdo it.

The poet glorifies the power of the poetry in an attractive manner. He shows his faith in his poetry and describes that time and death can not destroy it .The beauty of his poetry is more than that of the statue and gilded monuments of princes.

The poet feels that neither the blade of Mars nor sluttish time pose a threat to either his poem or his dear friend. His poem will endure all the effects of time, and his friend will be more radiant than the princes' gilded monuments. Mars or his "quick fire" won't be able to destroy the poetry in which the poet has immortalised his friend since it is a live record.

23. In the poem '**Not Marble, nor the Gilded monuments**' , the poet '**William Shakespeare**' tries to convey the message that nothing in this world can outlive his poetic verses, be it marble or the monuments, that are covered with gold. The monuments wear away with the passage of time but his poetry written for his friend, will live longer than the stone monument which has been left uncared for.

The poet has contrasted his verses with the ravages of time on monuments. The fighting, wars all overturn the monuments. They get demolished forever and everybody forgets about them after sometime. But neither Mars, the god of war, nor fire can erase the written memory of his friend's life. It will continue even after his death. The future generations will also admire him and he will live in the hearts of people till the doomsday, i.e., the day of the last judgement.

24. In the poem '**Not Marble, nor the Gilded monuments**' , the poet '**William Shakespeare**' deals with the idea that his friend, his love will be made immortal in these verses, though everything else will be lost through war, "sluttish" time, or other violent forces.

The two devastating powers mentioned by the poet in this poem are time and war. His sonnet's first quatrain is devoted to the subject of the harm caused by the passage of time. The poet claims that the 'sluttish time' has soiled and neglected the previously praised and well-known durable marbled and gilded monuments of monarchs. He continues by discussing yet another destroyer called war in the second quatrain. Over the years, these conflicts have destroyed enormous sculptures and enormous "works of masonry."

However, the poet feels at ease when he becomes sure that neither the blade of Mars nor sluttish time pose a threat to either his poem or his dear friend. His poem will endure all the effects of time, and his

friend will be more radiant than the princes' gilded monuments. Mars or his "quick fire" won't be able to destroy the poetry in which the poet has immortalised his friend since it is a live record.

25. In the poem '**Not Marble, nor the Gilded monuments**', the poet '**William Shakespeare**' deals with the idea that his friend, his love will be made immortal in these verses, though everything else will be lost through war, "sluttish" time, or other violent forces. Shakespeare considers poetry as superior, and the only assurance of immortality in this world, but lowers this particular sonnet itself as being unworthy of his friend. As a result, his central message is that everything will perish and be forgotten, but for the friend, who will be remembered and appreciated forever due to the immortality of these verses. This, he proves by comparing his verse with marbled, gilded monuments of the princes. However, neither time nor any other form of annihilation can lessen the impact of his "powerful rhyme," which has been glowing in honour of his companion for centuries.

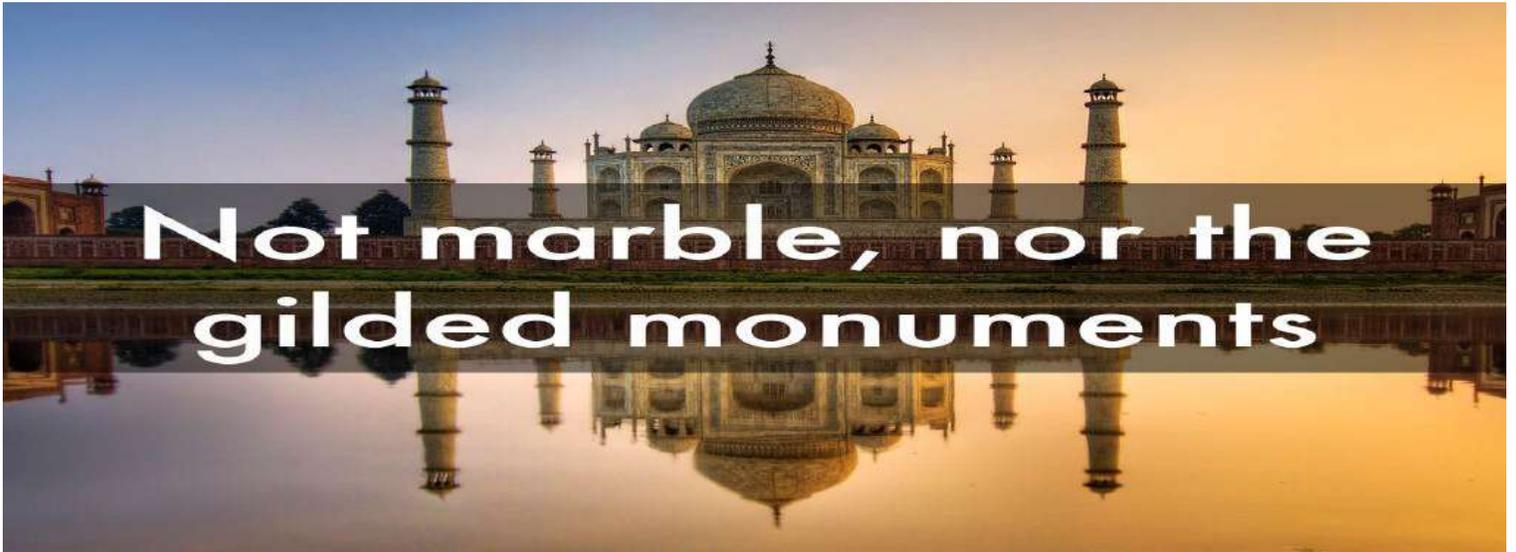
His assurance that death or any other kind of animosity will not cause his friend sorrow as he shall stride forth to be remembered till posterity until the 'day of Last Judgement' is a clear indication of how much he loves his friend. In this way, the poet immortalises his friend in his poetry for all time.

26. In the poem '**Not Marble, nor the Gilded monuments**', the poet '**William Shakespeare**' is talking about the futility of statues and ornate monuments raised by the rich and the powerful to immortalize themselves. The ravages of time on these monuments defeat the very purpose of building them and rob their architects of the pleasure of being remembered by the generations to come .

It is a well known truth that materialistic things don't really last. All signs of worldly power, glory and grandeur fade away with the passage of time. Kings and princes got their monuments erected so as to be remembered by the future generation. But all gold plated monuments, memorials and statues fall to utter neglect, decay and deterioration. They all meet the dust as they fail to outlive the ravages of time. In stark contrast to this are our relationships. They are immortal. They don't get destroyed by time. Rather they get strengthened with the passage of time. The poet is also of the opinion that riches don't matter much in this world. What is more valuable is his love for his friend. Their love would live longer than any man-made monuments. Neither death nor war will be able to destroy his memory. Hence, it is our love and relationship which matters more in this world. All other things come to an end one day.

.....

MIND MAP



By William Shakespeare

ABOUT THE POET

William Shakespeare was an English Poet, playwright, and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist. He is considered as the father of English Literature

THEME

The sonnet, Not Marble, nor the Gilded Monuments brings out the futility of statues and ornate monuments raised by the rich and the powerful to immortalize themselves. The ravages of time on these monuments defeat the very purpose of building them and rob their architects of the pleasure of being remembered by the generations to come.

GIST It tells about the limitations of worldly glory and grandeur (impressiveness) All the great monuments, memorials and statues erected by princes, rulers and the rich to perpetuate (maintain) their memory are subject to decay, destruction and deterioration. (failure) The ravages of time and the agents of destruction destroy and damage all such monuments and memorials. Only the powerful rhyme of the poet and great poetry will survive the ravages (destruction) of time. Through the written words of this poem, the poet will immortalize the memory of his friend till the day of the Last Judgment.

VALUES The sonnet, Not Marble, nor the Gilded Monuments brings out the futility of statues and ornate monuments raised by the rich and the powerful to immortalize themselves.

POETRY 3. OZYMANDIAS (By P.B. SHELLEY)

INTRODUCTION

Ozymandias is a sonnet written by the English Romantic poet Percy Bysshe Shelley (1792–1822). The poem explores the worldly fate of history and the ravages of time: even the greatest men and the empires they forge are impermanent, their legacies fated to decay into oblivion. Shelley wrote "Ozymandias" as a competition with his friend, Horace Smith. Both men were likely inspired by a statue of Ramses II that was displayed at the British Museum.

SUMMARY

"Ozymandias" is a sonnet by Romantic writer Percy Bysshe Shelley. The poem is about a traveller who tells the speaker of the poem about a mostly destroyed statue that he found in the desert. The traveller begins by describing the statue's legs, which are the only part still standing. He goes on to describe the face of the statue, which seems almost sad, as though Ozymandias knows that his empire has fallen. The poem is an exploration of the impermanence of empire: no matter how great Ozymandias once was, his works have largely been destroyed or forgotten. Shelley suggests that what really stands the test of time is art; his poem will still be read and copied long after his death, because it is not subject to the ravages of nature and is much more easily preserved.

CHARACTER SKETCH OF OZYMANDIAS

Ozymandias was arrogant, conceited, and egoist. He behaved condescendingly with others. He wanted everyone to bow, fawn, and obey his orders. He made everyone believe if they did not act according to his will or command, he could have them punished. He must have been high-handed and arrogant of his power, wealth, and valour. He must have thought nobody could defeat him. He won many wars against his adversaries also. He got his statues built throughout his kingdom so that people would look at his works and shudder. However, his glory lasted only a few years. He became old, weak, and finally died. Shelley makes usage of cacophonous alliteration to present the power Ozymandias once had, 'cold command' and 'King of Kings', these suggest Ozymandias was a stern and authoritative ruler. 'King of kings' also alludes to divine power as Ozymandias believed himself to be as or more omnipotent than God.

THEME

The theme of 'Ozymandias' is clear and vivid. The poem highlights the vanity of human glory and power. The sand has literally covered over Ozymandias' statue; the figurative "sands of time" have covered over Ozymandias' memory. It shows that everything comes from the earth and everything will return to it.

The poem comprises the emotions of a traveler who imagines the story of the ruins of a statue in a desert. The traveler expresses that the statue was broken; two legs were standing without a body, and the head was half sunk in the sand. He also explains the expressions of the statue, such as the "frown" and "sneer of cold command," which indicates that the sculptor has made the statue speak for itself. The lifeless statue has the name Ozymandias, the kings of kings, on its pedestal. The name indicates the readers to look at the massive statue of the mighty king, but the ruined state means that nothing remains after one's death, even if he is a king. It shows the keen observation of the traveler on the one hand and the artistic skills of a sculptor on the other.

- (b) one should recognize the power of time
- (c) pride and cold command take one nowhere
- (d) pride hath a fall.

10. How did the human face look?

- (a) broken and shattered
- (b) half sunk
- (c) in pieces
- (d) separate from

SHORT ANSWER QUESTIONS

- 1) What was written on the pedestal of the statue? What does it indicate?
- 2) What message does the poet want to convey?
3. "The hand that mocked them, and the heart that fed". Whose hand and heart are referred to in this line? Why?
4. Bring out the irony in the poem, 'Ozymandias'.
5. "Nothing beside remains". What does the narrator mean when he says these words?
6. What do the inscriptions about Ozymandias on the pedestal reveal about him?
7. What impression do you form of the sculptor who created the statue of Ozymandias?
8. My name is Ozymandias, king of kings". Why does Ozymandias refer to himself as king of kings?

EXTRACT BASED QUESTIONS

Read the following extract and answer the questions that follow:

*A. I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies.*

- (i) Whom did the poet meet?**
- (ii) Where was he coming from?**
- (iii) What did he see there?**
- (iv) Find a word from the given extract that means the same as “the manifestation, image, or aspect of something.”**

*B. Whose frown,
And wrinkled lip, and sneer of cold command
Tell that its sculptor well those passions read*

- (i) Whose face lies on the sand?**
- (ii) What sort of expression did the face have?**
- (iii) Who understood the emotions well?**
- (iv) Find words in the given extract which convey that King Ozymandias was arrogant, conceited, and egoist.**

*C. Which yet survive stamped on these lifeless things.
The hand that mocked them and the heart that fed;*

- (i) Find a word in the given extract which means the same as “impress a pattern or mark”**
- (ii) Whose hands mocked them?**
- (iii) Whose expressions are carved on these lifeless things?**
- (iv) What message is conveyed through these lines?**

LONG ANSWER QUESTIONS

1. Bring out the irony in the words, "My name is Ozymandias, king of kings, Look on my works, ye mighty, and despair!" as inscribed on the pedestal of the statue. What lesson does this irony teach us?
2. Describe how Shelley brings out the futility of power and riches in the poem, 'Ozymandias'.

VALUE BASED QUESTIONS

1. Time brings the greatest of the great to their knees. How is this true of King Ozymandias?
2. "The poem, 'Ozymandias' illustrates the vanity of human greatness." Comment.
3. The lesson we can learn from 'Ozymandias' is that the ravages of time spare none and reduce all worldly power, pelf and glory to dust. Describe the main idea developed in the sonnet by P. B. Shelley and the message that he wants to convey through 'Ozymandias'.

ANSWER KEY

MCQ's

1. (c) when the traveller was coming from the ancient land
2. (b) Time had claimed it.
3. (b) his sneer of cold command
4. (a) that he was a great sculptor
5. (c) sculptor's
6. (c) passions of the king
7. (b) despair of the king and repentance of his pride
8. b) pride, arrogance and contempt lead one nowhere
9. (d) pride hath a fall.
10. (b) half sunk

SHORT ANSWER QUESTIONS

1. Ans. On the pedestal, it was written, 'My name is Ozymandias, king of kings'. The inscription is a brief description of the man whose statue it was. The man was drunk with power and strength. He was also boastful of his achievements and even challenged the mighty and powerful people of the world to look upon his achievements. They would be lost in despair to see his achievements in comparison to theirs.
2. Ans. The poet conveys a definite message through this poem to humanity that one day or the other, one's power and glory will be ravaged by time. Even the mighty and the powerful cannot escape. Time does not make any discrimination between a king and a beggar.
3. Ans. The 'hand' refers to the sculptor's hand and the 'heart' refers to that of King Ozymandias. Thus statue made by the sculptor seemed to be mocking at the king's self obsession and passion.
4. Ans: The statue that was to perpetuate Ozymandias memory, his glory and grandeur lies broken into pieces on the sand in the desert. Nothing remained except the boundless and fare sand.
5. Ans. He means that ravages of time spare no one. All power, authority and glory is reduced to dust with the passage of time. Its only art that outlives worldly power and glory.
6. Ans. Ozymandias was boastful, arrogant and held everyone else in contempt. He refers to himself as "King of Kings" and feels that other Kings/people would despair looking at his superior works.
7. Ans. He was a good artist and he could bring out the expressions in stones. He is a good judge and great philosopher too as he understood the irony of life and law of nature.
8. Ans. He wanted to have a huge statue erected to show his prosperity. He is slightly proud of his power, position, and achievements.

EXTRAXCT BASED QUESTIONS

Read the following extract and answer the questions that follow:

A. (i) **Ans-** The poet met a traveller.

(ii) **Ans-** The traveller came back from an ancient land.

(iii) **Ans-** The traveller saw the ruins of a huge statue.

(iv) **Ans-** Visage

B. (i) **Ans-** King Ozymandias's face lies on the sand.

(ii) **Ans-** The face had the harsh expression of a strong leader who must have been quite brutal and appeared to be rather haughty.

(iii) **Ans-** The sculptor understood well the emotions or passions of the statue's subject.

(iv) **Ans-** Sneer of cold command

C. (i) **Ans-** Stamped

(ii) **Ans-** These were the hands of the sculptor who had so expertly chiselled and accentuated the contempt and brutality of a haughty ruler.

(iii) **Ans-** King Ozymandias's expressions are carved on these lifeless things.

(iv) **Ans-** The message conveyed here is: Ravages of time spares none. It highlights the variety of human grandeur and power that is reduced to dust.

LONG ANSWER QUESTIONS

1. Answer:

Ozymandias, a powerful king of Egypt, was proud of his glory and achievements. He got a statue built in his name and tried to get himself immortalised. But the statue couldn't withstand the powerful influence of time and with the passage of time it was destroyed. The statue lay broken in the lonely sands symbolising that time is all powerful, Everything in this life is ephemeral and transient. Nothing stays forever. Everything in this world decays with time. The poem highlights the vanity of human glory and power.

2. Answer:

The icy hands of time leave none. Nothing is more powerful than time. Our glory, grandeur and power are only a nine days' wonder. Ozymandias was ruthless and he had hatred and cold command. He demonstrated pride and sneer. The great sculptor of his time also carved out the emotions of Ozymandias on the face of his statue. 'The wrinkled lip' and 'sneer of cold command' say that he was drunk with pelf, power and authority. In the course of time all the pelf and power dwindled to nothingness. The statue of Ozymandias was spilled all around the desert in a very bad state. The sands symbolising death and extinction had engulfed it. All the power and riches had become futile. Time had swallowed them fully. Whatsoever he got carved on the pedestal of his statue could not stand against perpetually powerful swords of time. Ozymandias displays his lamentation and regret.

VALUE BASED QUESTIONS

1. Answer:

P.B. Shelley wrote the sonnet titled Ozymandias. It communicates the message that human greatness and glory are transient. The monuments and statues erected by the rulers to preserve their name and reputation are destroyed over time. The poem therefore illustrates the vainness and transience of human grandeur and greatness. A renowned Egyptian king, Ozymandias created the monument in order to preserve his renown and name. His power and majesty faded with the passing of time.

A traveller from Egypt discovers the king Ozymandias statue that is shattered. He discovers the statue's two enormous, trunkless legs on a platform in a desert. The broke statue's face is nearby, partially buried. He observes the statue's haughty attitude and sense of superiority. The king's emotions were captured on the statue's face by the artist's hand. The following words were written on the pedestal: My name is Ozymandias, king of kings' The lines show that even though Ozymandias was a king of kings, he was unaware that human hubris and pride do not endure for very long and that time eventually drags even the best of the great to their knees. Death is a sure leveler

Q.2. Answer:

The theme of 'Ozymandias' is clear and vivid. No human emotions, haughtiness, jeer, pride or arrogance, assure immortality and durability against the all powerful time and nature. The poem highlights the vanity of human glory and power. Everything in the world perishes with the passage of time and under the powerful influence of the elements of nature. Even the mightiest of the mighty become one with the dust.

No trace of them is left on the sands of time. Ozymandias, a powerful king of Egypt was proud of his glory and achievements. He desired to immortalize his name and got a statue built. But nothing could stand against the time and powerful elements of nature. The broken statue symbolises the destruction caused by time. The sands, lone, boundless and bare symbolise the power of the elements of nature.

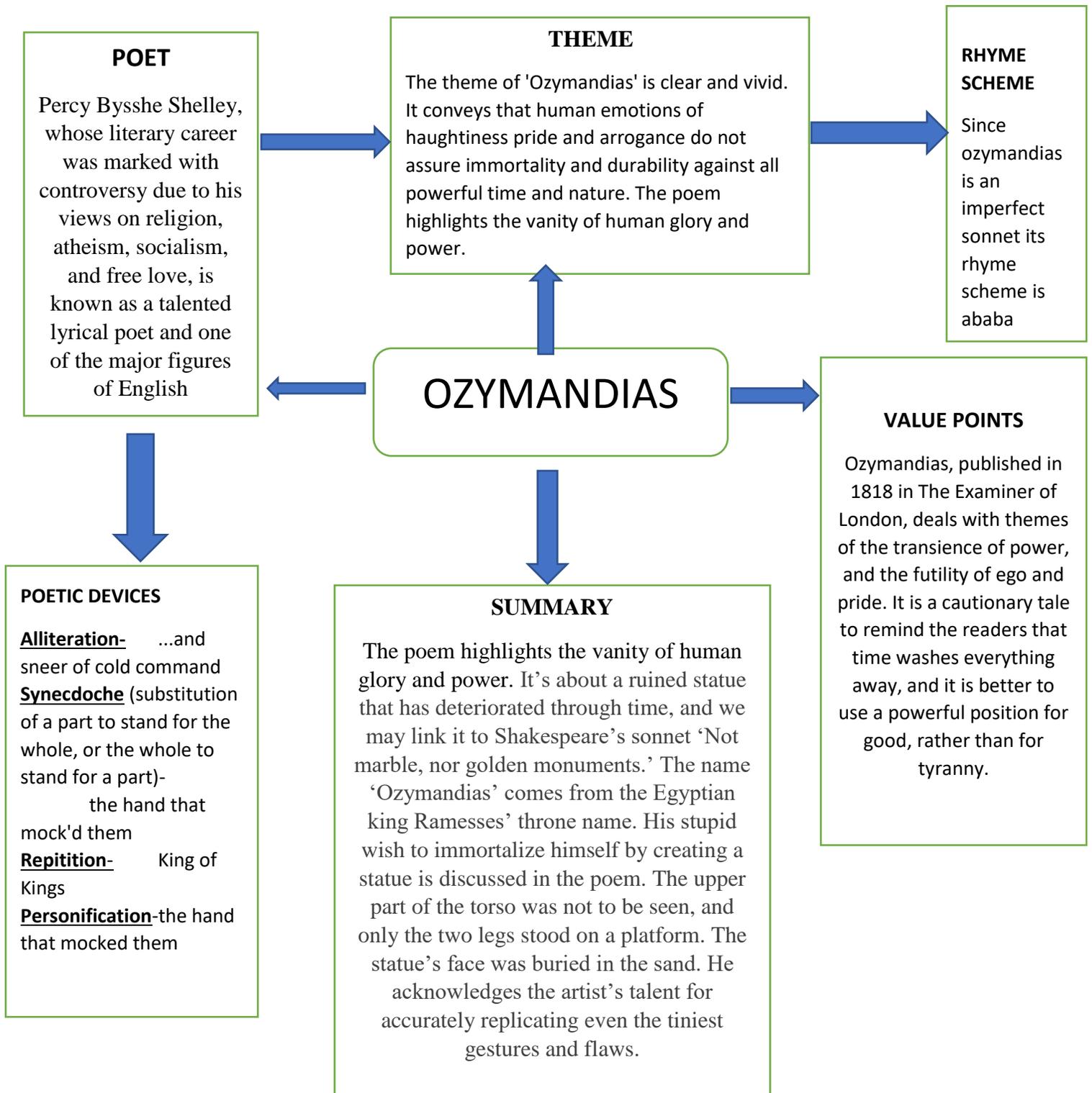
Q.3 Answer:

'Ozymandias' is one of the most famous sonnets written by Shelley. The main idea is developed in the fourteen lines of the sonnet systematically. In the octave, the poet describes how he met a traveller who came from an ancient land. Then he describes what the traveller saw there. He saw two huge trunkless legs of stone standing in the sand. Near them lay a shattered face half-buried in the sand.

There were signs of contempt and 'cold command' on the face of the statue. The man was haughty, arrogant and authoritative. The workmanship of the sculptor was of quite a high quality. It seems he had well read the passions arising in the heart of the person before stamping them exactly as they were on the stone.

Shelley concludes the message in the sestet of the sonnet. The message is very clear. Time is all-powerful and spares none. All worldly power, pelf, glory and grandeur are just a nine-day wonder. Ozymandias used to call him 'the king of kings'. He was mighty, proud of his wonderful feats and achievements. He thought himself a demi-god. But the ravages of time reduced Ozymandia's attempt to outlive the posterity to dust. His broken statue and shattered face lie half buried in the sand. Nothing else has remained but only boundless and bare sand all around the shattered statue.

MINDMAP



POETRY 4. THE RIME OF THE ANCIENT MARINER

By SAMUEL TAYLOR COLERIDGE

- ◆ Written by Samuel Taylor Coleridge
- ◆ First poem in Lyrical Ballads
- ◆ Written in the form of a Ballad
- ◆ Divided in :7 Parts
- ◆ Inspired by: Captain James Cook's exploration Journeys
- ◆ Main idea of the poem: Honor and respect all living things
A thoughtless bad act can have lasting repercussions
- ◆ Disaster mentioned in the poem: Ship is becalmed and sailors die of thirst

GIST

Samuel Taylor Coleridge's "The Rime of the Ancient Mariner" is about a man on a voyage by ship, who in one impulsive and heinous act, changes the course of his life – and death. The Mariner faces an inner struggle over the crime he has committed, and must understand his actions and perform his penance. He must also learn to abandon his negative views and openly accept all of God's creatures. The voyage now becomes a journey of learning important lessons in accountability, acceptance, forgiveness, and repentance.

After the Mariner kills the Albatross, it is hung around his neck so he can understand the seriousness of his act, but he is incapable of realizing the full implications at this time. The bird was of no danger to the Mariner or the men on the ship, and in fact, was a spiritual guide to safeguard the crew on their excursion. The murder was committed on a whim, with no forethought about the act or the repercussions.

CHARACTER SKETCH

◆ THE ANCIENT MARINER

The Mariner was once a sailor, part of a crew of a sailing ship. During a sea voyage he, along with the ship, is stranded in the ice of the South Pole. It is only when an Albatross appears that the ice breaks and the ship is freed. The Mariner befriends the bird—it comes at his call. But then, for some unknown reason, he shoots and kills the Albatross. By killing the innocent creature, he sets in motion a string of horrors. His crew dies, but he lives on with his sin. It is only when he accepts that the bird was part of God's great creation that he is partially absolved of his sin. But his penance is not done even with that realization. He must tell his story far and wide before moving on again. He is compelled into an act of confession by a supernatural force that even decides who he should tell the tale to.

◆ WEDDING GUEST

The Wedding Guest is one of three people on their way to a wedding reception and is in a hurry to attend the festivities. He is next of kin to the bridegroom. He attempts to get away from the Mariner several times

but Mariner's compels him to sit and listen to the entirety of his story. At several points during the Mariner's tale, he interjects to ask questions and to comment on the Mariner's expression. He is deeply affected by the Mariner and what he has to tell him, despite being unwilling to listen at first. When the Mariner offers his moral, the Wedding Guest doesn't even go to the festivities; instead, he returns home to think on what the Mariner told him. He awakes the next morning greatly changed by the experience.

◆ POETRY DEVICES

ALLITERATION

- By the long grey beard and glittering eye
.furrow followed free
- down dropt the breeze, the sails dropt down

METAPHORS

- Merry Minstrelsy • Vespers Nine
- snowy clefts

REPETITION

- glittering eye • ice was here etc.
- bright-eyed Mariner • water, water

PERSONIFICATION

- * Sun – is personified as a Man
- * Storm – is also personified as a Man
- * Blast – also as a Bird (“overtaking wing”)

SIMILES

- * Like a three year old child – wedding guest
- * Red as a rose – the Bride
- * As who pursued with yell and blow – the ship
- * Like noises in a sound – Thundering and growling sounds
- * As idle as a painted ship – ship as if it is painted

THEME

The Rime of the Ancient Mariner” explores several themes including the consequences of sin and guilt, the supernatural, the power of nature and the redemption and salvation of the soul. The poem also delves into the themes of isolation, penance, and the interconnections of all living beings. These themes are woven into the narrative of the mariner's harrowing journey and his spiritual awakening.

◆ **MULTIPLE CHOICE QUESTIONS**

Read the following and write the most appropriate option from the ones given to you.

1. Whom does the ancient mariner stop to tell his tale?

- (a) a young man on his way to a wedding
- (b) a young man about to get married
- (c) an old sailor returning from a voyage
- (d) a religious hermit aboard a small boat

2. He cannot choose but hear' means

- (a) the mariner was forced to hear the story of the wedding guest
- (b) the wedding guest was forced to hear the story of the mariner
- (c) The mariner had the choice of not listening to the story of the wedding guest
- (d) The wedding guest had the choice of not listening to the story of the mariner

3. 'The sun came up upon the left, /Out came he' This line tells us that the ship

- (a) was moving in the northern direction
- (b) was moving eastwards
- (c) was moving in the western direction
- (d) was moving towards the south

4. The mariner shoots the albatross with a.....

- (a) canon
- (b) crossbow
- (c) bow
- (d) musket

5. It perched for vespers nine' means

- (a) the ship stopped sailing at nine O'clock everyday
- (b) the albatross would appear at a fixed time everyday
- (c) the albatross would sit on the sail or the mast everyday
- (d) the albatross would appear at irregular time everyday

6. What does the albatross symbolize when hung about the mariner's neck?

- (a) the crew
- (b) death
- (c) all birds
- (d) guilt

7. Which of the following does not describe the ancient mariner?

- (a) with a crazed look in his eye

(iii) Name the poetic device that helps to create the effect of sound words.

- (a) Imagery
- (b) Transferred epithet
- (c) Alliteration
- (d) Onomatopoeia

(iv) Describe the atmosphere created by being trapped by ice

- a) strangeness
- (b) horror and loneliness
- (c) isolation and hope
- (d) defeat and hopelessness

ANSWERS: (i) (b) (ii) (c) (iii) (d) (iv) (d)

2 At length did cross an Albatross,

Through the fog it came,

As if it had been a 'Christian soul'

We hailed it in God's name.

(i) How is the coming of the albatross favourable?

- (a) It relieves the sailors of boredom
- (b) It is good-looking
- (c) They wish to pet him
- (d) It brings south wind to help the ship to move

(ii) Why was the albatross called 'A Christian soul'?

- (a) Christianity teaches charity
- (b) They wish to show compassion like true Christians
- (c) The bird brought new hope like Lord Jesus
- (d) The bird was very gentle

(iii) What reception does the albatross receive?

- (a) It angers the mariners
- (b) It is welcomed as a blessing
- (c) It is driven away
- (d) It is beaten up

ANSWERS: (i) (d) (ii) c (iii) (b)

3 Water, water everywhere

And all the boards did shrink;

Water, water everywhere

Nor any drop to drink

(i) The repetition of the word, 'water' in the above lines conveys

- (a) the ship was in water
- (b) the water was saline
- (c) the ship was sinking in the water
- (d) there was a large volume of water surrounding them

(ii) At this point of time, the sailors yearned to

- (a) drink water
- (b) repent
- (b) return home
- (d) move forward

(iii) The irony in the above line is that

- (a) there is water everywhere yet sailors can't swim ashore.
- (b) there is water everywhere yet sailors can't drink it.
- (c) there are slimy creatures all around.
- (d) the sea had started rolling.

ANSWERS: (i) (d) (ii) (a) (iii) (b)

◆ SHORT ANSWER QUESTIONS

1. Why is the albatross greeted like a 'Christian soul'? What relationship is forged between the albatross and the crew of the ship?

Ans : The albatross is welcomed as a good omen, like the grace of Lord Jesus. The sailors are very happy to welcome and feed him for he is the only sign of life that they have seen. Its arrival also coincides with the blowing of the south-wind, which makes the ship sail. The bird is great company for all the sailors. It fills the crew with luck and hope. That is why the bird is called 'a Christian soul'.

2. What situation did the mariners face in the land of snow and ice?

Ans : The ship is cheered and the journey begins on an optimistic note. But soon the ship is caught in a violent storm and trapped. It is tossed on high waves and the sailors have great difficulty in controlling it under the effect of the stormy blast, the ship is driven to the south, which is the land of snow and mist and wondrously cold. There are no men, no sign of life. All they see is ice and ice around them.

3. Describe the encounter between the ancient mariner and the wedding guest. How does the wedding guest react?

Ans : The Wedding Guest is forcibly detained by the mariner, who is in no mood to listen to his tale of 'woe' and misery. The Wedding Guest calls the mariner crazy and mad but the mariner holds the guest's hand tightly. The wedding begins and the guest beats his breast but the glittering eyes of the mariner mesmerise him. Later the guest is also involved in this extraordinary story and by the strangeness of the mariner.

4. What happened when the ship sailed into the silent sea?

Ans : The ship was moving calmly and smoothly and they came across the silent sea. The wind stopped blowing, the sails dropped. There was an eerie silence broken only by the talk of the sailors. The sky looked like heated copper. The sun looked red hot like blood. The ship did not move at all and remained stuck like a picture of a ship.

5. ‘Though the consequences of sin are equally borne by the crew, it is the ancient mariner alone, who has to face the brunt of punishment.’ How? OR Why did the fellow mariners hang the albatross around the mariner’s neck?

Ans : The albatross was shot dead for no reason by the ancient mariner. The bird had been hailed, loved and welcomed. So to punish the mariner, the dead albatross is hung around his neck as a sign of eternal damnation. Later due to problems, the bird is cursed. Basically the sailors are fickle-minded who are hasty in punishment, though they also become party to the sin and suffer evil consequences.

6. Justify the title of the poem ‘Rime of the Ancient Mariner.’

Ans : ‘Rime’ means ‘Rhyme’, a poem or a song. Ancient means old, strange or something pertaining to far-off times. The poem has some references to outdated beliefs and practices. The poet has also used some archaic words to make the poem look ancient. The poem deals with the tale of the ancient mariner and all the actions, description relate to the ancient mariner’s tale.

7. The sailors are fickle-minded. Justify the statement with reference to the poem.

Ans : The sailors are very fickle-minded. First they welcomed the albatross and considered him as a blessing and a good omen, which had caused the ice to split and the breeze to blow. Later they think that the albatross was responsible for the coming of fog and mist.

8. What crime had the mariner committed and how did it prove hellish?

Ans : The ancient mariner had wantonly killed the innocent Albatross who had brought new hopes for the mariners. Killing of the bird proved to be hellish for him because the bird has been described as a ‘Christian soul’ which was the harbinger of happiness for the marine struck in the silent sea.

◆ LONG ANSWER TYPE QUESTIONS

1. What is the dramatic significance of the role of the albatross in the poem ‘The Rime of the Ancient Mariner’?

Ans: The albatross is the main pivot on which the whole poem hangs. The poem is an exploration of evil, both that of men and nature and of salvation. The whole poem is based on the christian concept of sin, its punishment and redemption. The albatross is seen as a friendly spirit, a symbol of God’s favour, bringing good results. When the mariner kills the albatross, he taints himself with sin and loses connection with God. By destroying God’s creature, the mariner is exposed to the darker aspects of God. The albatross also exposes the fickle-minded nature of the sailors. In the end, when the mariner prays, albatross, a symbol of sin falls from him. The mariner is full of God’s grace. So the albatross is an instrument to expose the mariner’s sin and its redemption.

2. Whom did the mariners hold responsible for their misery? Was it correct to do so?

Ans : When the ancient mariner kills the albatross, the sailors are frightened that great evil will befall them. Killing a bird who brought the south wind and was great company, hurts the sailors very badly. But when no punishment follows the sin, the weather improves and the ship makes great advancement, the sailors change their opinion. But soon punishment follows, nemesis strikes them. The ship gets stuck in the silent sea and cannot move at all for days altogether. Then they undergo spells of thirst and parched

throats. They are plagued by the polar spirit for killing the albatross. So they blame the mariner because it is their nature. They are too fickle-minded and have 'herd-mentality'.

3. Under which circumstances is the Wedding-Guest detained and held by the ancient mariner. What is the reaction of the wedding guest?

Or

Why did the Ancient Mariner not let the guest go and attend the wedding?

Ans. The ancient mariner is tortured and is emotionally wrecked. The burden of the sin and the guilt of killing the albatross is too heavy for the ancient mariner to carry. He has no rest or peace of mind. He is advised by a hermit to tell this story to someone, so that the torment he is suffering, the ache he is feeling, is reduced. The mariner goes from village to village but no one is ready to listen to his story. He finds a wedding guest and narrates the story to him. Narrating the story soothes him, lifts the burden off his soul and restores him to normalcy. The Wedding guest is awed and mesmerised by the mariner but he is angry at having missed the wedding festivities. However, he learns a valuable lesson, "He prayeth best, who loveth best"

4. 'The Rime of the Ancient Mariner' is a first person narration of the story. Do you think this technique adds to its effectiveness?

Ans : The first-person narration is very effective in the poem. It not only creates more interest but also serves as an authentic narration. The story told by the mariner creates a personal interest, since it happened to him only. His direct involvement can be seen and how effectively the course of events effected him. The first person narration also gives a direct view of the character of the person, who is telling the story. So we get a clear view of the ancient mariner's character and also get to feel his sorrow, his regret and his repentance with the same intensity.

5. What kind of farewell was given to the ship of the ancient mariner? Give an account of the ship's journey before it reaches the land of snow.

Ans. The journey of the ancient mariner begins in favourable circumstances. The ship was accorded a very cheerful send-off, it crossed the harbour very quickly and entered the main sea waters. The ship sailed away from the coast, the church, the hill and the lighthouse. The sun shone bright and the ship appeared to be near the equator. But suddenly a violent sea storm engulfed the ship and the ship tossed on the merciless sea waves. The ship was forcibly driven towards the South Pole. The ship was bent with the force of the wind and it was unable to escape the fury of the gale. The South Pole was full of mist, snow and icebergs as high as the mast of the ship were floating here and there on the sea.

◆ VALUE BASED QUESTIONS

1. Bring out the theme of crime and punishment in The Rime of the Ancient Mariner?

Ans : The poem hinges on the nemesis of crime and punishment. Defying God leads to worse results and punishment. The poem is an exploration of evil and of salvation. The slaughtered albatross, emerging spirits from beneath the murky spirits, slimy creatures of the sea, all are images of sin and evil and its consequences. The whole poem is based on the Christian concept of sin, its punishment and redemption. The albatross can be seen as a symbol of God's favour, bringing good results. Killing of God's creature is a sin of the biggest order so the mariner and the crew undergo so many problems. When the mariner prays, the albatross falls off and God's grace shines on them and they are cleansed of their sins.

2. When the Albatross arrived on the ship, the Mariners experienced a sense of joy and were infused with new hope. Comment.

Ans : When the sailors set sail, everything was favourable. The crew was given a warm farewell. The ship was sailing towards south, so the sun appeared to be rising from the sea. It shone brightly and sank the same way. The masts of the ship were bent and its prow dipped in the sea. It looked like a person with his bent head before an enemy. The ship reached the region of mists and ice with icebergs, snow clapped cliffs all around. The place was totally deserted. Then an albatross appeared through the fog. The mariners were greatly relieved at the sight of the bird because they had not seen any living being for many days. They called albatross, a Christian soul; because after the arrival of the bird the ice split and a good wind sprang up behind them. They were infused with a new hope and experienced a sense of joy as they were able to leave that polar region.

3. .What message does Samuel Taylor Coleridge wish to convey through the poem ‘Rime of the Ancient Mariner’?

Ans. ‘Rime of the Ancient Mariner’ is an exploration of evil, both that of men and of nature, and of salvation. The whole poem is based on the Christian concept of sin, its punishment and redemption. The albatross can be seen as a symbol of God’s favour, bringing good results. The mariner, mortal and fallible, succumbs to his paranoia and fear, when he kills the innocent creature, thereby tainting himself with sin and losing connection with God and all things good. By destroying one of God’s creatures, the mariner is exposed to the darker aspects of the world. Defying God leads to worse results. The crew hang the dead albatross around the mariner’s neck. The mariner is symbolic of a Christ-like figure and the cross-like albatross, a symbol of sin, is borne only by the mariner. Though the crew also suffer, but punishment is borne only by the mariner. In the end, the mariner is truly remorseful and is able to pray to God. As he prays, he is filled with God’s grace and albatross, a symbol of sin, falls from him. The moral of the poem is sublime, “he prayeth well, who loveth well.”

POETRY 5. SNAKE (By D H LAWRENCE)

INTRODUCTION

The poem, entitled "Snake" was composed by D.H. Lawrence in 1923. It is mainly about an encounter between the speaker and the snake on a very hot morning of July in Sicily, Italy. The feelings of the speaker play a very important role in the process. There is a conflict between his feelings and what education has taught him.

SUMMARY

D H Lawrence places the speaker in the middle of two choices, to choose between the voice of his education and his own. At the start of the poem, the speaker admires the snake and ignores the voice of his education. But, it is not until the snake retreats back into the fissure that the speaker chooses to listen to the voice of his education and decides to pick up a log and throw it at the snake as a protest.

The poem begins with the speaker describing coming upon the snake in his pyjamas. He was unprepared to see it but immediately happy it was there. Although pleased to see the animal, and more than willing to wait his turn, his inner voice was talking to him. The "voice of his education" was telling him to kill the snake—that he was only refraining from doing so because he was a coward.

The speaker admits that he was frightened of the snake, but did not want to drive it away. He liked looking at it and felt honoured that it had come to him. Finally, the snake stopped drinking and wriggled through a hole in the wall. The speaker didn't like to watch this happen and threw a log at the wall. This only causes the snake to disappear faster and makes the speaker feel regret for his petty action. This is something he says he has to atone for at the end of '*Snake*.'

He introduces the poem by getting straight to the point, also using a repetition to show that it is a really hot day. D H Lawrence composed the poem, possibly because it was a true story, but most likely because he was trying to display man's feelings about snakes and was trying to question it. He believes that the snake is a gentle creature, simply thirsty and grateful to be near water. To him it is a compliment. But to most, it is a natural instinct to kill the beautiful creature. The poem indicates that his knowledge was telling him to end the snake right then and there. But he considered it to be a king, which shows that the snake had as much right to drink from the water trough as any man or beast had. Even though it was venomous, it was doing no harm.

CHARACTER SKETCH OF THE POET – D H LAWRENCE – WITH REFERENCE TO THE POEM SNAKE

The poet does dual attitude towards the snake. His natural instinctive reaction is that of awe. He is fascinated by the snake's movements. He also feels honoured and a streak of friendly bonding with the snake. But the voice of human education prompts him to kill it, as it was poisonous and hence harmful, it must be finished.

He has been described as an epitome of human civilisation. He represents the conflict of human mind and how ethics are sometimes overpowered by civil and corrupt minds of the society. The poet despises himself and calls his sin "pettiness" because he feels himself responsible for chasing away the snake with a stick. The three words to describe his action are: paltry, vulgar and mean. In the poem, the poet first treats him like a guest and calls him "like a god". However, later, he is the same person who chases the snake away with a stick. The poet feels very sorry for his disgraceful, unacceptable and uncouth behaviour and action and rebuked the voices of education and civilisation that had shaped his thoughts and urged him to have chased away the creature.

SNAKE - THEME

In this poem, the poet describes the conflict in his mind after he sees a snake in his water-trough. The snake is golden- brown in colour and as per the social education, it is poisonous and needs to be killed.

But, due to his natural human instincts, the poet feels that it is a guest. It is thirsty and has thus come to drink water and so it will do no harm. Later, when after drinking the water, the snake is withdrawing in his black hole the poet throws a log of wood on him. This act of his is due to the social education that he has received through years. However, he regrets this act of his and decides that he shall give due honour to the snake if he comes again.

POETIC DEVICES IN THE POEM

Personification: The snake is personified by the poet in this poem.

He reached down from a fissure etc.

Simile: “When a comparison is made between two different things”, it is known as the simile.

He uses simile when he compares the snake to cattle.

“He lifted his head from his drinking, as cattle do,

And looked at me vaguely, as drinking cattle do,”

He also uses in the “twelfth stanza” “And looked around like a god,”

“For he seemed to me again like a king,” in the eighteenth stanza.

Anaphora: The repetition of a word or set of words at the beginning of a line in a stanza is known as Anaphora.

Here, it is used in the stanza where he starts with “Was it cowardice,.....”

Onomatopoeia is otherwise known as the sound word.

The spelling of the word reflects the sound of the word like, “bomb”.

Here, the word “clatter” is used.

“I picked up a clumsy log and threw it at the water-trough with a clatter.”

Imagery: Imagery is used to make readers perceive things involving their five senses. For example,

“Like a king in exile, uncrowned in the underworld”, “And so, I missed my chance with one of the

lords” and “And I wished he would come back, my snake.

Rhetorical Question: Rhetorical question is a question that is not asked in order to receive an answer; it is just posed to make the point clear. For example, in the last part of the poem the author uses it emphasizes his point such as, “Into the burning bowels of this earth?” and “Was it cowardice, that I dared not kill him?”

Symbolism: Symbolism is using symbols to signify ideas and qualities, giving them symbolic meanings that are different from literal meanings. Here “lords of life” and “king” stand for the supremacy of that innocent creature.

MULTIPLE CHOICE QUESTIONS

1. The poet came to the water trough to
(a) bathe (b) take water
(c) see the snake (d) enjoy the scent of the carob tree.
2. The snake drank water after
(a) dipping into the water (b) raising its head
(c) opening jaw (d) resting its throat upon the stone bottom
3. The snake’s flickering its two- forked tongue shows that
(a) it is feeling good (b) it has quenched its thirst
(c) it is contented (d) it will go now.
4. However, the poet couldn’t kill the snake because
(a) he wanted to see it more (b) he liked it as an honoured guest
(c) he thought it an god-send (d) such snakes were rare.
5. The poet thinks that after drinking water the snake
(a) will stay there for some more time (b) would think a moment
(c) would go into its hot hole (d) will drink more water.

6. The poet felt honoured because
 (a) the snake came there (b) the snake drank his water
 (c) the snake had accepted his hospitality (d) he would now kill it.
7. How did the snake enter its hole ?
 (a) by dragging its long body (b) by snake-easing its shoulders
 (c) by pulling itself (d) by moving in curves.
8. The poet later regretted that
 (a) it was not good to throw the log
 (b) he had to throw the log
 (c) he should have avoided throwing the log at the snake.
 (d) he should not have thrown the log at the snake as it was his guest
9. The poet wished the snake
 (a) to be killed (b) to come again
 (c) to give him a chance to serve (d) to befriend him.
10. For the poet the snake looked like
 (a) a great king (b) a king in exile
 (c) a king in the underworld (d) a majestic king.

SHORT ANSWER QUESTIONS

1. The poet has a dual attitude towards the snake. Why does he experience contrast emotions on seeing the snake?
2. Why is the snake compared to cattle?
3. Why does the poet in the poem make say that 'I despised myself and the voice of my accursed human education'?
4. The poet refers to the snake as 'someone' and not 'it'. Why does he do so?
5. Why did the poet treat the snake as a king?
6. Why did the poet wait for the snake to quench its thirst first?
7. What does the poet want to convey by saying that the snake emerges from the 'burning bowels of the earth'?
8. **How does the poet describe the day and the atmosphere when he saw the snake?**

EXTRACT BASED QUESTIONS

Question 1.

A snake came to my water-trough
 On a hot, hot day, and I in pyjamas for the heat.
 To drink there.

In the deep, strange-scented shade of the great dark carob-tree

- (i) Who had come to the poet's water-trough?
- (ii) What do you mean by 'water-trough'?
- (iii) Why was the poet going to the trough?
- (iv) Where was the water-trough?

Question 2.

I came down the steps with my pitcher
 And must wait, must stand and wait, for there
 he was at the trough before me.

- (i) Who is T?
- (ii) What is the pitcher for?
- (iii) Why must he wait? Wait is repeated, why?

(iv) Why did the poet allow the snake to finish drinking water and not disturb him?

Question 3.

He reached down from a fissure in the earth-wall in the gloom
And trailed his yellow-brown slackness soft-bellied down,
over the edge of the stone trough
And rested his throat upon the stone bottom.

- (i) How had the snake come there?
- (ii) Where did it rest its 'throat'?
- (iii) How did it reach there?
- (iv) Why had the snake come there?

Question 4.

"And where the water had dripped
From the tap, in a small clearness,
He sipped with his straight mouth,
Softly drank through his straight
gums, into his slack long body.
Silently

- (i) Where from did it drink water?
- (ii) How did it drink?
- (iii) Did the snake cause any disturbance while drinking water?
- (iv) How was the snake's body?

Question 5.

Someone was before me at my water-trough,
And I, like a second comer, waiting.

- (i) What is the meaning of 'second comer'?
- (ii) What value is embedded in these lines?
- (iii) Who is "someone"?
- (iv) Did the poet wait?

VALUE BASED QUESTIONS:

Q.1 Whenever we act against the voice of our conscience, the result is suffering. Explain with reference to the poet's action against the snake and its consequences.

Q.2. Man is the most selfish animal on this earth, who has not spared any other species to satisfy his greed." Elaborate.

Or

Why can't man live and let others (wildlife in general) live in peace?

Q.3 Snakes generate both horror and fascination. Do you agree? Why/Why not?

LONG ANSWER QUESTIONS:

Q1 The poet has a dual attitude towards the snake. Why does he experience conflicting emotions on seeing the snake?

Q2 Whenever we act against the voice of our conscience, the result is suffering. Explain with reference to the poet's action against the snake and its consequences.

3. Keeping in mind the poem, 'Snake', write out a speech for the morning assembly on the topic, 'Snakes – a beautiful creation of God, an object of our love and not hatred'.

4. At the end of the day the poet, D H Lawrence writes a diary entry in 120-150 words describing his encounter with the snake and expressing his remorse for throwing a log at him. Write his diary entry.

ANSWER KEY

MULTIPLE CHOICE QUESTIONS

1. (b) take water
2. (d) resting its throat upon the stone bottom
3. (c) it is contented
4. (b) he liked it as an honoured guest
5. (c) would go into its hot hole
6. (c) the snake had accepted his hospitality
7. (b) by snake-easing its shoulders
8. (d) he should not have thrown the log at the snake as it was his guest
9. (b) to come again
10. (b) a king in exile

SHORT ANSWER QUESTIONS

1. Ans: When the poet saw the snake drinking water from the water trough he was overpowered by the voices of human education and natural instinctive fascination for the snake on one hand the voice of modern education prompts the boy to kill the snake for golden brown snakes were considered to be poisonous on the other hand his natural instinct fascinated him and he felt honoured that the snake had sought his hospitality.
2. Ans. The poet compared the snake to a cattle as it lifted its head while drinking water to look at the poet. This proves that the snake seemed harmless as a domesticated cattle.
3. Ans:-The poet wanted to treat him as a guest. But his voice of education told him that snakes are poisonous and thus he threw a stick at him.
4. Ans:-The poet likes the snake, treats him like a guest, feels honoured by his visit, gives the snake the status of a human being and gives it its due respect.
5. Ans:-The poet instantly felt sorry for his unrefined and contemptible act and cursed the voices of education that had shaped his thought processes and urged him to kill the snake. But the snake retreated into the hole in the wall like a majestic king in exile.
6. Ans:- The poet waits for the snake to quench its thirst because he considered it to be an honoured guest. Besides, as the snake had come before him, it was first in the order.
7. Ans:- It was due to heat that the snake was forced to leave its hideout and come out in the open for respite from the heat.
8. **Ans:-** It was a hot day. It seemed to be a day of ‘Sicilian July, with Etna smoking. The atmosphere was gloomy when the snake emerged from the fissure to drink water at the trough.

EXTRACT BASED QUESTIONS

1. Answer:
 - (i) A snake had come to the poet’s water trough.
 - (ii) A watering trough (or artificial watering point) is a man-made or natural receptacle intended to provide drinking water to animals
 - (iii) It was a very hot day, so the poet was also going to the trough to collect water for himself.
 - (iv) The water trough was placed under the shade of the great dark carob tree.
2. Answer:
 - (i) ‘I’ refers to the poet.
 - (ii) The pitcher is for filling water.
 - (iii) He had to wait because he did not want to disturb the snake who had come in first. Wait is repeated in “ must stand and wait” because the poet was so fascinated by the snake, he wanted to keep looking at it. He did not want to go away, but stand and wait, enjoying the ways of the snake, as it drank water.

(iv) The poet waited for the snake to finish drinking, because it had come there earlier and courtesy demanded that he waits for his turn.

3. Answer:

(i) It had come out of the dark interiors of the earth through a crack in the wall.

(ii) It rested its throat upon the stone-bottom.

(iii) It moved with slackness upon his soft belly.

(iv) The snake had come there to drink water.

4. Answer:

(i) The snake drank water from the small clearness where the water had dropped from the tap.

(ii) He sipped the water with his straight mouth and swallowed it softly through his straight gums.

(iii) The snake did not create any disturbance, but crawled in lazily and drank the water in absolute silence.

(iv) The snake's body was long and slack.

5. Answer:

(i) "Second comer" means to be second in the queue or line. To have come second.

(ii) The poet is telling us that whether man or beast, we have to be courteous and wait for our turn.

(iii) "Someone" refers to the snake.

(iv) Yes, he did wait for his turn to use the water-trough to drink water.

VALUE BASED QUESTIONS:

1. Answer:

The graceful and dignified presence of the snake that had come to quench its thirst had fascinated the poet and filled him with awe. The poet who had also gone to fetch some water waits patiently, with due respect for the 'guest'. However, the voice of education tells him that yellow snakes are venomous and urges him to throw a log at the receding snake. When the poet sees the harmless snake slithering in panic for safety into the bowels of the earth, he is filled with a sense of guilt and remorse. He despises himself for being petty and wishes that the snake would reappear to accept his hospitality and seek redemption for his evil act.

2. Answer:

Everything that grows, lives, breathes and procreates, fall under the category of living beings. God created all living beings. The only difference between man and other living things are that man has been endowed with the power of reasoning, while the other living beings are guided by their instinct.

Now, what did man do with his power of reasoning? He started using it unreasonably. Animals kill only when they are hungry. But man kills to eat, for fun, for power, as a sport, in the name of religion. He just needs to hit upon a reason to be inhuman and unreasonable. Man has destroyed the earth given to us by God.

He has destroyed the ecological balance, by killing animals and birds and chopping down trees. All this to satiate his greed for wealth and power. For man the adage, "Live and let live" is not for him to practise. Allowing another being to stand up against him will be a definite crash of his ego, which he will not allow even if it means that he has to kill.

3. Answer:

I agree to the fact that snakes generate both horror and fascination. Snakes are legless reptiles that glide their way through water and ground. They are carnivorous and thus, can be very dangerous. They can prey on objects larger than their heads which makes snakes a highly risky reptile to encounter. Of course, it is because of these traits that some people find it fascinating to keep snakes as their pet.

But the fear that has been instilled in our minds with regard to this creature is so severe that we tend to panic if we see even a harmless non-poisonous variety basking in the sun. Snakes are lovely to look at because of the varied colours and designs on their bodies. Patterns on different species of snakes symbolise their type and characteristics.

Different varieties of snakes can be seen held captive for no fault of theirs, and displayed with their species name and features, in zoos across the world. There are many people in the world who worship snakes, and many others who chop them up and serve it as a delicacy. In short the formal education as said by the Poet D.H. Lawrence generates horror in our minds when we see the reptile, while our instinct directs us to look at it in fascination.

LONG ANSWER QUESTIONS

1 . Ans. The poet does get confused when he sees the snake. He experiences conflicting emotions because instinct and the mind tell him to react in different ways. His instinct makes him fascinated, admired, honoured, and respected, the snake who he feels is as majestic as God, an uncrowned king. But his mind guided by the myths of formal education, tells him to kill the snake, as man has arbitrarily certified all snakes as poisonous.

The poet is filled with horror and protest when the snake prepares to retreat and bury itself in the 'horrid black; 'dreadful hole. In the light of this statement, bring out the irony of his act of throwing a log at the snake.

Though the poet is very fascinated by the snake, he feels compelled by the voice of his education, not to let it go away; so he picks up the log lying there and throws it at the snake to harm it, kill it or frighten it so that it may not appear again.

2. Ans. The graceful and dignified presence of the snake that had come to quench its thirst had fascinated the poet and filled him with awe. The poet who had also gone to fetch some water waits patiently, with due respect for the 'guest: However, the voice of education tells him that yellow snakes are venomous and urges him to throw a log at the receding snake. When the poet sees the harmless snake slithering in panic for safety into the bowels of the earth, he is filled with a sense of guilt and remorse. He despises himself for being petty and wishes that the snake would reappear to accept his hospitality and seek redemption for his evil act.

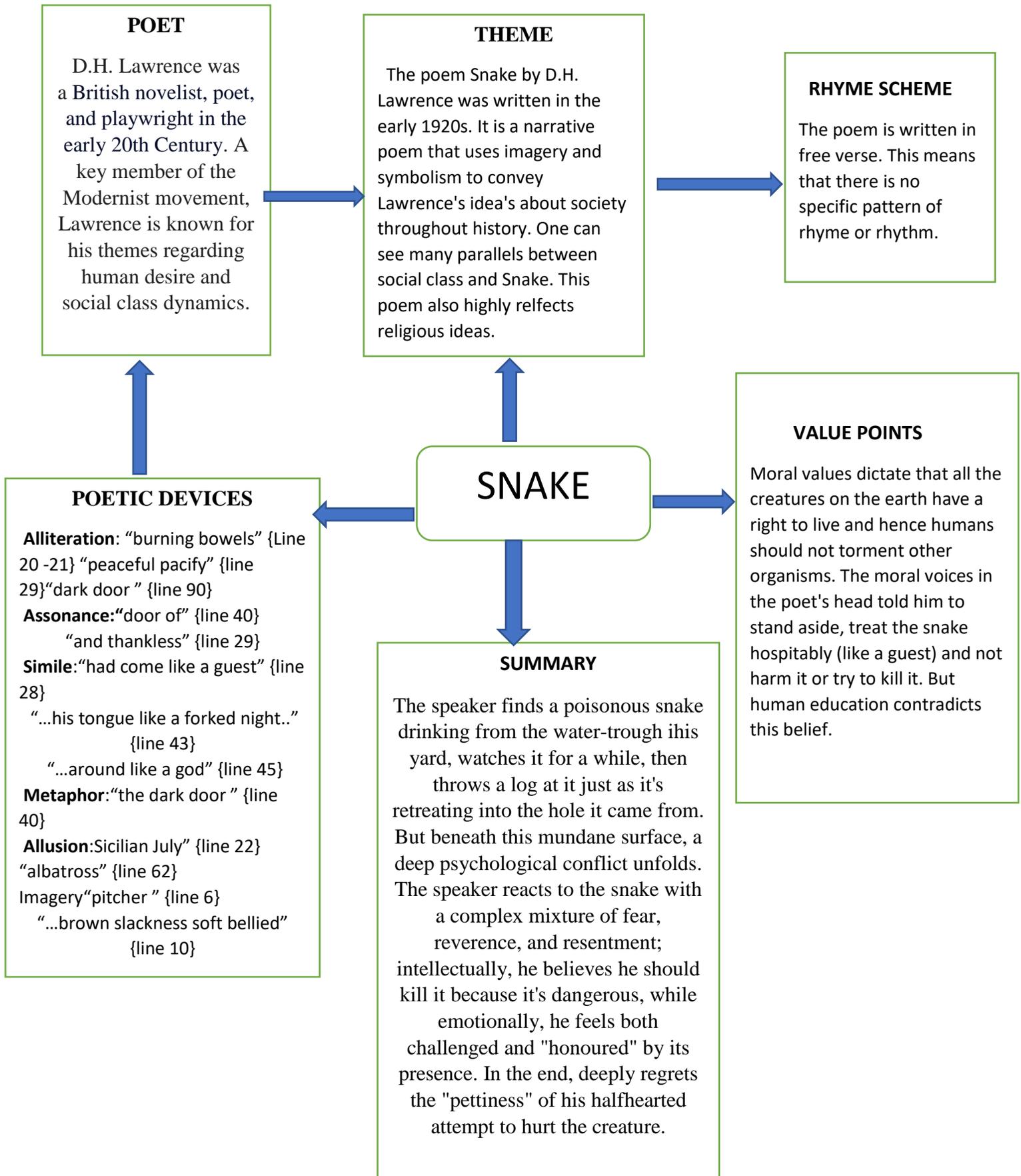
3. Ans. God has created human beings and the other creatures. He wants the human beings and other creatures to live in collaboration with nature. No creature should harm the other one. Nature gives every creature a space to live in and exist happily, without harming others. They should not trespass the habitats of each other. Man as a child has an innate understanding of the laws of nature. As a child he loves and protects nature. He is totally in sync with nature. Man's education says that certain creatures are to be feared and that man must kill them in order to save himself. But each creature even snakes are beautiful creations of God. They don't harm humans without any provocation. The snakes are the Lords of the earth and a beautiful creation of God it is a majestic creature which should be given its due.

4. Ans:

Dear Diary,

Today was an eventful day. When I went in my garden to drink water, I saw a snake drinking water from the water trough. I was enamoured by its beauty and magnificence. I waited for my turn as the snake had come to drink water first. But when I saw the snake slither back into the dark deep from when it had come, I was filled with anger. My feelings and emotions were overpowered by the voices of education which said that snakes were poisonous and they should be killed. I threw a log of wood at it and the snake disappeared into the hole in the wall. I am filled with the feeling of remorse and regret for acting so mean. I hate myself and the education which has urged me to act in such a manner.

MIND MAP



DRAMA 1. THE DEAR DEPARTED (By STANLEY HOUGHTON)

INTRODUCTION OF THE LESSON

'The Dear Departed', is a satire on mankind. Modern man is materialistic, devoid of any emotion and has turned into inhuman. The story is how the selfish and covetous daughters of a father, think of him to be 'dead' and argue over the division of property. Their only concern and consideration is capturing his property. The daughters vie with one another in snatching more. To our greatest shock and disbelief, they show little or no agony at his death. Degradation and death of humanity and the rule of avarice, is discussed in the play.

GIST/SUMMARY

The play, 'The Dear Departed' satirises the degradation of moral values in British middle class. Children have no genuine feelings for their parents. They shamelessly try to grab things.

In the beginning of the play, Mrs. Slater finds her father Abel Merryweather quite cold, not responding and, declares him 'dead'. Accordingly, her sister and her husband, the Jordans are informed. Now, they are busy making arrangements for the mourning. They are expecting the Jordans to join them. They start using and capturing their father's belongings. Victoria, the daughter, does not approve any of it.

It is heart breaking for Mrs. Slater to share her father's belongings with Mrs. Jordan, her sister. However, as the articles are being shifted, the Jordans arrive. All of them start a detailed conversation on the deeds of their deceased father, planning the details of the obituary announcement in the papers and the insurance premium payment.

Then, Victoria who has been sent to the grandfather's room, returns frightened and announces in shiver, that Grandfather is alive. To everybody's surprise, and fear, he is seen coming downstairs. Grandfather is surprised to find the Jordans too. No one dares to tell him that he has been declared 'dead'. While having tea, the truth is revealed and he painfully realises how his daughters have been in a hurry to divide his possessions between them.

Shattered, the grandfather decides not to live with any of his daughters. He decides to alter his will. He declares that he is going to give everything to Mrs. Shorrocks whom he will marry, who will, he is sure, will look after him whole-heartedly and sincerely.

CHARACTER SKETCH

VICTORIA

Victoria Slater, or Vicky is a sweet natured, precocious ten year old daughter of Mr. & Mrs. Slater. It is true to state that she is the only person in the family who has any genuine affection or attachment for her grandfather. She is terribly upset that he is no more. Although the elders in the house are engaged in their own vain and materialistic preoccupations, she was the only one in the house who realized the loss and agony, her grandfather's death posed. She feels upset and unappreciative at the haste and cunningness with which her mother moves to get hold of the clock and the bureau that belong to grandpa. She was a sensible young girl whose thoughts and actions are governed by a maturity beyond her age. When her grandfather's 'death' proved to be untrue, she was the only one who experienced any real relief and joy. She is an image of the innocence of young age. She is grieved to see her parents pinching her grandfather's possessions. She terms the act of her parents not only insensitive but also unethical. She is childish,

innocent, truthful and sensitive. However, her parents and other elders are selfish, unfeeling and of competitive nature, devoid of any compassion or concern.

MR ABEL MERRYWEATHER

Abel Merryweather is an old widower. Ever since he lost his wife, he has been living in turns, with his daughters Amelia Slater and Elizabeth Jordan. Basically, he is a fun-loving and jovial man, who loves to go to the pub and drink. He is quick-witted and intelligent. He cannot be fooled by any competition show of affection by his daughters. He knows them too well. Hence he is able to defend himself and disarm them whenever they attempt any mischief or cunningness. But, he lives with them. He acknowledges them as his own children and he wants to leave something to them in his will. But when he discovers how disloyal and dishonest they truly are, believing him to be dead, he decides to change his will, and marry a widow, Mrs. John Shorrocks, the keeper of 'Ring – O – Bells'. Any reader would like him as he is justified for what he does with regard to the will.

MRS AMELIA SLATER

Amelia Slater is a vigorous, plump, red faced, vulgar woman, prepared to do any amount of straight talking to get her way. Married to Henry Slater, she has a ten year old daughter, Victoria. She is vehement and active. She is very dominating by nature and makes sure that all things happen according to her own will and plan. She makes her husband do all she wants. She can talk her way through any argument. She is a cunning and sharp person and cares only for the material comfort. Greed and envy guide her. Being greedy, she is never contented or happy with what she already has. There is always a need for more in her. She wants a major part of her father's inheritance and tries to get it by unfair means. She outsmarts her sister and gets hold of the handsome, old-fashioned bureau and the mantle-piece clock before she reaches. She even asks her husband to put on her 'dead' father's slippers. She has no genuine sorrow at the loss of her father. She just pretends to be hurt and sad at his death. This shows the hypocrisy of her nature. Her greed makes her blind to all human sentiments. She never approves of anyone other than herself. She is mean and vulgar when it comes to taking care of her old father. In the end, to win over him, she even eats her own words, but without any real success.

MRS JORDAN

Mrs Jordan is a stout, complacent woman with an impassive face. She has an irritating air of always being right. In the play, she is seen wearing a complete and deadly outfit of new mourning crowned by a great black hat with plumes. She is very witty and sharp. When it comes to bargaining, she is second to no one. Like her sister, Mrs Slater, she too loves material possessions. She is capable of driving a hard bargain over things to gain possession. According to her she is always right. Hence she accuses others on and off. She is greedy too. She does not miss any opportunity or any platform to criticise her sister and brother in law. She surprises everyone, when she expresses her willingness to take her father to her home. But her eyes were fixed on his property only.

MR HENRY SLATER

Mr Henry Slater is Amelia's husband and the son in law of Mr Abel. A stooping, heavy man, he grows a drooping moustache. He wears a black tailcoat, grey trousers, a black tie and a bowler hat. He is a 'no body' in the house, whose existence has no significance. He has no will of his own, and so he has no voice. He just follows decisions, as he is no decision maker. He is just there to act, as has been instructed by his wife. He just does whatever she asks. He has no choice, either. For a reader, he generates pity. He

is not mean or greedy like his wife. He just obeys her and does little respectful things, like getting hold of Grandfather's possessions. He does this, because he is under her domination. He is not even reluctant to wear the slippers of his 'dead' father in law.

MR BEN JORDAN

Mr Jordan, the husband of Elizabeth, is a man of practical thinking, but a hypocrite in the play 'The Dear Departed'. Usually he is rather a jolly little man, accustomed to be humorous. He has a bright chirpy little voice. The death of the grand father moves him little. He says bluntly that all must die one day. He is not sorrowful or emotional at his death, like the 'dead' man's daughters. At times Mr Jordan behaves like a weakling. He allows his wife to silence him. He has a sharp tongue. He sometimes speaks in the most disgraceful manner. He is blind to what impact his words would have on others. He calls the grand father "The drunken beggar", guessing the old man has not paid the insurance premium. He fears that none in the family would get the benefit of the insurance policy. He sounds logical here. But his language is far from cultured and refined. The reader would think, rightfully, that he does not believe in the importance and necessity of relationships.

MULTIPLE CHOICE QUESTIONS

1. What is the significance of the title "The Dear Departed"?
 - a) It refers to the deceased husband of Mrs. Slater
 - b) It highlights the emotional attachment to the departed
 - c) It symbolizes the inheritance left behind by the deceased
 - d) It denotes the departure of Mr. Abel Merryweather from his family's life
2. How does the theme of materialism manifest in the story?
 - a) Through the characters' obsession with money and possessions
 - b) Through the portrayal of familial love and unity
 - c) Through the conflict between generations
 - d) Through the theme of loss and grief
3. What does the story suggest about the nature of familial relationships?
 - a) They are built on trust and honesty
 - b) They are often strained by financial considerations
 - c) They are resilient and enduring
 - d) They are easily broken by greed and selfishness
4. What lesson can be derived from the events in "The Dear Departed"?
 - a) The importance of communication in families
 - b) The inevitability of death and loss
 - c) The dangers of greed and materialism
 - d) The need for financial planning and transparency within families

5. How does the author use irony in "The Dear Departed"?

- a) By depicting Mr. Abel Merryweather as a loving husband and father
- b) By revealing Mrs. Slater's true feelings towards her husband
- c) By showcasing the characters' lack of empathy towards each other
- d) By highlighting the absurdity of the situation surrounding Mr. Abel Merryweather's death and inheritance

6. Here is a list of traits of a personality. Tick (✓) the traits that describe Mrs. Slater's character.

- a) Greedy
- b) Overpowering
- e) Blunt
- f) All the above

7. Abel, the grandfather was hanging about Mrs Shorrock's pub, because... (Find the one which is unsuitable)

- a) He has been frustrated with his daughters
- b) Dearth of concerns for a father
- c) The daughters' preoccupation with his money
- d) Their tendency to flaunt

8. Put the following into the order of happening.

- A. You'd better wear these slippers of grandfather's now.
- B. Are we pinching it before Aunt Elizabeth comes?
- C. Mother and me is going to bring grandfather's bureau down here.

9. 'A loving husband, a kind father, and a faithful friend'. If the last expression is, 'false friend' what figure of speech it could be?

- A) Synecdoche B) Oxymoron C) Personification

10. The sentence, "What bureau was that?" can be reported as

- A) What bureau that was.
- B) What was that bureau.
- C) What bureau it was.
- D) What bureau that had been.

SHORT ANSWER QUESTIONS

Q. 1. What are the three things that grandfather plans to do next Monday ?

Q. 2. Why did the two sisters fight with each other ?

- Q. 3. Why was black the dress code for the day ?**
Q. 4. Why is Mrs. Amelia Slater so edgy and uneasy in the beginning of the play ?
Q. 5. Bring out the irony in the title of the play, ‘The Dear Departed’.
Q.6. Why was the family surprised and horrified to see the grandfather awake ?
Q. 7. Why does Elizabeth wish to draw up a list of Grandpa’s things ?
Q. 8 In what way is ‘The Dear Departed’ satirical ?

EXTRACT BASED QUESTIONS

- Q. 1. “It didn’t take you long to start dividing my things between you.”**
(a) Who speaks these words and to whom ?
(b) Mention any two things being referred to here ?
(c) Victoria too had an earlier comment in this regard. What was that ?
Q. 2. “He’s done it on purpose, just to annoy us”.
(a) Who has been accused here?
(b) What has he done to annoy the others ?

(c) Who makes this allegation?

Q.3. Ben: You should have gone for another. Eh. Eliza?
Mrs. Jordan: Oh,yes. It’s a fatal mistake.

- (i) What does ‘another’ refer to?
(ii) What light does this dialogue reflect on Ben and Elizabeth?
(iii) Why did Mrs. Jordan call it “a fatal mistake”?

LONG ANSWER QUESTIONS

- 1. You are Abel Merryweather. Express your feelings after you wake up and come to know about your daughters’ true nature and real intentions, in the form of a letter to your friend.**
- 2. How is hypocrisy of the two sisters brought out in the play, ‘The Dear Departed’ ?**
- 3.The play ‘The Dear Departed’ conveys a social message. Comment.
4. Justify the view that the husbands of Mrs. Slater and Mrs. Jordan are men with no individuality.
- 5.The father is lying ‘dead’ and the sisters are trying to pull each other down. With reference to the play, The Dear Departed, mention the traits that the sisters display. Do you approve of them ?

VALUE BASED QUESTIONS

- 1.You are pained to see the rising number of old age homes. In the light of the play, ‘The Dear Departed’ you decide to write a letter to the editor of a national daily voicing your concern, highlighting the values required in the younger generation to care for the elderly.

2. The grandfather had been living with his daughters turn by turn. What he needed was only love and care, but what he received was neglect and loneliness. Keeping this in view, write an article on 'Lust is grabbing, Love is giving'

3. You are Victoria and you are angry and disturbed at the way your parents, uncle and aunt have behaved with your grandfather. Express your thoughts and feelings about the value of the love of grandparents in a person's life in the form of a diary entry.

ANSWER KEY

MULTIPLE CHOICE QUESTIONS

1. d) It denotes the departure of Mr. Abel Merryweather from his family's life
2. a) Through the characters' obsession with money and possessions
3. d) They are easily broken by greed and selfishness
4. c) The dangers of greed and materialism
5. d) By highlighting the absurdity of the situation surrounding Mr. Abel Merryweather's death and inheritance
6. f) All the above
7. d) Their tendency to flaunt
8. A-C-B
9. Oxymoron
10. What bureau that had been.

SHORT ANSWER QUESTIONS

Q. 1. Grandfather plans to consult a lawyer and alter his will in favour of Mrs. John Shorrocks. Secondly he decides to marry her. Thirdly he has to pay his insurance premium which he knows is due.

Q. 2. Grandfather declared that he would leave all his money and things to the person he would be living with when he died. This led to a noisy argument between the daughters. Both of them were equally keen to get his money and things. Hence each wanted him to stay with them.

Q. 3. Amelia was of the impression and conclusion that Abel Merryweather, her father had passed away. So, the family decided to mourn his death. Black is the colour of clothes people wear to show sadness at somebody's death.

Q. 4. Mrs. Amelia Slater wants to steal grandfather's bureau. She wants to shift it to her room, from the 'dead' man's room, before the Jordans reach. She has only limited time and has to do it quickly. Hence she is edgy, because the theft should not be figured out by her sister.

Q. 5. Grandfather, the 'departed' in this play, was not dear to his daughters and sons-in-law. Though they did not wish for his immediate departure, none of them was sorry at his 'death'. What was dear to them was not the man, but the man's possessions.

Q.6. The family was shocked and horrified to see the grandfather alive and coming downstairs. They all wanted to divide his belongings among them. Now that he is alive, they would not be able to do so.

Q. 7. Both the sisters, equally calculative and selfish, do not want to be a loser in grabbing Grandpa's things. Elizabeth wants all the things to be listed out so that she would have a complete estimate of them. Accordingly she can plan to get more than her share of inheritance.

Q. 8 'The Dear Departed' brings out greed and malice of human mind. The play shows how children care more for what they will inherit from their parents. They care little for the welfare and happiness of the aged.

EXTRACT BASED QUESTIONS

Q. 1.

(a) These words are spoken by Abel Merryweather to his family members, especially to his two daughters Amelia and Elizabeth.

(b) The bureau, clock, (slippers), etc.

(c) She had remarked, 'Are we pinching it before Aunt Elizabeth comes?'

Q. 2.

(a) Grandfather – Abel Merryweather.

(b) He had not paid the insurance premium – instead had gone to a public house. No one would be benefited as it was over due. (c) Mrs Jordan.

Q.3.

(i) The word 'Another' refers to another doctor who could have attended to Mr. Abel to certify his 'death'.

(ii) It is an opportunity for them to blame Amelia and her husband for negligence. It also reflects a hypocritical and exaggerated concern of Ben for the 'dead' father.

(iii) In her observation, if any other doctor was called in, perhaps the 'death' could have been avoided. It was therefore a fatal mistake due to sheer negligence.

LONG ANSWER QUESTIONS

1.

3 March, Thursday 10 p.m.

Dear John

It would greatly relieve me, if I tell you everything. One day I woke up to find my children fighting for my property. They thought I was dead and gone. My sons-in-law were discussing the division of my belongings. For them I had been a nuisance and burden, I realised. They were so mean and merciless, including my own daughters. I saw them what they were truly made of. I came to the greatest shock of my life. They had only just been tolerating me all these years. They all wore black mourning dress. But, who was pained at my 'death'? None! All of them were greedy, insensitive, rude and what not, except my Victoria, my granddaughter.

So, my friend, I have decided to leave my children, who have no affection for me. There is someone, who needs me and loves me. Mrs. Shorrocks. I am going to marry her.

Regards
Abel

Q. 2. The two sisters Amelia and Elizabeth lived by double standards. Having lost self respect, they would stoop to any level. Each of them tried to outsmart the other, by taking hold of the belongings of their father. All the time, their father was lying 'dead' and cold, they had no genuine feelings for him. They were busy fighting for his things. Amelia tried to steal his bureau before Elizabeth's arrival, whereas she was late in reaching because she wanted to outshine Amelia by wearing a full set of mourning dress. Amelia wanted to steal his clock whereas Elizabeth wanted grandfather's watch. Even before confirming his death, they discussed as to what should be the words in the news paper announcement. This is hypocrisy at its peak and ingratitude at its bottom line.

Q3. 'The Dear Departed' is a drama that discusses the relevance and necessity of human relationship. The message that is projected is, the need to respect the elderly. To be considerate towards their needs and wishes, without any meanness and malice. Human values are depleting in this swift changing society, and materialistic gains are destroying the very essence of gentility. The drama is a criticism on the selfish attitude of people, for whom personal gains alone are the only motto. Relationship is a dead and buried thing. As the story unfolds, we find Mrs. Slater, making a declaration that their father has died. Neither she nor her husband takes the service of a doctor in certifying his death. They soon are found making elaborate preparation for mourning. They wait for the arrival of their sister and her husband. But it becomes evident that it was only a pretentious mourning, as both the sisters want a speedier division of his things between them. We never see anywhere or anytime they feel sad that they have lost their father. The 'dear' father has departed. But for the children, he is barely dear. His assets are only dear to them. But the ray of hope presented in the story is Victoria, Mrs Slater's daughter and the grand daughter. She does not approve the dishonest ways and mean acts of her parents. The writer seems to think that there is hope for the humanity in young children like her.

Q4. It is of no doubt, that Henry and Ben, the husbands of Mrs Slater and Mrs Jordan are men with no individuality. They are just two puppets in the hands of their wives. Whether they agree or disagree, like or dislike, they follow suggestions, instructions and orders of them. They don't even pretend to object or protest. Mrs. Slater asks Henry to wear her 'dead' father's slippers. She cannot leave it go waste. The slippers are unfit and small for Henry. But he does not dare to protest. He wears them even though, they are of smaller size on his feet. He also carries out her order of shifting the bureau from her father's room. They both bring it down, before her sister reaches. He doesn't say even a word against her will. In the same way, Ben too is a man with no personality of his own. Both Henry and Ben are men with no charisma and charm. They live in constant fear of their wives and just repeat what they speak.

Q5. What the two sisters, Amelia and Elizabeth do, cannot be approved by any standard. Driven by jealousy and greed, they shock anybody with their unscrupulous ways and deeds. They have no principles in life. Wealth and luxury have always lured them. Hence they go the extra mile to achieve it, by hook or by crook. Even when their father is 'no more', they fight to grab the lion's share of his things. What is it, other than filial ingratitude? No mercy, but malice only! Amelia is after the bureau and Elizabeth wants the gold watch. They shed no tears of pain for him. The father, who is not dead, but only heavily drunk, wakes up to the severest truth of his life: that his daughters do not love him and that they love only his assets. Through their spat, the bitter truth comes out. He realises, they need only his belongings. But the truth does not break him. He takes up bold decisions, which in fact break them. Now they persuade him, coax him, but unsuccessfully. The father rejects them out rightly. So does any reader.

VALUE BASED QUESTIONS

1.

The Editor
The Indian Express
New Delhi 1100XX

Subject: Rising Number of Old Age Homes in Metropolitan Cities

Dear Sir

Through the columns of your esteemed daily I would like to voice my grave concern over the increasing number of old age homes in metropolitan cities. It is reported by many that life in metropolitan cities has left the young with no time to look after the elderly souls of the family. They barely sit or chat or spend time with the elderly. The elderly live a deplorable life of non existence. Loneliness and desolation surround them. They spend their time eagerly waiting for someone to come by. At the same time, the young ones, the sons or daughters are more interested in what they will inherit. Shamelessly they argue and even fight to grab their share. All aim at the lion's share.

How agonising to see, the children hardly bothering to take care of old parents and elders. Money and possessions only matter to them. Money is more important than relationships. They are insensitive. Instead of protecting and caring the aged parents, they push them to old age homes.

Yours
XYX

faithfully

2. Lust is grabbing, Love is giving

The world today is changing swiftly. People are becoming money minded and deeply materialistic. They want to grab the property of parents or the elderly members of their family. Winning the love of the aged, is only a wild dream, these days. Respecting the aged is a disgrace, they think. Values are eroding at lightning speed. 'Success' is redefined as being wealthy. Hence, this rat race for money making. The more moneyed, the more successful. Hence this cut throat competition. People go to any extent, to attain their goal. Relationships have no place here. Lust has replaced love. So, the elderly is a burden. But, the young speak in honey coated, extra decorated words to accomplish their targets. Avarice has eaten away their human content. A strong education system supplemented with value education and stringent implementation of laws against domestic violence, could bring about a positive change in the attitude of the new generation.

3.

Thursday

27 April, 201

9:30p.m.

I am terribly upset and disappointed today. I was heartbroken to know in the morning that my grandfather was dead. I was shocked and saddened as it was an unexpected news. But more shocking, saddening and humiliating was the behaviour and attitude of my parents, especially my mother. She turned out to be a jealous and greedy lady who was more concerned about the bureau and the clock in grandfather's room rather than him. I had never thought that my parents, uncle, and aunt are so greedy, unfeeling, and

inhuman. Today I found each one of them trying to outsmart the other and take possession of more benefits than the other. It was total disbelief for me to spot no tears in their eyes for grandpa. I am shattered by their malicious and merciless attitude. How could they be so cold blooded and cruel? I get no answer.

I love my grandfather always and all the time. Thank God, you gave him back to me. He is not dead. I always look towards him whenever I'm worried or troubled. His wisdom and experience always guide me, like a beacon. My lighthouse. How I wish my parents too realised this.

Victoria

MIND MAP-THE DEAR DEPARTED



- The drama emphasizes the importance of family values.
- The drama highlights the importance of communication in building and maintaining relationships.
- The play highlights the materialistic and greedy nature of human beings.
- The drama teaches us the consequences of dishonesty.
- The play emphasizes the need for families to come together in times of crisis

Main Characters

- *Abel Merryweather, Grandfather.*
- *Mrs. Amelia Slater and Mrs. Elizabeth Slater, the daughters*
- *Mr. Henry Slater. Amelia's Husband.*
- *Mr. Ben Jordan. Elizabeth's Husband.*
- *Victoria Slater. Henry and Amelia Slater's Daughter.*
- *Jimmy. Ben and Elizabeth Jordan's son.*
- *Mrs. John Shorrock. The widow that Abel is about to marry.*

THEME

Of greed, hypocrisy, family relationships, and social satire. The play underlines the greed, selfishness and hypocrisy that are inherent in human beings. The characters in the play are shallow and self-centered individuals. The play also demonstrates how a family based on greed and self-interest rather than love and affection, crumbles.

SUMMARY- A FATHER REALISES THE TRUE NATURE OF HIS DAUGHTERS IN HIS OLD AGE. THEY WANT HIS PROPERTY ONLY. HE ALTERS HIS ORIGINAL WILL, LEAVES THEM AND DECIDES TO MARRY A WIDOW.

TITLE and its RELEVANCE

The title "The Dear Departed" literally means that **the person who is dead is much loved by the family members** and hence the person is called "the dear departed". But actually in the drama we see the 'dead' man is dear to only his grand daughter. Neither his daughters nor his sons in law consider him dear. What is dear to them is only his property.

DRAMA 1- JULIUS CAESAR (By WILLIAM SHAKESPEARE)

INTRODUCTION

'Julius Caesar' is the story of a man's personal dilemma over moral action, set against a backdrop of strained political drama. Julius Caesar, an able general and a conqueror returns to Rome amidst immense popularity after defeating the sons of Pompeii. The people celebrate Caesar's victorious return and Mark Antony offers him the crown which he refuses. Jealous of Caesar's growing power and afraid that he may one day become a dictator, Cassius instigates a conspiracy to murder Caesar. He realizes that to gain legitimacy in the eyes of the Romans, he must win over the noble Brutus to his side, for Brutus was the most trusted and respected in Rome. Brutus, the idealist, joins the conspiracy feeling that everyone is driven by motives as honourable as his own.

SUMMARY

The first scene depicts the argument between Caesar and his wife Calpurnia. Calpurnia tries to stop Caesar from going to the senate as she is apprehensive of some mishap. She explains the bad omens which she saw in her dreams. In response, Caesar claims that a brave man should not be afraid of death because death is the ultimate truth. Calpurnia wants Mark Antony to convey the message that Caesar would not attend the meeting at senate and to give an excuse of Caesar's sickness. Finally, Brutus tries to convince Caesar by giving a different and positive interpretation of the dreams which Calpurnia had. Thus, Brutus is able to take Caesar along with him to the senate.

All the courtiers and members of the senate sing paeans for Caesar. Caesar asks his fellows not to indulge in flattery. The discussion then veers on the banishment of Publius Cimber. Finally, all the men who are with Cassius take out their daggers and stab Caesar to death. When Brutus stabs Caesar, the latter is astonished that even his best friend had turned against him. After the assassination, Cassius wants the message to be conveyed to the people of Rome. He wants them to know that they have successfully ended tyranny and ensured freedom for the people of Rome.

Mark Antony arrives on the scene. Cassius and his men try to convince him by saying that Caesar was murdered for the good of Rome. They also assure Antony his due share in power. Antony seeks permission for taking the body of Caesar so that he can organize a public mourning. It is also agreed that Brutus would speak to the public to convey the message of protection of Rome's liberty as a reason for the assassination of Caesar. After that Antony could take his time to speak whatever he wishes to speak about Caesar.

Brutus is the first one to speak to the people of Rome. He uses this opportunity to state his reasons for killing Caesar. After Brutus, Antony gives a speech to highlight that Caesar was kind to the public and was not ambitious as was claimed by Brutus. By giving many examples; Antony is able to motivate the gathered mass of people. He also reads out the will of Caesar which announces many freebies for the people. People then cremate the body of Caesar and begin the revolt against Cassius and Brutus.

CONCLUSION OF THE PLAY:

The conspirators were alarmed by the tumult caused by Antony's speech. They were forced to flee from Rome and finally, from Italy. At this point, Antony, together with Caesar's adopted son, Octavius, and a wealthy banker, Lepidus, gathers an army to pursue and destroy Caesar's killers.

For months together, they looked for the conspirators and their armies into the far reaches of Asia Minor. When finally they decide to stop at the town of Sardis, Cassius and Brutus were found quarrelling bitterly over finances. However, their differences are resolved, and they plan to face the battle with the forces of Antony, Octavius, and Lepidus. Instead of holding to their well-prepared defensive positions, Brutus

orders an attack on Antony's camp on the plains of Philippi. Just before the battle, Brutus is visited by the ghost of Caesar. The spirit warns him, but Brutus' courage is unshaken and he goes on.

The battle raged. At first, the conspirators seemed to have an upper hand. But in some confusion, Cassius is mistakenly convinced that all is lost, and he kills himself. Now since the leader was lost, the forces were quickly defeated. Brutus finds himself fighting a hopeless battle. Unable to face the prospect of humiliation and shame as a captive, he too commits suicide.

As the play ends, Antony delivers a tribute over Brutus' body, calling him the noblest Roman of them all. So eventually, Caesar's murder had been avenged, order had been restored, and, most important, the Roman Empire had been preserved.

THEME

The play 'Julius Caesar' deals with people's short memory of the service rendered by great heroes for their country. All that Julius Caesar did for his country was forgotten by the conspirators and he was punished for his 'over-ambition'. The play highlights human weaknesses like hunger for power, over-ambition, jealousy and ingratitude. The play also brings out the mob's fickle-mindedness and irrational approach. On the whole, the play conveys the message that in the field of politics, worldly wisdom, practical approach and psychological insight is a must. Nobody should be taken on the face value. Acting impulsively can be injurious. One needs to keep one's cool during crisis.

CHARACTER SKETCH

1. JULIUS CAESAR

Julius Caesar is a warrior. He thinks that he is above everyone else and an extraordinary man. As a result, he is very arrogant and overconfident and takes very little notice of the people around him. Though he claims to be as constant as the northern star, he is indecisive and easily swayed by others (as in the case of his indecision in going to the Senate). As far as he is concerned, the senators are unimportant and to be spumed out of his way. Common people have a great deal of respect for Caesar and believe that he would be a good and powerful leader who has Rome's welfare at heart. Caesar is also ruthless and craves power. He believes that everybody likes him and that is why he is surprised when the conspirators attack him.

2. CALPURNIA

Calpurnia is superstitious. She takes her dream to be an evil omen, which signifies the murder of her husband. She is worried about Caesar's well-being and repeatedly dissuades him from meeting the Senate that day. She tells Caesar "When beggars die, there are no comets seen;

The heavens themselves blaze forth the death of princes." She loves Caesar and is afraid for him.

3. DECIUS BRUTUS

He shows himself to be a clever manipulator who changes Caesar's mind about going to the Senate. He flatters Caesar by giving a favourable explanation of Calpurnia's dream- "Your statue spouting bipod in many pipes, In which so many smiling Romans bathed, Signifies that from you great Rome shall suck Reviving blood, and that great men shall press For tinctures, stains, relics and cognisance. He plays to Caesar's ambition when he says- the senate have concluded to give this day a crown to mighty Caesar. If you shall send them word you will not come, their minds may change. He plays to Caesar's vanity when he says- 'most mighty Caesar,/from you great Rome shall suck Reviving blood.

4. CASSIUS

Cassius is very crafty and tactful. He see through most people and understands what they are truly like. He is also very good at manipulating people. He can see that Mark Antony is not being sincere when talking to Brutus and he can see that Mark Antony does not indeed place his loyalty with the conspirators but is, in fact, determined for revenge. He can also see that Mark Antony does not plan on saying good things about the conspirators at Caesar's funeral. That is why he tries to bribe Antony-"Your voice shall be as strong as any man's/ In the disposing of new dignities." His tragedy lies in the fact that he is in awe of Brutus and allows himself to be overruled by him, despite possessing better judgment.

5. MARK ANTONY

Mark Antony is a great friend of Caesar and thinks very highly of him. He is a very cunning man and he is able to manipulate people. He cares a lot for Caesar and he wants revenge. Although he can hide it, he has a lot of hatred for the conspirators who have killed Caesar. At first he seems SO upset with Caesar's assassination that he wishes to die too. However, he decides that avenging his death would be a better way. He is a good judge of character and appeals to Brutus and not Cassius when he pretends friendship with the conspirators. A good orator, he plays upon the emotions of the crowd and ruthlessly sets them on the path of mischief against the conspirators.

6. THE MOB

The mob is being referred to as a 'Hydra-headed multitude' who possess an incapacity to understand logic. Brutus talks to them of liberty and democracy but as he leaves they say "Caesar's better parts/ Shall be crown'd in Brutus. They are not democratic at heart and want a hero to worship-"Let him be Caesar." They are emotional in their approach as they say "Kind souls, what, weep you when you but behold Our Caesar's vesture wounded?" They are also fickle as their opinion of Caesar keeps on changing between suspicion and respect. Initially they say-"This Caesar was a tyrant." Later the same mob says-"If thou consider rightly of the matter, Caesar has had great wrong." They are brutal and barbaric when they say- "We'll bum the house of Brutus. Well bum his body in the holy place, And with the brands fire the traitors' houses." They are the deciding element of this play as they turn the action around, swing the tide in Antony's favour.

7. BRUTUS

He is simple and straight-forward. He says- "I will myself into the pulpit first, And show the reason of our Caesar's death: What Antony shall speak, I will protest He speaks by leave and by permission. He is honourable in his intentions when he murders Caesar as is reflected in this speech 'Not that I loved Caesar less, but that I loved Rome more.'" He is a poor judge of character and allows Antony to speak at Caesar's funeral without realising that the mob has no brains. He appeals to their logic and as a true democrat he declares that he loves liberty and dignity. Brutus justifies Caesar's murder, saying "As he was ambitious, I slew him."

I) MULTIPLE CHOICE QUESTIONS

1. Brutus was conspired to join the conspiracy because
 - a) he was a close friend of Caesar
 - b) he was an ideal republican , hence would object to the coronation of Caesar
 - c) his inclusion in the conspiracy would justify the assassination of Caesar
 - d) all of the above
2. Caesar's assassination at the statue of Pompey was ironical because-
 - a) Caesar had defeated Pompey in the war
 - b) Pompey was in great support of Caesar
 - c) Pompey's sons had been defeated by Caesar in the war

- d) None of the above.
3. Caesar was convinced to go to the Senate by Decius by saying that
 - a. all the dreams seen by Calpurnia were bad omen
 - b. all the dreams seen by Calpurnia were good omen
 - c. people of Rome might change their opinion to choose their ruler if he came to Senate that day
 - d. both ii and iii
 4. Who were called the master spirits of the age?
 - a) the Roman noble class
 - b) the Roman ruling class
 - c) the conspirators
 - d) the roman public
 5. Cassius tries to stop Brutus from letting Antony speak at Caesars funeral as he
 - (a) knows the Roman mob loves Caesar and Antony
 - (b) knows Brutus is not a good orator
 - (c) knows they should not have killed Caesar
 - (d) knows Antony is a good orator who can sway the mob
 6. What prophecy does Antony make over Caesars dead body?
 - (a) Romans will see Caesar's ghost roaming on the streets
 - (b) Rome will experience fierce civil war in Which many people Will die
 - (c) Rome will be ruled by Ate
 - (d) Roman women will smile at the death Of Caesar
 7. After listening to Brutus speech, the third citizen says' 'let him be Caesar. This clearly shows he
 - (a) has not understood Brutus reason for killing Caesar
 - (b) loved Caesar more then he loves Brutus
 - (c) loves Brutus more then he loved Caesar
 - (d) thinks Brutus killed Caesar to assume power
 8. When Antony calls the conspirators 'honourable man' tone is
 - (a) admiring (b) flattering (c) angry (d) mocking
 9. course thou wilt; shows him to be
 - (a) a ruthless manipulator
 - (b) an honourable man
 - (c) a loyal friend
 - (d) a tactful man
 10. What is Caesar's logic for not fearing death?
 - a) Brave do not think of death
 - b) Brave are always ready to die
 - c) Brave are always thinking of death
 - d) Death always favours the brave

II) SHORT ANSWERS QUESTIONS

1. Why is Antony 'meek and gentle' with the 'butchers'?
2. Why does Cassius caution Brutus against allowing Antony to speak in the funeral of Caesar?
3. How did Brutus convince Cassius?
4. What argument did Brutus put forward in defence of Caesar's murder?
5. How does Antony show them the cuts and the most unkindest cut of all?
6. Why did Brutus kill Caesar?
7. What was Antony's purpose behind the funeral speech?
8. Do you think the people were fickle-minded? Why do you think so?

III) EXTRACT BASED QUESTIONS

1. When beggars die, there are no comets seen;
The heavens themselves blaze forth the death of princes

- (i) Who speaks these lines and to whom?
- (ii) How does the speaker differentiate between the death of beggars and that of princes?
- (iii) How has the night been?
- (iv) Why is Calpurnia giving these explanations?

2. "CAESAR: How foolish your fears seem now, Calpurnia ? I am ashamed I did yield to them. Give me my robe, for I will go,

- (i) Who made Calpurnia's fear seem foolish?
- (ii) What were her fears?
- (iii) How did Caesar yield to Calpurnia's dream?
- (iv) Name the drama and the dramatist from which these lines are taken

3. "Cowards die many times before their deaths The valiant never taste of deaths but once".

- (i) Who is the speaker of the above lines?
- (ii) Which characteristic feature of the speaker is revealed in the above line?
- (iii) Whom is he speaking to ? Why does he say these words?
- (iv) Explain the above lines.

IV) LONG ANSWER QUESTIONS.

1. What does Antony say in his speech? Why is it more effective than that of Brutus?
2. Caesar's end was tragic. He did a lot for the people of Rome but still he was murdered by his friends. How did they justify his murder?
3. How did Antony manage to sway the minds of the people of Rome in his funeral speech?
4. Calpurnia saw a horrible dream Bring out the theme of rhetoric versus power in Julius Caesar.
5. Briefly describe how Caesar was assassinated.

V) VALUE BASED QUESTIONS

1. Loyalty is inherent in friendship. A friend is expected to avenge the hurt caused to his friend. Describe how Antony proves his loyalty to Julius Caesar by bringing the conspirators to justice.

2. We want to know what are the basic rights of an individual, but what are the fundamental duties of every citizen?

OR

What contribution can we as individuals make towards preserving peace and harmony in the state?

3. Friendship vs Deception is an important theme of Julius Caesar. Comment.

ANSWER KEY

MULTIPLE CHOICE QUESTIONS

1. b) he was an ideal republican , hence would object to the coronation of Caesar
2. a) Caesar had defeated Pompey in the war
3. d) both ii and iii
4. c) the conspirators
5. d)the roman public
6. b) Rome will experience fierce civil war in Which many people Will die
7. a) has not understood Brutus reason for killing Caesar
8. d) mocking
9. d) a tactful man
10. a) Brave do not think of death

SHORT ANSWER QUESTIONS

1. Antony knew he was alone, and the conspirators were so many. But he was clever, he is biding for time. Outwardly, he appears 'meek' and 'gentle' but inside he is outrageous, wants a revenge anyhow.
2. Cassius was very well aware of Antony's skills as an orator. He also knew Antony was very clever and was capable of turning the tables against them. He fears he might incite the people against them. His fears turn out to be true.
3. Brutus assured Cassius that nothing of the sort would happen, as Antony would tell the people that he was there with their permission. First, Brutus himself would go to the pulpit and speak and he would also see that Antony does not say anything against them
4. Brutus a man of noble ideas and a true patriot was very close to Caesar. Unfortunately, he believed the conspirators who accused Caesar of being too ambitious and a threat to the democracy and freedom of the people of Rome. Thus he puts forward to the Romans the argument," not that he loved Caesar less but that he loved Rome more", to justify the assassination.
5. Antony shows them the mantle with slits made at different places by the conspirators, then the cut through which Brutus had stabbed Caesar. This was the most unkindest cut as Brutus was his loved one and his betrayal was the cause of Caesar's death.
6. He loved Caesar but he loved Rome more. If Caesar lived, the Romans would have become slaves. Caesar was ambitious so he had to be killed. In the interest of the Romans, Caesar had to be assassinated.

7. The purpose was to rouse the sentiments of the fickle-minded people to take revenge by fighting the conspirators. He gets success as the crowd gets ready for mutiny and rises in revolt to burn the traitors' houses.

8. When Brutus speaks they readily agree with all that he says without questioning or doubting. Antony comes and changes their mind... believe whatever they hear ... are truly gullible... don't have a mind of their own.

EXTRACT BASED QUESTIONS

1.(i) Calpurnia speaks these lines to Caesar.

(ii) Nothing unusual happens when beggars die, but the death of princes is foretold by the heavens.

(iii) It has been very disturbing, an indication of something bad to happen.

(iv) Calpurnia doesn't want Caesar to venture out to make him understand her genuine concerns she gives these explanations

2. (i) Julius Caesar is the speaker of the above lines.

(ii) Julius Caesar is brave and fearless.

(iii) He is speaking to Calpurnia. He says it in response to Calpurnia's horrible dream and bad omens.

(iv) Caesar says that cowards die many times by worrying about death. But the brave dies only once.

3. (i) Decius Brutus made Calpurnia's dream seem foolish by interpreting it in his own way.

(ii) Her fears were that if Caesar went out of the house that day, he might get killed.

(iii) Caesar decided not to go to the senate house.

(iv) These lines are taken from the drama Julius Caesar by William Shakespeare.

LONG ANSWER QUESTIONS

1. After making peace with the conspirators and getting their permission, Antony speaks directly to the Roman mob. He pretends that he has not come to praise Caesar and speak against Brutus and the others. However, he does just the opposite. He starts narrating the conquests, glories and trophies that Caesar brought to Rome. He brought many captives, received ransoms and tributes. He wept for the poor and for their cause. In his will, he left his private garden and parks for their use. They were his heirs. Caesar was not at all ambitious as he turned down the crown offered to him thrice. He conclusively proved that Brutus and the other conspirators were liars and murderers. He succeeded in arousing the mob's sympathy for Caesar and directing their anger against the conspirators.

2. A number of powerful and influential people were jealous of Caesar's growing power and popularity. They all decided to finish him off. They had their personal grudges and jealousies. Being the scheming kind, they were not respected by the people. They hatch a plot to kill Caesar. To give credence to their act and to justify themselves, they poisoned the mind of Brutus, the noble and most trusted and respected man in Rome. They made him believe, Caesar was ambitious and in the interest of Rome, he should be finished. Brutus, who loved Rome more than anything else, agreed and joined the conspirators. Caesar was murdered by his own friends.

3. Funeral speech is a master piece of oratory, very persuasive, gains his objective, convinces every member of the mob of Caesar's innocence and the brutality of the conspirators. He enters with Caesar's body to win sympathies of the crowd and addresses them as 'Friends'. In his speech, Repeatedly called Brutus noble and honourable to convey a sense of sarcasm. Antony praises Caesar and highlights his refusal to accept the crown, Which shows and tells that he was not greedy/ambitious, then he refers to

Caesar's will and tells them Caesar had left money to each one of them. Consequently, Antony makes the crowd believe that Brutus was telling lies and whatever he has said may be questionable. Brutus convinces the people that Caesar was killed /assassinated in the interest of the Romans but Antony plays upon the emotions of the crowd who rise in the revolt against Brutus, Cassius and others. Mob very angry, causes widespread death and destruction. Antony is an emotional and sincere speaker. Apparently, avenges Caesar's death.

4. Under the guise of a gesture of friendship, Antony actually marks the conspirators for vengeance. Brutus speaks to the crowd and appeals to the love of liberty in order to justify the killing of Caesar. He also makes ample references to the honour in which he is generally esteemed, to validate his explanation of the deed. Antony likewise wins the crowd's favor, using persuasive rhetoric to whip the masses into a frenzy so great that they don't even realize the fickleness of their favour. The value that can be derived from this incident is the relationship between rhetoric and power. Words serve to move hearts and minds, as Antony cleverly convinces the conspirators of his desire to side with them, "Let each man render me with his bloody hand"

5. The conspirators urged Caesar to recall Publius Cimber but he rejected their petition. Casca was the first person to stab Caesar. As Caesar refused to recall Publius Cimber, Casca said, 'Speak hands for me and stabbed Caesar from behind. The other conspirators also stabbed Caesar. When Caesar saw Brutus stab him, he gave up the struggle and saying, 'Et tu, Brute' muffled up his face in his mantle and died at the foot of Pompey's statue.

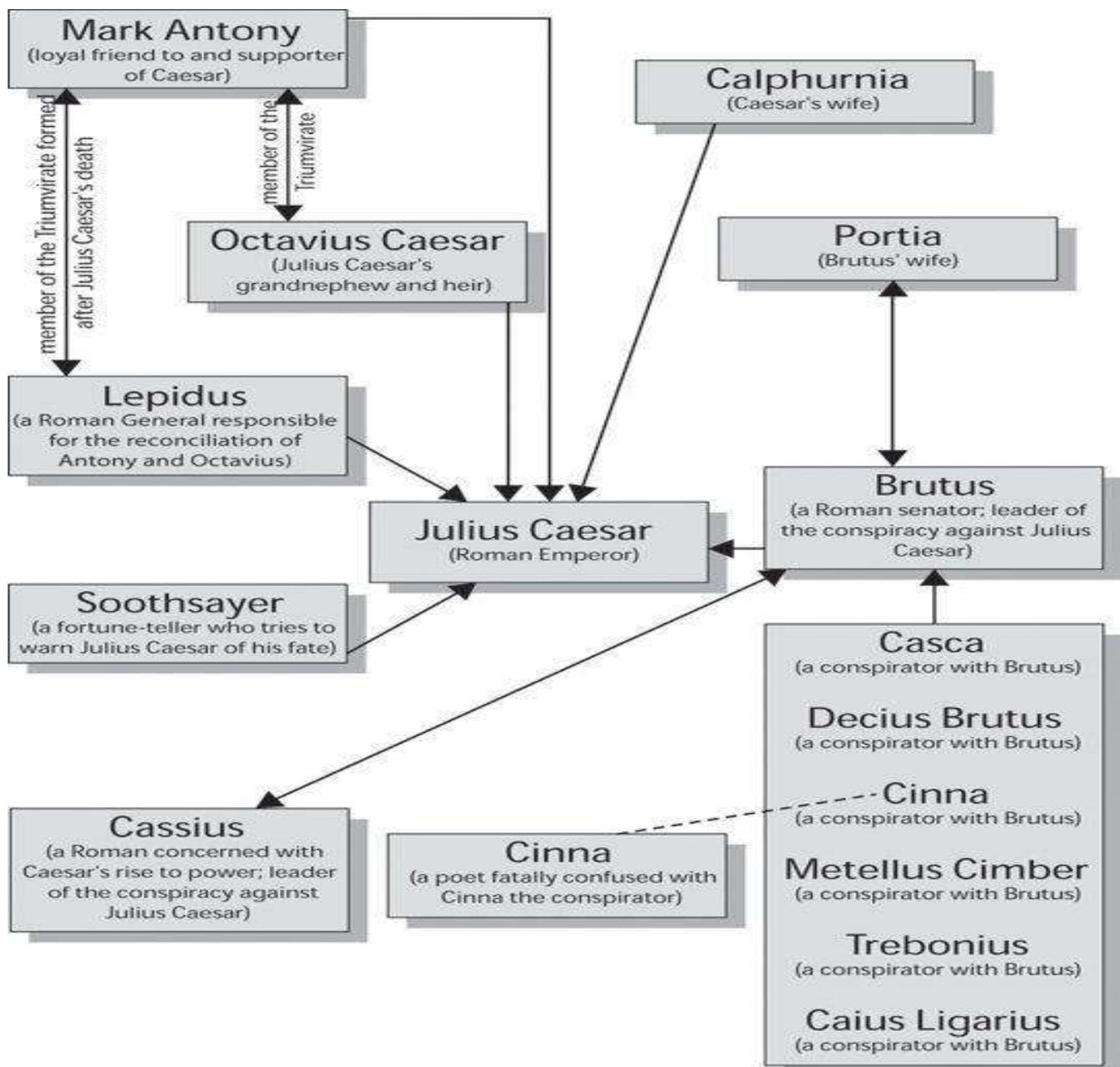
V. VALUE BASED QUESTIONS

1. Caesar was a victim of a conspiracy. Mark Antony a very close friend and confidant, a true patriot in his own right, was shocked and grieved when he got to know about the brutal crime. Delivering a very eloquent funeral speech, he proves to the Romans that the charges levied against Caesar by the conspirators were wrong. He incited, enraged and instigated the fellow Romans to revolt against the conspirators. Violence and civil war follows and the conspirators were killed. As for Brutus and Cassius, faced with bitter disillusionment, they commit suicide. Thus Caesar's death was avenged by Antony. He proves that loyalty is inherent in friendship, and that as a true friend it was his moral responsibility to bring the conspirators to justice.

2. It is the moral duty of every citizen to love his country, respect its constitution, the rules and regulations and abide by them for the smooth running of the country. Our country had been a slave for a long time. We must not forget those people (and their ideals) who sacrificed their lives for the country. This country of ours is a multicultural, multilingual land with so many religions. This multihued aspect has to be preserved at any cost. Unity and universal brotherhood are the key characteristics to be preserved and practised at any cost. Women have always been revered and it should be the motto of every individual to protect the honour of their women folk. A rich and diverse land; culturally, India stands unparalleled in the world. Its ancient culture, traditions and age-old values give to the nation an extraordinary flavour. The message of spirituality has been giving solace to the people all over the world.

It is the duty of every citizen that the natural environment has to be protected, maintained and improved. For this, the flora and fauna, both have to be looked after and taken care of. These include the forests, lakes, rivers, wildlife all. In the field of technology we must see we are not left behind. Along with the spiritual growth and development, technological advancement cannot be ignored. A scientific temper and humanism has to be nurtured side by side, a spirit of inquiry and constant reform of ourselves and our country will take us a long way.

3. Friendship can be defined as a unique blend of affection, loyalty, love, respect and trust between two individuals. There are many friendships that exist in Julius Caesar-between Caesar and Mark Antony, Caesar and Brutus, Decius and Caesar and Brutus and Cassius. There was close friendship between Mark Antony and Caesar, so when the latter was killed, Antony wanted revenge. He deceived Brutus and the other conspirators by saying, "Friend I am with you all, and love you all" to manipulate Brutus, put his doubts at ease and seek permission to speak at Caesar's funeral. Brutus agreed and Antony spoke to the people and used his words to manipulate the plebeians to revolt against the conspirators. An example of deception, in the play was the friendship between Decius and Caesar. Decius went to Caesar's house on the fateful day and used the latter's love and trust for him to manipulate Caesar to come to the Senate. Another friendship is that between Brutus and Cassius. Cassius loved Brutus and gave in to him against better judgement. The trusting Brutus underestimated Antony and allowed him to speak at Caesar's funeral; Cassius pulled him aside and said, "You know not what you do. Do not consent that Antony speak in Caesar's funeral." Brutus overrode him, leading to their downfall. Even Caesar and Brutus were friends Brutus betrayed Caesar by being part of the conspiracy. When he stabbed Caesar, Caesar gave up his straggle saying, "et tu Brutus?" before he fell to the floor and died. This play teaches us that friendship is a very delicate and sometimes a manipulative relationship.



Instructions:

The Paper consists of 4 Sections.

All sections are compulsory.

Section A - Reading (22 Marks)

Section B - Writing (22 Marks)

Section C - Grammar (10 Marks)

Section D - Literature (26 Marks)

Attempt all the questions of one section before attempting another.

SECTION – A READING (22 Marks)

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

12 Marks

1. India joined the distinguished club of Mars explorers on 24 September, 2014 as its Mangalyaan probe maneuvered into the red planet's orbit according to plan. Until then, only the United States, the former Soviet Union and the European Space Agency had conducted missions that successfully reached Mars.
2. India's space program is the first to do so in its first attempt. "History has been created today," declared the Indian Prime Minister Narendra Modi at the Indian Space Research Organization (ISRO) mission control room in Bangalore. "The odds were stacked against us but we have prevailed and have achieved the near impossible," he added.
3. As the news of the probe's successful insertion into orbit poured in, the ISRO control room erupted into thunderous applause, with scientists shaking hands, hugging and distributing sweets. Mangalyaan, known formally as the Mars Orbiter Mission (MOM), has been hailed as one of the least expensive interplanetary endeavours in recent history, costing \$75 million — less than the price of producing space-based Hollywood film Gravity, as Modi has pointed out. But former ISRO chairman G. Madhavan Nair warns that if ISRO were to launch a mission similar to one of NASA's in scope and depth, it would end up spending many times more. Mangalyaan carries five instruments to study the planet's geology and evolution, and to look for methane, a signature of life.
4. Some observers however view its scientific objectives with caution. "Some of this is hyped up and overstretched," says Amitabha Ghosh, an India-born planetary geologist based in Washington DC. "I am skeptical that MOM will be able to dwell decisively on the present or past life on Mars." Ghosh says that MOM is unlikely to supply data comparable in breadth or quality to those generated by other recent missions. He finds it unlikely that MOM will add anything significant to our understanding of Martian topography, for instance, given that NASA's Mars Global Surveyor has already taken 640 million elevation measurements and mapped the planet in detail.
5. However, ISRO describes MOM not as a science mission, but as a "technology demonstrator". Some policy experts say that India's space programme is also relevant to its national security, especially given that China has ramped up its space capabilities and tested anti-satellite weapons.

1. Based on the reading of the passage answer the following questions:

- a) According to former ISRO Chairman, if ISRO launches a mission similar to one of NASA's:
- | | |
|-------------------------------|---|
| i) It will be more expensive | iii) It will be cost the same as NASA's |
| ii) It will be less expensive | iv) None of the above |

1

CBSE plans open-book exam pilot run in select schools

The Central Board of Secondary Education (CBSE) is planning a pilot test of open-book assessments in select schools for classes IX to XII later this year, according to officials. The idea, which was floated in the last governing body meeting of the Board in December 2023, is unlikely to be adopted in recent future. "The CBSE is planning a pilot run of open-book assessments in a few schools, targeting subjects like English, mathematics, and science for classes IX and X,

and English, mathematics, and biology for classes XI and XII," said officials.

The aim is to gauge the time taken by students to complete these tests and gather feedback from stakeholders. The CBSE had previously experimented with an Open Text-Based Assessment (OTBA) format for the year-end exams of classes IX and XI for three years from 2014-15 to 2016-17, but it was scrapped based on negative feedback from stakeholders.



WHAT IS AN OPEN-BOOK EXAM?

In an open-book exam, students are allowed to carry their notes, textbooks, or other study material and refer to them during the exam.

where understanding of concepts and applying knowledge is more important than rote learning.

X-plained

HOW IS IT DIFFERENT FROM TRADITIONAL EXAMS?

Unlike traditional closed-book exams, which rely on memorisation, open book exams emphasise on comprehension, application, and critical thinking skills. These exams are often used in higher education settings, particularly in subjects

HOW WILL IT WORK

The pilot will be focused on assessing higher-order thinking skills, application, analysis, critical and creative thinking, and problem-solving abilities. While the design, development, and review of open-book tests is proposed to be completed by June 2024, the pilot testing of the materials in schools is being planned in November-December 2024.

IS IT A GOOD MOVE? STUDENTS REACT

Open-book exams could pave the way for a better connection and experience with studies. Reading will pave the way for studying in a more holistic manner. This approach will help improve our language, comprehension, knowledge, concentration, conversation and communication, leading to a mentally fit generation.

Abraham Paul Vakkannal, class VII, Gregorian Public School, Ernakulam

The open-book exam is a great move, as both teachers and students will pay more attention to greater understanding of concepts and higher order thinking rather than testing memory-based questions. The OBE will also help alleviate stress and memory lapses, which are commonly experienced by many during closed-book exam format.

Suhani Sharma, class XI, Delhi Public School, Chandigarh

Which countries practise OBE?

Answer: In US law schools, open-book exams are common due to the emphasis on understanding legal principles. In Germany, open-book exams are used in engineering courses, where students are required to solve complex engineering problems.

Open-book exams nurture critical thinking. Though open-book tests are radically different to the traditional ones, they make students access their highest order of thinking skills instead of information-dumping on answer sheets.

Tathai Roy, class XI, Guru Teg Bahadur Public School Durgapur, West Bengal

What are its benefits & pitfalls? EDUCATORS EXPLAIN

Open-book exam has advantages like promoting critical thinking and deeper understanding of content, providing stress-free environment. However, it also brings in challenges of over-dependence on resources and difficulty in monitoring of any unfair means during assessment. Also, as evaluation process of the test will be different, the teachers will have to undergo training.

Jyoti Nair, Regional Director and Principal, New Horizon Scholars School, Kavesar, Thane

Open-book exams develop critical thinking and expect the students to connect their classroom lessons with real life situations. This helps in nurturing a higher order thinking skill. It also ensures study materials are looked into thoroughly. However, it is likely to affect assessment thereby compromising on the quality of learning. Open-book exams should be considered only after adequate awareness, and practice is given both to the learner and the teacher.

Anupama Ramachandra, Principal, Delhi Public School Electronic City, Bangalore

Open-book exams will steer students towards understanding concepts in the curriculum to score well since questions will be application based, rather than rote. Such learning will make them industry-ready. However, the flip-side is that revamping the entire assessment pattern will require specific strategies to enable students to embrace the new system in a structured manner. The format can be time-consuming for students if the sifting of available information is not done properly. It will then lead to confusion and a tendency to amass everything related to a concept.

Sharmistha Sinha, principal, Zebar School For Children, Ahmedabad

- a) Which of the following statements best describes the difference between traditional Exam and open book exam? 1
- (i) Traditional Exams are time consuming than OBE
- (ii) In traditional Exams Students need not carry books whereas books must be carried in OBE
- (iii) Critical thinking skills are tested in OBE but are not tested in Traditional Exams
- (iv) OBE paves way for in-depth knowledge that tests high order thinking skills whereas Traditional Exams focus on testing knowledge.
- b) What is the tone of the students in respect of Open book Exams? Rationalize your response in about 40 words. 1
- c) State whether the following statement is True or False as per Open Book Examination. Justify. 1
- d) Why is CBSE planning in select schools only? 1
- e) What is the plan of CBSE with respect to OBE. 1
- f) Based on the reading of the news Clip, examine the benefits and pitfalls of OBE. 2
- g) Which of the following options justify OBE? 1
- i) Increases the comprehension and synthesizing skills of the students
- ii) The exams tests the memory of students
- iii) More desk space is needed for students during the examination
- iv) Students analyze based on their theoretical & practical knowledge.
- (1) Only (i) (2) (i) (ii) (iii) (3) (i) & (iv) (4) All the Above
- h) Mention any two challenges for open book exam? 2

SECTION B – WRITING 22 MARKS

- Q.3. You are Raj, Write an Email to your younger brother Vivek about the ill effects of using Mobile phone and advise him with its minimal use. Copy the layout given below. 3

From:	
To:	
Cc:	
Date:	
Subject:	

- Q.4. Write a factual description in not more than 100 words about the argument that ensued between your friend Rajan and his uncle on career choice made by him. 4

Q.5.(a) In spite of an incredible wealth of tourist spots, cultural attractions and natural wonders, India is still not the top 15 tourist destinations of the world. Write a letter to the Editor of a national daily giving your opinion on this statement in about 120 words. You may use points given in the MCB Unit 'Travel and Tourism' and also the hints given below.

7

HINTS

- India gets just 3.3 million tourists; Singapore-7million tourists; Thailand-9.6million tourists in a year.
- Biggest problem – India's image of dust, pollution, poor hygiene
- Tourists worried about safety and security
- Language and communication.
- Offer clean vehicles; cleanliness of staff at hotels etc.
- Be courteous, polite, show integrity and honesty in your dealings
- Well trained guides, translators to help tourists
- Removing hurdles- helps India become ultimate tourist destination

OR

(b) You are Devaki living at 144, II Lane, H – Block, RK Puram, New Delhi. You wish to join a crash course in computer animation during the winter break. Write a letter of enquiry in about 120 words to the Course Director, Rainbow Animation Centre, Karol Bagh, Gurgaon.

7

Q.6. (a) While reading the newspaper, you came across the following news item.

Three American women attacked, robbed in New Delhi

New Delhi: Three American women on a world tour were brutally attacked and robbed of their money and passports by two men posing as tourist guides, police said.

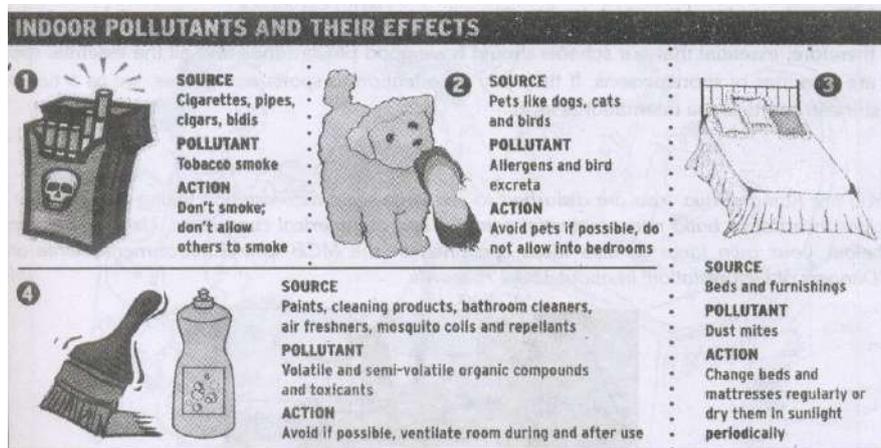
Such incidents deter tourists from visiting the country. Based on the information given above, and using the ideas from the unit Travel and Tourism and your own, write an article in 150 words on the subject offering suggestions for improving tourist facilities.

Also give a suitable title. (OR)

8

(b) You are Kunal/Saroja. You suddenly realize that indoor air pollution is also a potential health hazard. You decide to write an article about it for your school magazine. Taking clues from the following visual inputs along with your own ideas and also ideas from the unit 'Environment', write the article in about 150 words.

8



Q.7. Complete the tasks A-C as directed:

7 (A) Report the dialogues to complete the following paragraph

3

Ramesh: Where are you going?

Reena: I am going to school to collect my pass certificate.

Ramesh: How much did you score?

Ramesh: I got good marks in all subjects except in mathematics

Ramesh asked Reena where she was going. To which Reena replied that (i)

Ramesh then wanted to know (ii) Reena replied that

(iii)

7 (B) Fill in the blanks with appropriate options from those given in the brackets:

3

Election is the process through which people (i) (will / must / can) express their political opinion. They express this opinion (ii) (by / with / through) public voting to choose a leader. Also, the selected political leader would hold public office. The election is certainly a vital pillar (iii) (in / of / at) democracy. This is because; Election ensures that the government is of the people, by the people, and for the people.

7 (C) The following passage has not been edited. There is one error in each of the indicated lines.

Write the incorrect word and the correction in your answer sheet. The first one is done as an Example.

4

No.	Text	Incorrect word	Correct Word
1	Every year thousands of people visit	thousand	thousands
2	Stratford -on-Avon which is on the		
3	English Midlands. Tourists has been coming		
4	in large numbers for much centuries because		
5	they want to see a birth place of the most		
6	famous English playwright- Shakespeare.		

SECTION-C (LITERATURE)

Q.8 (A) Read the extracts given below and answer the questions that follow: (ANY TWO)(4+4=8)

*That a critic of such note
Had discussed her art and throat
"I don't think the song's divine
But-oh, well-at least its's mine."*

- a) Who is the critic?
- b) What did the critic say about her song?
- c) What was the nightingale's reply to her critic?
- d) How did the nightingale fall prey to the critic?

8 (B) *"Yet their devotion had touched me deeply. War had not broken their spirits.
Their selfless action brought a new nobility to human life, gave promise of a*

great hope for human society”

- a) Whose devotion is referred to here?
- b) Why are they called as the “two gentlemen of Verona”?
- c) A reference to the war is made / which war is the author referring to?”
- d) What was the damage caused to them by the war?

8 (C) “This was the most unkindest cut of all
For when the noble Caesar saw him stab
ingratitude, stronger than traitors’ arms
Quite vanquished him.”

- a) Who is the speaker and to whom is he speaking?
- b) What was the unkindest cut? Who made it?
- c) Whose sight pained Caesar the most?
- d) What is ingratitude according to Antony?

Q. 9. Answer **any five** of the following six questions in about 30-40 words each: 5x2=10

- a) Why did Mrs Packletide decide to shoot a tiger? Who arranged for the tiger shooting and how?
- b) Why had Patol Babu lost his first job in Calcutta? What jobs did he take up after he lost his first job?
- c) Bring out the irony of the words written on the pedestal of ‘Ozymandias’.
- d) The poet expresses dual attitude towards the snake. Why does he experience conflicting emotions on seeing the snake?
- e) Ali had lost the zeal to do anything else except to come to the post-office and wait for his name to be announced. Comment.
- f) What help did Sebastian Shultz ask Michael for? How did he convey this message?

Q.10. Answer **any one** of the following questions in about 150 words:

8

- a) One has to pay for one’s thoughtless and reckless actions sooner or later. Things in nature need to be revered for the good of man. Elucidate with reference to ‘The Rime of the Ancient Mariner’.

OR

- a) Technology has advanced so much that it is difficult to differentiate the virtual from the real. Do you think this will help man to progress or will it leave us as slaves of technology? Discuss with reference to the lesson ‘Virtually True’.

MARKING SCHEME OF SAMPLE PAPER 01

SECTION A – READING (22 Marks)

Q.1. Continuous Text – Narrative /Discursive passage – 12 Marks

- a) ii) It will be less expensive 1
- b) iv) All the above 1
- c) iii) Both i) & ii) 1
- d) He finds it unlikely that MOM will add anything significant to our understanding of Martian topography, for instance NASA’s Mars global surveyor has already taken 640 million elevation measurements and mapped the planet in details. 2
- e) iii) both i) & ii) 1
- f) i) Technology Demonstrator 1
- g) There was thunderous applause with scientists shaking hands, hugging and distributing sweets 1
- h) Mangalyaan carries 5 instruments to study the planet’s geology & evolution and to look for methane, a signature of life. 1
- i) Policy experts say that India’s space programme is also relevant to its national security, especially given that China has ramped up its space capabilities and tested anti-satellite weapons. 2
- j) ii) Resolutely 1

Q.2. Non-continuous text – Article (Information)

- a) (iv) OBE paves way for in-depth knowledge that tests high order thinking skills whereas Traditional Exams focus on testing knowledge. 1
- b) Students are optimistic and feel that Exams would be easy and realistic 1
- c) True – It encourages high order thinking skills in students and discourages rote memory. 1
- d) As a pilot project to ascertain success and also with respect to negative feedback received earlier. 1
- e) To implement in few schools and target few subjects like English, Maths, Science (Biology) 1
- f) Benefits: (Any relevant point) 2
- Students can refer to books and notes during examination
 - Questions needs to be devised wherein students apply and make use of information rather than simply locate and rewrite this information.

Pitfalls: (Any relevant point)

- Lack of training to teachers to create effective exam questions
 - Interpretation, application, comprehension and critical thinking skills to be tested.
- g) (3) (i) & (iv)

- h) - students may fail to demonstrate understanding by constructing meaning from the Information. 2
- Students may waste time looking for answers.

SECTION B: WRITING SKILLS (22 marks)

Note : All names and addresses of places and organisations used, are fictitious.

Q.3. Email Writing Content - 1 Organisation - 1 Accuracy - 1 Total = 3 Mks

Q.4. Descriptive Writing Content – 2 Organisation - 1 Accuracy - 1 Total = 4 Mks

Q.5. Letter to the Editor Format - 1 Content – 3 Organisation - 2 Accuracy - 1 Total = 7 Mks

Q.6. Article Writing Format - 1 Content – 3 Organisation - 3 Accuracy - 1 Total = 8 Mks

SECTION C: GRAMMAR (10 marks)

7 (A) (i) She was going to school to collect her pass certificate.

(ii) how much she had scored

(iii) she had got good marks in all subjects except Mathematics

7 (B) (i) can

(ii) by

(iii) of

7 (C)	Incorrect	Correct
1.	who	which
2.	has	have
3.	much	many
4.	a	the

SECTION D: LITERATURE (26 MARKS)

Q.8. Reference to Context

8 (A) a) The Frog

b) Not too good, technique is fine but lacked force

c) No matter how the song is she agreed and accepted that it was her original one

d) She thought the frog was a great singer, and allowed her to be trained by him and exert herself

8 (B) a) The two boys Nicola & Jacopo

b) They were noble, loyal, chivalrous and their willingness to work for their sister's medical

expenses

c) World War II

d) Father was killed, house destroyed by bomb, sister afflicted by tuberculosis of the spine

8 (C) a) Antony speaking to the mob

b) The stab wound made by Brutus who was considered to be the most trusted friend of Caesar

c) The sight of Brutus stabbing him

d) Brutus who was an angel to Caesar had joined hands with the conspirators to kill him

Q. 9. Short Answers (any 5)

Content – 1 Organisation – 1 Total = 2 Mks each

Upto one mark can be deducted for accuracy.

9 a) Packletide was jealous of her rival, Loona Bimberton, **In order to outclass her**, and gain media coverage through her pictures. Villagers arranged for an old tiger/ they made a platform for her / one villager lay in ambush in case she missed her target/ they arranged for a goat as a bait.(any other relevant points)

b) He worked for Hudson and Kimberley. He had lost his job due to retrenchment - due to war. He opened a variety store/ took up a job in a Bengali firm/ worked as an insurance salesman/ was trying to get a job in a scrap iron shop.(any two)

c) Look at my works ye mighty and despair were the words written on the pedestal but nothing remains except vast stretches of sand. This is the irony.

d) It is because he is caught in between by human instinct and rational thought. Human instinct makes him appreciate the snake and love animals. However, the voice of human education or rational thought says that snakes are poisonous and are to be killed.

e) Sebastian Shultz was in the virtual world when his accident took place. As a result he got stuck there. He encountered Michael in this virtual world. **He wanted Michael to rescue him.** Message was sent via e-mail.

Q.10. Long Answer Question (Any one) 8

Content - 4, Organisation - 3 Accuracy - 1 Total = 8 Mks

(Answer can be woven along the following lines)

10 (a) Whenever we act or behave thoughtlessly, we are made to suffer the consequences of our reckless actions. It is our own conscience that holds us guilty. Happiness eludes us. Living our life normally becomes difficult. It is said, “ A clear conscience is a continual Christmas”. We are repentant but only when it is too late. What has been done cannot be undone. Happiness and joys, so simple are denied to a guilt-ridden heart. He who knows he has sinned, moves around with a bent head. Sharing his guilt is part of one’s penance. Acceptance of one’s offence is equal to being innocent. A guilty person wants to share his burden and goes around looking for someone to hear his heart out. This act can help him feel light. Acceptance of one’s folly, asking for forgiveness, and a firm resolution, never to repeat the wrong can assuage the suffering. Confession of one’s sin also redeems the sinner.

(b) Man is increasingly becoming dependent on technology and children are also addicted to computer games. In Virtually True, Michael’s father bought all the latest fads from the market. In fact, Michael even saves Sebastian through a series of virtual games. However, he is unable to explain certain things and declares that the story is ‘virtually true’. The advancement of technology- though a sign of progress, has curbed all kinds of social interaction and contact. This is in turn making life mechanical. One needs to draw a line when it comes to the use of technology and should not become its slave. ¹⁶Relevant answers should be accepted)

Instructions:

The Paper consists of 4 Sections.

All sections are compulsory.

Section A - Reading (22 Marks)

Section B - Writing (22 Marks)

Section C - Grammar (10 Marks)

Section D - Literature (26 Marks)

Attempt all the questions of one section before attempting another.

SECTION A : READING SKILLS (22 marks)

Question 1. Read the following passage. (12 m)

1. Care for the Wild conducted an undercover investigation into the conduct of staff and the treatment of tigers at Thailand's Tiger temple, a popular tourist attraction. The Tiger temple claims it received its first tigers legitimately as animals rescued from poachers. However, investigators obtained evidence that suggested that, rather than continuing as a rescue centre, the temple now operates as a breeding facility and may be involved in the illegal tiger trade.
2. Another concern is that the release of tigers that are used to human proximity is dangerous for the tigers and the public. Each day between 1 pm and 4 pm, tigers were put on public display, so that tourists can touch and pose with the animals for photographs for a fee. During these sessions, the tigers were given no shade and were exposed to 3 hours of direct sunlight in temperatures which often rose above 40°C.
3. The tigers are maltreated to make them compliant and perform for visitors. For instance, it was observed that temple staff would drag tigers into appealing photographic positions by pulling their tails or punching and beating the animals. Staff also controlled the tigers by squirting tiger urine from a bottle into the animal's face, an act of extreme aggression in tiger behaviour.
4. There are numerous well-documented and even fatal attacks on humans by 'trained' and apparently mild-mannered captive wild cats, including during photo sessions. However, temple staff failed to prevent direct contact even when the tigers were aggressive. As a result of their poor conditions and improper handling, temple tigers were identified to be suffering from several behavioural and physical problems. Several of the animals were observed to demonstrate stereotypical behaviour such as pacing and obsessive chewing of their paws. Other animals were visibly suffering from lameness and skeletal deformities. These complaints were thought to be further exacerbated by malnutrition and poor veterinary care.

Answer the following questions, based on the passage above.

- (i) How were the tigers made complaint? (1)
- (a) By beating
 - (b) By maltreatment
 - (C) By training them
 - (d) With aggression

ii) What does the Tiger Temple claim about tigers? How are the tigers displayed in the Tiger temple? Answer in 30 – 40 words. (2)

(iii) For how many hours were the tigers on display in public? (1)

- (a) 4 hours
- (b) 3 hours
- (c) 2 hours
- (d) 5 hours

(iv) The tigers of the temple suffer from what type of behavioural and physical problems? (1)

(v) Do humans get attacked in the temple by the tigers? Explain in 30 – 40 words. (2)

(vi) Substitute the underlined word in the sentence with a word from the passage which means the same. (1)

The freeing of the convict angered the public.

(vii) What shows that the tigers were being maltreated? (1)

- (a) Performing in high temperatures
- (b) Beating and punching them
- (c) Squirting tiger urine on them
- (d) All of these

(viii) Complete the sentence appropriately (1)

..... found out about the ill-treatment of the tigers in Tiger Temple, Thailand.

(ix) Complete the sentence appropriately (1)

The evidence suggests that the Tiger Temple

(x) State whether the given assertion is True or False. (1)

The tigers get photographed by the temple staff in various poses with love.

Q.2. Read the passage carefully. (10 m)

1 AHMEDABAD: Around 14.3% of the children born in 2014 in rural Gujarat were born at their homes without any medical attention. According to the data released by Sample Registration System (SRS) there were 85.7% women who gave birth to the children either in government hospitals or in private hospitals.

2 The data states that on an average 91.1% children born in the state are born in private or government hospitals. The number of births in urban areas was almost 100% as 99.7% children born in Gujarat are born in private or government hospitals. The SRS data reveals that the percentage of births in hospital have increased by nearly 18% in Gujarat since 2009. The data reveals that around 73.2% babies were born in hospital, which increased to 91.1% in 2014. The data reveals that in the rural areas the improvement was around 22.6% during the same period. In 2009, only 63.1% babies were born in hospital which increased to 85.7% in 2014.

3 State health minister Shankar Chaudhary says that the state has taken several measures to promote institutional deliveries. “The efforts of the state is showing good results and hence, there has been an increase of institutional deliveries in both rural and urban areas.” The SRS-2014 stated that more infant girls died in the urban areas as compared to the male infants. However, the overall rate may have declined by one point, but when it comes to urban areas the infant mortality rate has increased by one point in 2014 as compared to 2013.

4 The SRS Bulletin reveals that infant mortality rate (IMR) of the state was 35 deaths of infants for every 1,000 live births. The rate was more among girls as compared to boys. The overall IMR in Gujarat was 35, but it was 34 among male infants and 37 among infant girls. It has fallen to 35 in 2014 from 57 in 2003 — a drop of 42.1%. The officials said a lot is to be achieved as the drop since 2012 has been only three points. The drop was only 2.7% as compared to 2013, while in the earlier years — in 2013 and 2014 — it was nearly seven per cent.

Answer the following questions, based on the passage above.

i. From para 1, infer what is more and what is less according to SRS survey

_____ are more and _____ are less. 1

ii. Substitute the word ‘declined’ with ONE WORD similar in meaning to the following sentence from - Para 3

However, the overall rate may have DECLINED by one point. 1

iii. As per the reading of the text, say whether the following sentences are TRUE /FALSE 2

- a) IMR rate is high among boys and less among girls
- b) The efforts of the State is showing overwhelming results in both urban and rural areas.

iv. Complete the following analogy correctly with a word / phrase from para 1 1

Arrival: Departure; _____ : Death

(Clue: Just like Arrival means the opposite of Departure; _____ is the opposite of Death)

v. As per the reading of the given text, fill correct data from Para 4: According
to SRS the IMR of female infants dropped from in 2003 to _____ in the year 2014

1

vi. Fill in the blank by selecting the correct option. (Para 4)

1

The officials feel a lot more has to be done because

- A. There has been an increase in the IMR rate of boys and girls since 2012
- B. There has been severe decrease in the IMR rate of boys and girls since 2012
- C. There has been neither increase nor decrease in the IMR rate of boys and girls since 2012
- D. There hasn’t been expected amount of drop in the IMR rate of boys and girls since 2012

vii. List any 2 good results yielded by the steps taken by the state officials to promote institutional deliveries. 2

viii. Give the maximum percentage of children born in hospitals in URBAN areas with the corresponding year. 1

SECTION B : WRITING SKILLS (22 marks)

Question 3.

Write an email to the school Principal requesting him/her to arrange special classes in English, in not more than 50 words. (3)

You may copy the given template to write your email.

From:	
To:	
Cc:	
Date:	
Subject:	

Question 4.

Describe a painting or work of art topic in not more than 100 words. Use the following clues.

(4)

- When did you see this work of art?
- Where did you see it?
- What does it look like?
- And explain why you like it.

Question 5.

A. Ecotourism means responsible travel to natural areas conserving the environment and improving the well-being of local people. The Ecotourism society of India works towards making India a preferred ecotourism destination. Write a letter to the Editor, in not more than 120 words, suggesting ways to strengthen ecotourism in our country. You may take help from **MCB Unit: 'Travel and Tourism'**. You are Vikram Singh Rathore. (7)

OR

B. Tourism being one of the biggest and fastest growing industries globally, affects the economic, socio-culture, environment and educational resources of nations. Improving tourism industry in India would thus, lead to the national development in many spheres. As Amit/Amita, write a letter to the Editor of the Times of India expressing your views on the same. You may like to take ideas from the unit- Travel and Tourism besides your own ideas. (7)

Question 6.

A. TV and Internet have reduced the charm of reading for children. Write an article, in about 150 words, on the reasons for his lack of interest. Suggest measures to create a desire to read among children right from a very young age. Use the given cues, along with your own ideas and those you may have gathered from Unit 2 : Education.

(8)

- Reading as a tool for lifelong learning
- Impact of technological development
- Role of parents

OR

B. Compulsory value-based education is the only remedy for inculcating values among the future citizens of the country. This will also help in the prevention of crime in the country. Write an article on the need of compulsory value-based education, in about 150 words. Use the ideas that you may have gathered from MCB Unit 2 : Education and Unit 6 : National Integration. (8)

SECTION C : GRAMMAR (10 marks)

Question.7. **Complete the tasks A-C , as directed.**

A. There are two kinds of hypertension : secondary and primary. Secondary hypertension has organic causes. It (a).....(may/could/will) be caused by either obstructive kidney disease, tumours of the brain, thyroid or adrenal glands (b).....(or/and/but)narrowing of the aorta. It is more common (c)(for/of/in) younger people and surgery usually restore the pressure to normal levels. (3)

- B. In the following passage one word has been omitted in each line .Write the missing word, in **any four** sentences of the given paragraph, along with the word that comes before and the word that comes after it in the space provided. (4)

	Before	Missing Word	After
Himachal Pradesh a good place for Eco Camp	Eg. Pradesh	is	a
Pine Hill Eco Camp one of the ecotourism resorts	(a) _____	_____	_____
near Barog Himachal Pradesh. Ecotourism is	(b) _____	_____	_____
gaining popularity each passing day as more	(c) _____	_____	_____
and more people want get away from the	(d) _____	_____	_____
hectic schedules.			

C. Do as directed.

- i. Rearrange the following jumbled words/phrases in the given information to create a meaningful sentence. (1)

Sunderban national park located in Bengal.

In/the/tiger/Sunderban Delta/facing/shortage/a/are/natural fodder/of

They have been losing weight over a period of time.

- ii. Report the dialogues to complete the paragraph that follows. (2)

Prateek: I don't feel well today.

Raghav: How can I help you, Sir?

Prateek: Can you take me to the doctor?

Raghav: Yes, Sir.

Prateek told Raghav ----- . Raghav asked respectfully how he could help him. Prateek asked Raghav ----- . Prateek replied in the affirmative.

SECTION D : LITERATURE TEXTBOOK (26 marks)

8. Read the given extracts and answer the questions briefly, for **any two** extracts of the three given. (4 + 4 = 8)

A. CAESAR: Cowards die many times before their deaths; the valiant never taste of death but once. Of all the wonders that I yet have heard. It seems to me most strange that men should fear; Seeing that death, a necessary end, Will come when it will come.

- i. Whom does Caesar console and why?
- ii. Which quality of the speaker is revealed here?
- iii. Explain: Cowards die many times before their deaths.
- iv. Give the synonym of „Gallant“.

B. By the time I climbed out after him, he was already sitting on a horse. ‘Jump up!’ he cried. He kicked the horse, and we speed off in a cloud of dust. ‘Who are you?’ I asked again. (Virtually True)

- i. Identify ‘I’ and ‘he’ here.
- ii. Why did the two speed off on horseback?
- iii. ‘Speed off’ means to
- iv. What was wrong with ‘he’ there.

C. He holds him with his skinny hand,
“There was a ship”, quoth he.
‘Hold off! unhand me, grey – beard loon’
Eftsoons his hand dropt he. (The Rime of The Ancient Mariner)

- i. Synonym of ‘skinny’ is
- ii. Why does ‘He’ hold ‘him’ with his skinny hand?
- iii. Who is the ‘grey-beard loon’ here?
- iv. Whose hand was held by ‘He’?

Q.9. Answer **ANY FIVE** of the following six questions in about 30- 40 words each. (5*2=10)

- i. How can you say that Michael and his father had a passion for computer games?
- ii. How did the loss of parents in the war affect the two boys?
- iii. ‘The Nightingale was a misfit in the world of the cunning.’ Comment.
- iv. “Pen is mightier than sword”. Elucidate with reference to the poem ‘Not Marble Nor Gilded Monuments’.
- v. Why did Patol Babu’s wife tell him that he was counting his ‘chickens before they’re hatched’?
- vi. What dilemma does the poet undergo in the poem Snake?

Q.10. Answer **ANY ONE** of the following two questions in about 150 words. (8)

A. One feels other’s pain only when one goes through it himself/herself. Explain the postmaster’s change of heart in the chapter The Letter and why it took place.

OR

B. ‘Pride goes before a fall.’ Justify the statement on basis of the chapter *Mrs. Packletide’s Tiger*.

MARKING SCHEME OF SAMPLE PAPER 02

SECTION A : READING SKILLS (22 marks)

Question 1. Read the following passage. (12 m)

- | | | |
|-------|---|----|
| i. | (b) By maltreatment | 1m |
| ii. | The Tiger Temple' organisation claims that it received the first tiger legitimately as it has rescued the tiger from poachers. Tigers are put on display for tourists to touch and pose for photographs and are exposed to temperatures that often rise above 40°C. | |
| | 2m | |
| iii. | (b) 3hours | 1m |
| iv. | The tigers of the temple suffered from many physical and behavioural problems like lameness and other deformities. They also used to pace and indulge in obsessive chewing of their paws. | |
| | 1m | |
| v. | Yes, humans do get attacked by the tigers, especially during photo sessions. Sometimes, the temple staff failed to prevent direct contact with humans even when the tigers were aggressive. | |
| | 2m | |
| vi. | Release | 1m |
| vii. | (d) all of these | 1m |
| viii. | The NGO 'Care for the Wild' | 1m |
| ix. |is now involved in an illegal tiger trade | 1m |
| x. | False | 1m |

Q.2. Read the passage carefully. (10 m)

- i **Children born in Hospitals** are more; **Children born at their homes** are less 1
- ii. However, the overall rate may have DECREASED by one point, **reduced /dropped** (Any other relevant) Award 1 mark for the correct answer.
- iii. 1) False
2) True • Award 1 for the one correct answer. Award 2 for both correct answers.
- iv. Birth Award 1 mark for the correct answer.
- v. 57 in 2003 to 35 in 2014 Award 1 mark for the correct answer.
- vi. D. There hasn't been expected amount of drop in the IMR rate of boys and girls since 2012 Award 1 mark for the correct answer.
- vii. There has been an increase of institutional deliveries in both rural and urban areas. (Any other relevant) Award 2 marks for correct answer.
- viii. 91.1% in 2014 • Award 1 mark for the correct answer.

SECTION B : WRITING SKILLS (22 marks)

3. From : Student@gmail.com

To : Principalxyz@gmail.com

Cc : abc@gmail.com

Date : 10th April, 20XX

Subject : Request for arranging special classes in English

Respected Sir/Ma'am

Most respectfully and humbly, we the students of Class X request you to arrange for special classes in English as our result of English in the test examination is not adequate. We are very worried about the subject as we find ourselves weak in the writing, unseen and grammar sections. So, we request you to arrange three English classes in a week in the month of January 20XX.

Please look into the matter and help us at the earliest.

Thanking you

Yours faithfully

XYZ

4. One of the most popular paintings in the world – the Mona Lisa was painted by an Italian artist – Leonardo da Vinci. This masterpiece was acclaimed as the most recognised and most visited artwork in the history of art. The woman sits markedly upright in an armchair with her arms folded to depict Lisa as a virtuous woman and faithful wife. The painting was one of the first portraits to depict the sitter in front of an imaginary landscape, and Leonardo was one of the first painters to use the toughest drawing technique of all time.

The painting is so famous that there are many hypotheses about it. What attracts me the most about this painting is the Mona Lisa's charming smile. It's not only the most beautiful feature on her face but also has lots of mysteries. Some people say that her smile looks different from different angles and it has been at the center of much debate and speculation over the years. The artist created a painting that is worth a thousand words and has become the iconic painting of all time. I personally think Mona Lisa is truly an impressive painting, after all, it was painted by the great Leonardo da Vinci.

5. H. No. 243/ A, Central Park

Kolkata

29th August, 20XX

The Editor Deccan Herald

Kolkata

Subject Strengthening Ecotourism

Sir/Ma'am

Through the columns of your esteemed daily, I would like to throw light on the ways to strengthen ecotourism in our country. Ecotourism is the only way to maximise the economic, environmental and social benefits of tourism. In order to promote ecotourism in our country, we should not litter the environment and dispose all the non-degradable waste such as empty bottles, tins, etc. in dustbins only.

It is important for us to observe the sanctity of holy sites, temples and local cultures. We should cut noise pollution in natural resorts, sanctuaries and wildlife parks. In case temporary toilets are set up near campsites, they must be covered with mud or sand after use. Further, make sure that such sites is away from the water source. Pollutants such as detergents should not be used while washing and bathing in streams. As a traveller, we should keep all these things in mind thereby strengthening ecotourism.

Thanking you

Yours sincerely
Vikram Singh Rathore

OR

24, Moti Nagar
Gujarat

10th August, 20xx

The Editor
The Times of India
New Delhi

Subject : Promotion of Tourism in India

Sir

Through the columns of your newspaper, I would like to highlight the promotion of Tourism in India as an industry to improve the economy of our country. As we all know, Tourism is one of the biggest and fastest growing industries globally, and it affects the economic, socio-cultural, environmental and educational resources of nations. Improving the tourism industry in India would thus, lead to the national development in many spheres. It will positively affect economy which includes the growth and development of various industries directly linked with a healthy tourism industry such as transportation, accommodation, wildlife, arts and entertainment. If tourism is improved then it will lead to the creation of new job opportunities. Also, more revenue will be generated from foreign exchange, investments and payments of goods and services will also be provided. Within our country, improvement will be seen in the standard of the living of the locals in most visited tourist destinations like Delhi, Rajasthan, Uttarakhand and cities like, Agra.

Thus, I request you to publish this letter in your esteemed newspaper so that it may encourage the respective linked industries of tourism and draw the attention of concerned authorities.

Thanking you

Yours sincerely
AMIT/AMITA

6. Lack of Interest In Reading
by Rama

Reading is an essential tool for lifelong learning. It not only plays a vital role in the overall development of each and every individual but also enables us to extend our scope of knowledge and experience. We all are aware of these and many other innumerable benefits of reading. But with the present technological development, the charm of reading has reduced. Children spend majority of their time in front of the TV and internet. Reading a book has now become an archaic (old) idea for most children. This fast declining interest in reading among children is a cause of concern to all and we need to take measures to make reading trending again. The desire for reading needs to be inculcated in children from a very young age. Parents should read books to their kids from the time when they are incapable of reading. This way children can learn that reading is a fun activity. This will also help to promote their attention and concentration. Thus, it can be concluded that reading is an activity that has only positives which makes it one of the must-haves for every child.

OR

Value-Based Education
by XYZ

Value-based education is an educational philosophy, an approach to teaching and learning that underpins away a school organises itself develops relationships and promotes positive human values. Schools that adopt such an approach report that there is a qualitative improvement in pupils' attitude and behaviour. The purpose of value-based education is to help the school community think about and reflect upon positive universal values and practical implications of expressing them in relation to themselves and the community as a whole. Value-based education also supports schools in promoting an inclusive school ethos and the methods of working raise achievements and help pupils to raise their self-esteem and take responsibility for their own behaviour and learning. It also enables students to examine the kind of life that is worth living and to consider what kind of life they want for themselves. At the core of value-based education lies an agreed set of principles, deeply held convictions that underpin all aspects of school life and work. The process is holistic and developmental, demanding a greater deal from the school's community. Value-based education is thus, a philosophy for developing and supporting schools of excellence.

SECTION C : GRAMMAR (10 marks)

7. A (a) may, (b) or, (c) in (3)

B. Before Missing Word After (4)
a. camp is one

b. Barog in Himachal Pradesh

c. popularity in each

d. want to get

C. i. The tigers in the Sunderban Delta are facing a shortage of natural fodder. (1)

ii. a. that he didn't feel well that day. (2)

b. if he could take him to the doctor.

SECTION D : LITERATURE TEXTBOOK (26 marks)

8. Read the given extracts and answer the questions briefly, for **any two** extracts of the three given.
(4 + 4 = 8)

A. i) Caesar was consoling Calpurnia because she had seen a nightmare and she was very much worried about the wellbeing of her husband.

(ii) Brave, courageous and heroic.

(iii) Those who fear death may die many times in a day but those who are brave die only when their actual death comes.

(iv) Valian

B. (i) 'I' is Sheriff Michael and 'he' is Sheriff Sebastian.

(ii) The two boys sped off on horseback because they were trying to escape from being caught and getting shot by the black eyed Jed, the gangster.

(iii) 'leave quickly'

(iv) The problem that 'he' had was a real person whose consciousness (Sebastian's) was stuck in games which he was playing in computer at the time of accident.

C. (i) 'Bony'

(ii) He holds him with his skinny hand so as to narrate to him his cursed story.

(iii) The 'grey-beard loon' is the Ancient Mariner.

(iv) He was holding the hand of a wedding guest.

Q.9. Answer ANY FIVE of the following six questions in about 30- 40 words each. (5*2=10)

i. Michael and his father were fond of computer games. Both of them had spent the entire Saturday afternoon at the Computer Fair buying some computer games as his father could not resist any of the new gadgets and gizmos that came to the market.

ii. The loss of parents in the war forced them to work hard not only for themselves but also to take on the responsibility of getting their sister treated, for which they worked hard and did all kinds of odd jobs. This lent them a seriousness beyond their ages.

iii. Yes, we agree and this statement means only those people can survive in this world who thrive as this world is full of cunning people and innocent people like Nightingale who are trusting by nature cannot survive and thus considered a misfit.

iv. The statement "Pen is mightier than sword" implies that the power of the written word and ideas is stronger and more influential than physical force. This concept is vividly illustrated in the poem "Not Marble nor the Gilded Monuments" by William Shakespeare.

v. He shared his happiness with his wife who in turn reminded him of his past when he was not successful though he had tried to do many different jobs. She told him that he was counting his chickens before they were hatched. He was only day-dreaming about his success which is not easy to gain.

vi. The poet being a well educated man got confused whether to kill the snake or leave it alive. His education insisted him not to kill the snake ,whereas his anxiety insisted him to kill away the snake. This was the dilemma ,faced by the narrator.

10. Answer **ANY ONE** of the following two questions in about 150 words. (8)

A. The postmaster in the story 'The Letter' was a very practical man. He used to think of Ali as a pest. He had no feeling of sympathy for him or his circumstances. But then times changed and his own daughter fell ill. She lived in another city. He wanted to know about her well-being but was fully dependent on a letter from his daughter that would inform him about her condition. It was at this moment that he realized Ali's pain as he himself felt it. He felt ashamed at his behaviour of calling Ali a pest. One day while he was looking for his daughter's letter in the heap of the latest arrival of letters he found Miriam's letter in it. He decided to deliver it to Ali himself. Ali 'came' at the usual hour. He talked to him but he was later informed that Ali was dead. He was shocked. He decided to go personally to his grave to deliver the letter. Thus the story teaches us to empathise with others.

OR

B. Mrs. Packletide was a jealous and materialistic lady. She was been portrayed as envious and vain. The statement fake pride ends up in misery fits on her character. She belong to upper class society where people try to show off and consequently become subjects of mockery. In this story Mrs. Packletide wanted to overshadow Loona Bimberton who talked of nothing else but her recent travel in an aeroplane by an Algerian Aviator. She decided to kill a tiger just to satisfy her vanity. She offered thousand rupees to the villagers to arrange the shooting of a tiger where less risk or exertion is arranged. The villagers readily agreed to help her. The night arrived when the killing was to be done. A goat was tethered to a tree to act as a bait. They waited for sometime and then they saw a tiger approaching the goat. Mrs. Packletide aimed at him and fired. Both the goat and the tiger fell down. Miss Mebbin noticed that the mortal wound was on the goat and the tiger had died of heart failure. She told Miss Mebbin that Loona Bimberton would be too happy to know about this fact. Mrs. Packletide got the point. She realised that she had to do something so that Miss Mebbin didnt give her away. She bought her a weekend cottage at Darking. She had to face financial losses and in the end gave up hunting as incidental expenses were too heavy. It was only her pride to show others her superiority that led to financial loss. Thus the statement pride goes before a fall is justified.

Instructions:

The Paper consists of 4 Sections.

All sections are compulsory.

Section A - Reading (22 Marks)

Section B - Writing (22 Marks)

Section C - Grammar (10 Marks)

Section D - Literature (26 Marks)

Attempt all the questions of one section before attempting another.

SECTION A : READING SKILLS (22 marks)

I. Read the following passage

(12M)

Social media has become an integral part of our lives, influencing how we communicate, gather information, and interact with the world around us. While it offers numerous benefits, its impact on society is a subject of much debate. Some view it as a powerful tool for connectivity and self-expression, while others see it as a breeding ground for misinformation and cyber bullying.

On one hand, social media platforms have revolutionized communication, allowing people to connect with friends and family regardless of geographical barriers. Platforms like Facebook, Twitter, and Instagram have made it easier for individuals to stay in touch, share updates about their lives, and participate in online communities. Additionally, social media has provided a platform for marginalized voices to be heard, enabling activists to mobilize support for social causes and raise awareness about issues that may have otherwise been overlooked.

However, the rise of social media has also brought about significant challenges. One of the most pressing concerns is the spread of misinformation and fake news. With the click of a button, false information can be shared with millions of people, leading to confusion, panic, and even harm. Moreover, social media algorithms often prioritize sensational or polarizing content, creating echo chambers where individuals are only exposed to viewpoints that align with their own beliefs. This can contribute to the polarization of society and hinder constructive dialogue on important issues.

Another troubling aspect of social media is the prevalence of cyber bullying and online harassment. The anonymity afforded by the internet emboldens individuals to engage in harmful behavior, targeting others with insults, threats, and derogatory comments. Cyber bullying can have serious consequences for victims, leading to depression, anxiety, and even suicide in extreme cases. Despite efforts to combat cyber bullying, it remains a pervasive problem on social media platforms, affecting users of all ages.

Furthermore, the addictive nature of social media has raised concerns about its impact on mental health. Studies have shown that excessive use of social media can contribute to feelings of loneliness, inadequacy, and low self-esteem, particularly among young people who are more susceptible to the influence of social media. The constant comparison to others' curated online personas can fuel feelings of inadequacy and perpetuate unrealistic standards of beauty and success.

In conclusion, social media is a double-edged sword that has profoundly reshaped the way we communicate and interact with the world. While it offers unparalleled opportunities for connectivity and self-expression, it also poses significant risks to individuals and society at large. As we navigate the complex landscape of social media, it is essential to remain vigilant about the potential harms and work towards creating a safer, more inclusive online environment for all users.

Answer the following questions, based on the passage above.

1. What is one of the main challenges posed by social media? 1M
a) Spread of misinformation
b) Increased connectivity
c) Reduction in loneliness
d) Promotion of constructive dialogue
2. What are some benefits of social media mentioned in the passage? 2M
3. What aspect of social media can contribute to the polarization of society? 1M
a) Encouragement of diverse viewpoints
b) Prioritization of sensational content
c) Promotion of empathy and understanding
d) Facilitation of constructive debates
4. What is one of the effects of cyber bullying mentioned in the passage? 1M
a) Increased self-esteem
b) Decreased anxiety
c) Depression and anxiety
d) Improved social skills
5. What is one of the main concerns associated with social media? Give an example to justify your answer. 2M
6. How does social media impact mental health according to the passage? 1M
a) It reduces feelings of loneliness and inadequacy.
b) It increases self-esteem and confidence.
c) It contributes to feelings of loneliness and inadequacy.
d) It has no impact on mental health.
7. How does social media serve as a platform for marginalized voices, according to the passage?
Which of the following best describes the overall tone of the passage? 1M
8. How does the passage suggest social media contributes to the perpetuation of unrealistic standards of beauty and success among young people? 1M
a) By encouraging users to create authentic content that reflects their true selves.
b) By promoting diverse representations of beauty and success across various social media platforms.
c) By facilitating constant comparison to carefully curated online personas, fostering feelings of inadequacy.
d) By implementing strict guidelines to ensure all content adheres to realistic standards of beauty and success.
9. Which of the following is a synonym for "mobilize" as used in the passage? 1M
a) Connect
b) Gather
c) Rally
d) Expand
10. Which of the following best describes the overall tone of the passage? 1M
a) Optimistic and celebratory
b) Cautious and critical
c) Neutral and informative
d) Indifferent and detached

II. Read the following passage. (10M)

1. India is home to an estimated 10% of the global Snow Leopard population spread across five Himalayan states of Jammu and Kashmir, Himachal Pradesh, Uttarakhand, Sikkim and Arunachal Pradesh which is only 5% of the available global habitat for the animal.

2. Project Snow Leopard was introduced in India by the Project Snow Leopard Committee instituted by the Ministry of Environment and Forests, Government of India, in the year 2009 to safeguard and conserve India's unique natural heritage of high-altitude wildlife populations and their habitats by promoting conservation through participatory policies and actions.

3. Project Tiger and Project Elephant are prevalent in India with the former introduced in 1973 garnering worldwide attention.

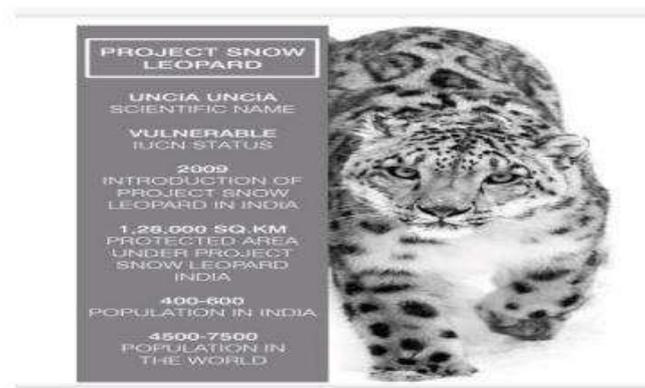
4. The Snow Leopard usually occurs at an altitude of >2700m above sea level and is the apex predator in the Himalayan Region along with the Tibetan Wolf. The project is not only to protect the Snow Leopard, but as with Project Tiger, it is considered an umbrella species and with its protection, comes the protection of other species and the habitat which they are all a part of.

Top 3 National Parks in India where the Snow Leopard can likely be seen

(i) Kibber Wildlife Sanctuary – Himachal Pradesh

(ii) Ulley Valley – Ladakh

(iii) Hemis National Park – Himachal Pradesh



The reasons for introduction of Project Snow Leopard are as follows

- i) High altitudes of India > 3000m including the Himalayan & Trans-Himalayan biogeographic zones support a unique wildlife assemblage of global conservation.
- ii) There has been relatively less attention on the region from the viewpoint of wildlife conservation.
- iii) The region represents a vast rangeland system supporting important traditional pastoral economic and lifestyles.
- iv) The region provides essential ecosystem services and harbors river systems vital for the nation's food security.
- v) India has ratified international agreements promoting the conservation of high-altitude wildlife species such as the snow leopard.
- vi) The region is important for the country's national security as well as international relations.
- vii) The high-altitude wildlife in India today faces a variety of threats.
- viii) The existing high altitude protected areas in India require considerable strengthening.
- ix) Wildlife Management in the region needs to be made participatory.

Answer the following questions, based on the passage above.

1. Complete the following sentence appropriately. 1M
Project Snow Leopard was introduced in India to

2. What do you understand by the word 'ratified' in point number (v) in paragraph 6? Why do you think India has 'ratified' the international agreements? (40 words) 2M

3. Infer the meaning of the phrase 'snow leopard is considered an umbrella species' from the passage. 1M

4. Which of the following best describes the current classification of the snow leopard according to the IUCN Red List of Threatened Species? 1M

- a) Endangered
- b) Vulnerable
- c) Critically Endangered
- d) Near Threatened

5. Select the correct option to complete the following sentence. 1M

The reason for the introduction of Project Snow Leopard in high altitudes is that

- a) the region has a cold climate
- b) the region offers a very less chance of survival for other animals
- c) the region provides essential ecosystem services and harbours river systems for the nation's food security
- d) snow Leopard survive better in such climates

6. List any two reasons for the introduction of Project Snow Leopard in high altitudes in 40 about words. 2M

7. Which of the following is an appropriate title for paragraph 2? 1M

- a) Preserving India's wild
- b) Project Tiger
- c) Man in the Wild
- d) Project Snow Leopard

8. Which of the following is NOT a reason for the introduction of Project Snow Leopard? 1M

- a) Protection of traditional pastoral economic and lifestyles
- b) Conservation of high-altitude wildlife
- c) Promotion of urban development
- d) Strengthening existing high altitude protected areas

SECTION B : WRITING SKILLS (22 marks)

III. Write an email to your class teacher, Mrs. Sharma, requesting permission to leave school early on Friday due to a family emergency. Provide a brief explanation of the situation and assure her that you will make up for any missed assignments. Use a formal tone and proper email formatting.

3M

IV. Write a descriptive paragraph on your best friend based on the clues given below, in not more than 100 words. 4M

Name of the friend – why do you admire him/her-his/ her qualities that appeal to you the most-his/ her, traits, achievements etc

V. a) Write a letter to the Tours Manager, Lavender Tours and Travels, Bangalore, in not more than 120 words, seeking information regarding the tour packages offered by the company. You are Mr. Vinay/ Vinita from Sarojini Nagar, Delhi, who is planning to visit all the holy places of South India with your aged mother and father for a month's time this December. You may use ideas from MCB unit 5 : Travel and tourism.

OR

b) As a responsible citizen, you are concerned about the condition of Marine Lines. People have littered the entire place with plastic, masks and garbage. Write a letter to the editor of a leading daily to spread awareness on the matter. Write the letter in not more than 120 words. 7M

VI. a) In today's age of stress and anxiety, the children need to understand the importance of sleep, meditation and yoga over social networking and use of the cell phone. Write an article of 150 words on " Composure and concentration ", the need of the hour. You can take hints from the unit 'Health and Medicine'.

OR

b) Children are the future of the nation. Schools and parents play an important role in moulding a child's personality. Write an article on the topic 'Role of School in a child's life' in 150 words.

Suggested Value Points:

- Importance of school for a child
- The shaping of physical and mental health
- Development of the right attitude
- Character building
- Providing opportunities to develop talents in each child

SECTION C : GRAMMAR (10 marks)

Complete the tasks as directed.

VII. Fill in the blanks with appropriate options given in the brackets. 3M

What is perspective?

Perspective and view point (a)..... (are/is/of/in) miracles that (b).....(gone/assist/give/share) us in our lives. We have the opportunity to (c) (see/saw/seeing/view) a moment and see it from every angle.

VIII. The following paragraph has not been edited. There is an error in each line. Write the error along with its correction in the space provided. 4M

	Error	Correction
Spending time for their kids bring	(a) .....	.....
immediate as well as long-last	(b) .....	.....
gain for a parents. According to a	(c) .....	.....
research, children with concerned	(d) .....	.....
parents are more efficient.		

IX. Read the conversation below and complete the report that follows. 3M

Son : Mummy, Where have I put my wallet ?

Mother: I don't know. Ask your father.

Son : He will say the same thing.

Mother : Why don't you put things in their proper place ?

A son asked his mother (a) _____. The mother replied that (b) _____ and advised him to ask his father. The son retorted saying that he would say the same thing. The mother asked him irritatingly (c) _____.

SECTION D : LITERATURE TEXTBOOK (26 marks)

X. Read the given excerpts and answer the questions briefly, for ANY TWO excerpts, of the three, given. (2x4=8M)

(A) All in a hot and copper sky,
The bloody Sun, at noon,
Right up above the mast did stand,
No bigger than the Moon.

a) How is the Sun different now from the Sun earlier?

- The sun is hot now but earlier the sun was glorious
- The sun is glorious and red now but earlier the sun was hot
- There is no Sun now only fog and mist

iv. The Sun was large earlier but now it is small

b) Why are the sailors unable to move at this moment?

i. They are stuck in the land of ice and snow

ii. They are unable to move because they were surrounded by icebergs

iii. There is no breeze to help them sail.

iv. The rotting vegetation does not allow them to sail.

c) Name a poetic device used in the above lines.

i. Repetition

ii. Imagery

iii. Simile

iv. Metaphor

d) What does the term "bloody Sun" most likely imply in the context of the excerpt?

i The Sun appears red or intense

ii The Sun is obscured by clouds

iii The Sun is setting

iv The Sun is reflecting off the water

(B) CAESAR: And you are come in very happy time,

To bear my greeting to the senators

And tell them that I will not come to-day:

CALPURNIA: Say he is sick.

a) Whom does Caesar greet in the first line?

i. Antony

ii. Decius Brutus

iii. Brutus

iv. Antony

b) What message does Caesar want to send to the senators?

i. He will not come to the Senate.

ii. He wants to greet the senators

iii. He is afraid to move out of the house

iv. He is sick

c) What makes Caesar change his mind?

i. He is feeling better

ii. He wants to rejuvenate Rome and give it new blood

iii. He is afraid of what the Senators will think of him.

iv. The information that the Senators plan to give him a crown that day

d)What is the implication of Caesar's decision not to go to the Senate?

i He is avoiding confrontation with the senators

ii He is genuinely ill

iii He fears for his safety

iv He is preoccupied with other matters

(C). "This writing business is delightful, isn't it?" I said sarcastically at last, out loud, too. You see, I had reached the stage of imbecility when I was talking to myself.

i Who is the speaker of these lines?

ii What does the narrator mean by writing business?

iii Which word has the narrator used sarcastically?

iv Which stage of imbecility has the narrator reached?

XI. Answer ANY FIVE of the following six questions in about 30- 40 words each
(2x5=10 Marks)

- a) Why did Ali not come to the Post Office for several days? Why was he impatient when he finally returned to the Post Office?
- b) Why did the frog observe the animals who came to hear the nightingale with joy, which was both sweet and bitter?
- c) Why does the woman turn away from the lake in agitation?
- d) The crowd in Julius Caesar does not understand the speech of Brutus. Comment.
- e) Why does the narrator hesitate to be a partner to Laura Hinkle during the Ouija Boards party?
- f) “The hand that mocked them, and the heart that fed”. Whose hand and heart are referred to in this line?

XII. Answer ANY ONE of the following two questions in about 150 words. (8 Marks)

- a) Bring out the use of the supernatural in The Rime of the Ancient Mariner.

OR

- b) Mark Antony in ‘Julius Caesar’ says,
‘Now let it work. Mischief, thou art afoot,
Take thou what course thou wilt!’

How was Antony successful in instigating the people of Rome against the conspirators? Write your answer in about 150 words.

MARKING SCHEME OF SAMPLE PAPER 03

SECTION A : READING SKILLS (22 marks)

I. Read the following passage

(12M)

1. a) Spread of misinformation 1M
2. Some benefits of social media mentioned in the passage include increased connectivity, providing a platform for marginalized voices to be heard, enabling activists to mobilize support for social causes, and raising awareness about overlooked issues. 2M
3. b) Prioritization of sensational content 1M
4. c) Depression and anxiety 1M
5. One of the main concerns associated with social media is the prevalence of cyberbullying and online harassment. A common example to justify this concern is the case of a teenager who becomes the target of relentless bullying on a social media platform. This teenager may experience constant harassment in the form of hurtful comments, malicious rumors, or even threats of violence, all of which can have profound psychological effects. 2M
6. c) It contributes to feelings of loneliness and inadequacy. 1M
7. Social media serves as a platform for marginalized voices by enabling activists to mobilize support for social causes and raising awareness about issues that may have otherwise been overlooked. 1M
8. c) By facilitating constant comparison to carefully curated online personas, fostering feelings of inadequacy. 1M
9. c) Rally 1M
10. b) Cautious and critical 1M

II. Read the following passage.

(10M)S

1. Project Snow Leopard was introduced in India to safeguard and conserve India's unique natural heritage of high-altitude wildlife populations and their habitats by promoting conservation through participatory policies and actions. 1M
2. 'Ratified' in point number (v) in paragraph 6 means that India has officially approved or accepted the international agreements promoting the conservation of high-altitude wildlife species such as the snow leopard. India has ratified these agreements to demonstrate its commitment to global conservation efforts and to collaborate with other countries in protecting endangered species. 2M
3. The phrase 'snow leopard is considered an umbrella species' implies that by protecting the snow leopard, other species within its habitat and the habitat itself are also protected. The conservation efforts directed towards the snow leopard serve as a means of conserving the broader ecosystem and the various species dependent on it. 1M
4. b) Vulnerable 1M
5. (c) the region provides essential ecosystem services and harbors river systems for the nation's food security 1M
6. Two reasons for the introduction of Project Snow Leopard in high altitudes are:
 - i) High altitudes of India > 3000m, including the Himalayan & Trans-Himalayan biogeographic zones, support a unique wildlife assemblage of global conservation significance.
 - ii) The region represents a vast rangeland system supporting important traditional pastoral economic and lifestyles. 2M
7. (a) Preserving India's wild 1M
8. c) Promotion of urban development 1M

SECTION B : WRITING SKILLS (22 marks)

III. E-mail writing (3Marks)

Content: 2M Format: 1M

Answer:

From : sender@gmail.com

To : sharmaxyz@gmail.com

Cc : abc@gmail.com

Date : 20th November, 20XX

Subject: Request for early departure from school on Friday

Respected Sir

I am writing to request your permission to leave school early on Friday due to a family emergency.

Unfortunately, a situation has arisen that requires my immediate attention and support at home.

I understand the importance of attending all classes and completing assignments promptly. Rest assured, I will make every effort to catch up on any missed work and ensure that I fulfill all academic responsibilities. I will coordinate with my classmates to obtain any notes or materials that I may miss during my absence, and I am committed to completing all assignments on time.

I apologize for any inconvenience this may cause and appreciate your understanding and support during this time.

Thank you for considering my request. I greatly appreciate your assistance and flexibility.

Thanking you

Yours Sincerely

XYZ

Class X

IV. Factual Description (4Marks)

My best friend, Sarah, embodies the epitome of kindness and resilience. Her unwavering compassion towards others never fails to inspire me. Despite facing numerous challenges, Sarah approaches life with a positive attitude and determination, serving as a beacon of strength for those around her. Her ability to listen without judgment and offer sage advice is unparalleled. Sarah's academic achievements, coupled with her boundless creativity and passion for art, are testament to her multifaceted talents. Above all, it is her genuine warmth and unwavering loyalty that make her an irreplaceable presence in my life.

V. a) Letter Writing (7M) Format-1 M, Content-4M, Fluency &Accuracy-2M

House No :16/A

Sarojini Nagar

New Delhi

8TH May 20XX

The Manager

Lavender Tours and Travels

Banglore

Subject: Enquiring about information about trip to South India

Dear Sir/Madam

My name is [Your Name], and I am writing to inquire about the tour packages offered by your esteemed company.

My family and I are planning a pilgrimage to visit all the holy places in South India this December. We are particularly interested in exploring destinations known for their spiritual significance, such as temples, shrines, and other sacred sites. As my parents are elderly, we are seeking a package that caters to their comfort and convenience, including accommodations with accessible facilities and transportation options suitable for them.

Could you please provide information about the various tour packages available for such a pilgrimage? Additionally, we would appreciate details regarding the itinerary, accommodation options, transportation arrangements, and any other relevant information.

We are eager to embark on this spiritual journey and would greatly appreciate your assistance in planning our trip. Thank you for your attention to this matter. I look forward to hearing from you soon.

Thanking you.

Yours faithfully
Vinita

OR

b) Letter Writing (7M) Format-1 M, Content-4M, Fluency &Accuracy-2M

25, VKL Avenue
R S Road
Anna Nagar
Chennai – 600089

3rd January 20XX

The Editor
The Times of India
Nungambakkam
Chennai – 600023

Subject: Urgent Need for Action to Address Littering at Marine Lines

Sir/Madam

I am writing to express my deep concern regarding the deteriorating condition of Marine Lines, which has become a victim of rampant littering and pollution. It is disheartening to witness this once pristine area now strewn with plastic, masks, and garbage, posing a grave threat to marine life and the environment.

As responsible citizens, it is imperative that we take immediate action to address this pressing issue. Awareness campaigns, stricter enforcement of littering laws, and community clean-up drives are some steps that can be taken to mitigate the problem.

I urge the authorities and fellow citizens to join hands in preserving the beauty and ecological integrity of Marine Lines. Let us strive to restore this iconic area to its former glory for the benefit of present and future generations.

Thanking you

Yours sincerely
[Name]

VI.a) ARTICLE WRITING (8M)

Content-5M, Format-1M, Fluency&Accuray-2M

"Finding Balance: The Importance of Composure and Concentration in Today's Digital Age"

In today's fast-paced and digitally-driven world, the need for composure and concentration has never been more crucial, especially for children. With the prevalence of stress and anxiety among young

people, it is imperative to prioritize activities that promote mental well-being over excessive use of social networking and cell phones.

Sleep, meditation, and yoga are powerful tools that can help children cultivate composure and enhance their ability to concentrate. Adequate sleep allows the mind to rest and recharge, improving cognitive function and emotional resilience. Meditation teaches children to quiet their minds, reduce stress, and increase focus. Similarly, yoga promotes physical health while also calming the mind and improving concentration.

By incorporating these practices into their daily routine, children can develop the skills necessary to navigate life's challenges with composure and focus. It is essential for parents, educators, and society as a whole to encourage and support the adoption of these healthy habits, ensuring the well-being and success of the younger generation.

OR

b) The Vital Role of Schools in Shaping a Child's Life

Schools serve as the cornerstone of a child's development, playing a pivotal role in shaping their personality and future. Beyond imparting academic knowledge, schools are essential for nurturing a child's physical, mental, and emotional well-being. Through structured programs and activities, schools promote healthy habits and lifestyles, ensuring the holistic growth of each student.

Furthermore, schools instill the right attitude and values in children, laying the foundation for character building and moral development. By fostering a conducive learning environment, schools provide opportunities for students to explore their interests and talents, nurturing their potential and fueling their aspirations.

In essence, schools not only educate but also inspire and empower children to become responsible, compassionate, and productive members of society. As the custodians of the future, schools must continue to uphold their crucial role in shaping the lives of the next generation.

SECTION C (GRAMMAR)

(10Marks)

VII. Complete the tasks A – C, as directed.

VII. Fill in the blanks i-iii with appropriate options given in the brackets. (1x3 =3 Marks)

Answers

- a) are
- b) assist
- c) see

VIII. Error Correction (1X4=4Marks)

Error	Correction
(a) for	with
(b) long last	long lasting
(c) a	the
(d) with	of

IX. Read the conversation below and complete the report that follows. (1x3 =3 Marks)

- a) where she had put his wallet
- b) she did not know
- c) why he didn't put things in their proper place

X. Read the given excerpts and answer the questions briefly, for ANY TWO excerpts, of the three, given. (1x4=4Marks)

(A). (POEM) EXTRACT BASED

- a) i. The sun is hot now but earlier the sun was glorious
- b) iii. There is no breeze to help them sail.
- c) ii. Imagery
- d) i) The Sun appears red or intense

(B) (DRAMA) EXTRACT BASED:

- a) ii. Decius Brutus (1x4=4Marks)
- b) i. He will not come to the Senate.
- c) iv. The information that the Senators plan to give him a crown that day
- d) i) He is avoiding confrontation with the senators

(C))(PROSE) EXTRACT BASED

(1x4=4Marks)

- i) John Hallock, the narrator of the story, is the speaker of these lines.
- ii) By writing business the narrator means writing ghost stories.
- iii) The narrator uses the word 'delightful' sarcastically.
- iv) The narrator had reached the stage of imbecility when he was talking to himself.

XI. Answer Any Five of the following six questions in about 30 – 40 words each. (5×2=10)

- a) Ali could not go to the post office as he was very sick and had clear signs of approaching death . He was impatient when he finally returned to the Post Office as he knew it was his last day as he was about to die and was anxious as he had not received Miriam's (his daughter) letter .
- b) The joy of the frog was sweet as the nightingale could gather so many people to attend her concert. The more the audience, the more would be the earning, which the nightingale was bound to pay to the frog as tuition fees. Moreover, he was happy that he succeeds in torturing the bird and pushing her towards death. However, it was bitter as he knew deep within his heart that the nightingale's talent surpassed his own and thus, nobody as great as the present audience had ever come to hear him from far and wide. It was pure jealousy.
- c) This woman is preoccupied with her reflection, hoping to find in it “what she really is.” Even though the mirror itself is objective—in other words, it reflects exactly what stands before it—the woman looking at her reflection still cannot see herself in its image.
- d) The crowd's reaction indicates that they do not fully grasp Brutus's reasoning. Despite his eloquence and logical arguments, Brutus fails to connect with the common people emotionally. They are swayed more by the passionate rhetoric of Antony, who skillfully manipulates their emotions to turn them against the conspirators. Thus, while Brutus speaks with clarity and conviction, his message fails to resonate with the crowd in the same way Antony's does.
- e) It was only on this condition that Helen promised to help the narrator to write ghost stories. If Helen sees him now himself trying to communicate ghosts through Ouija board, he fear show and what she would do to him. That is why the narrator was reluctant to be a partner to Laura Hinkle during the Ouija Board party.
- f) “The hand that mocked them” here means the hand of the sculptor. After understanding the passions that arose in the heart of Ozymandias he reproduced mocked them on the stone. “The heart that fed” here means the heart of king Ozymandias which gave birth to those passions as were mocked reproduced or copied by the sculptor on the stone.

XII. Answer ANY ONE of the following two questions in about 150 words. (1X8=8 Marks)

a) "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge incorporates several supernatural elements that contribute to the haunting and mystical atmosphere of the poem. These elements include the appearance of a ghostly ship crewed by spirits, the curse placed upon the mariner after he shoots the albatross, and the presence of Death and Life-in-Death as supernatural figures.

The supernatural elements in the poem serve to underscore the theme of guilt and redemption, as the mariner is punished for his heedless act of killing the albatross and must seek redemption through his suffering and penance. The eerie and otherworldly atmosphere created by these supernatural elements also adds to the sense of foreboding and moral weight of the mariner's tale, making it a powerful exploration of human nature and the consequences of our actions.

OR

b) Mark Antony's success in instigating the people of Rome against the conspirators stems from his astute understanding of human psychology and his skillful use of rhetoric. In the quoted lines, Antony acknowledges the power of mischief and chaos to achieve his desired outcome, indicating his willingness to let events unfold unpredictably. Throughout his speech, Antony strategically appeals to the emotions of the crowd, exploiting their love for Caesar and their growing resentment towards the conspirators. He skillfully uses vivid imagery and repetition to evoke sympathy for Caesar and outrage against his murderers. By highlighting Caesar's positive qualities and portraying him as a martyr for the people, Antony stirs up feelings of loyalty and indignation among the crowd. Additionally, Antony's clever manipulation of Brutus's own words further undermines the conspirators' credibility. Ultimately, Antony's calculated rhetoric incites the crowd to riot against the conspirators, demonstrating the power of persuasive speech in influencing public opinion and inciting action.

Instructions:

The Paper consists of 4 Sections.

All sections are compulsory.

Section A - Reading (22 Marks)

Section B - Writing (22 Marks)

Section C - Grammar (10 Marks)

Section D - Literature (26 Marks)

Attempt all the questions of one section before attempting another.

SECTION – A (READING) - 22 MARKS**1. Read the passage given below. 12 MARKS**

1. "Who doesn't know how to cook rice? Cooking rice hardly takes time." said my father. So, I challenged myself. I switched from news to YouTube and typed, "How to cook rice?" I took one and a half cups of rice. Since I didn't have access to a rice cooker, I put the rice in a big pot. Firstly, the rice has to be washed to get rid of dust and starch. I thought I won't be able to drain the rice and that it will fall out of the pot. I observed the chef as I swirled the rice around and used my dexterous hands to drain it, not once, not twice, but three times. I looked down at the sink and saw less than 50 grains that made their way out of the pot. Suffice to say, I was up to the mark.

2. The video stated that the key to perfect rice is equal amounts of rice and water. I have heard that professionals don't need to measure everything; they just know what the right amount is. But as this was my first time in the kitchen, I decided to experiment by not measuring the water needed for boiling the rice. I wanted the rice to be firm when bitten, just like pasta. I don't enjoy the texture of mushy rice. It has to have that chutzpah; it has to resist my biting power just for a bit before disintegrating.

3. After what seemed like 10 minutes, all the water disappeared. I went in to give it a good stir. To my surprise, some of the rice got stuck to the pot. I tried to scrape it off but to no avail. At the same time, there was a burning smell coming from it. I quickly turned the stove off. "What have you done to the kitchen?" shouted Mother, while coming towards the kitchen. I managed to ward her off.

4. Finally, when the time came to taste my creation, I was surprised! It wasn't bad at all. The rice had the desired consistency. Sure, a little more salt would've been better, but I just added that while eating. The experience was fairly rewarding and memorable. It taught me a new sense of respect for those who cook food on a regular basis at home or engage in gourmet creations professionally.

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

(12 MARKS)

i. Father's question to the narrator, about knowing how to cook rice, was intended to (1)

a. criticize the narrator's lack of abilities.

b. make the process sound simple.

c. encourage the narrator to take up cooking.

d. showcase his own expertise in cooking rice.

ii. "I switched from news to YouTube ..." Pick the option in which the meaning of 'switch(ed)' is

NOT the same as it is in the passage.

- a. He switched on the radio to listen to the news while having dinner.
 - b. "Forget these diet supplements and switch to yoga, if you want a true sense of well-being."
 - c. Mom switched to reading fiction recently because she was bored with cook-books.
 - d. The company will switch the trucks to other routes to bring down city pollution.
- iii. Based on your understanding of the passage, write the sequence of the process in 40 words.

(2)

iv. The narrator says that he has dexterous hands. He would have had a problem had it been the opposite. **NOT BEING** dexterous means, being

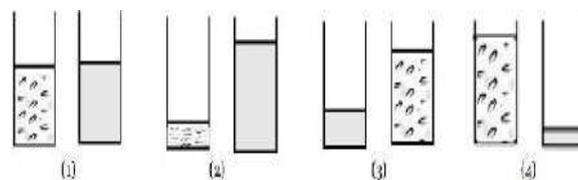
(1)

- a. uncomfortable.
- b. clumsy.
- c. unclear.
- d. clueless.

v. Which option represents the correct ratio of water to rice for cooking 'perfect rice'?

(1)

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



vi. How did mother react to the burning smell?

(1)

- a. She commented on it.
- b. She brushed it aside.
- c. She enquired about it .
- d. She handled it.

vii. Pick the option showing the **CORRECT** use of the word 'chutzpah'.

(1)

- a. It is the court's duty to dispense chutzpah to everyone irrespective of caste or creed.
- b. The speaker may not have much of a stage presence, but you've got to admit she's got chutzpah.
- c. I could crack the code easily which proved me to be a chutzpah and I was the only one who could do so.
- d. After his father's demise, the daughter took over the family's chutzpah to save it from disaster.

viii. Pick the option that correctly states what **DID NOT** happen after the writer checked on the rice.

(1)

- a. Turning the stove off.
- b. Being taken aback at the condition of rice.
- c. Forgetting to scrape the stuck rice.
- d. Smelling the delicious aroma of cooked rice.

ix. The narrator's creation was _____

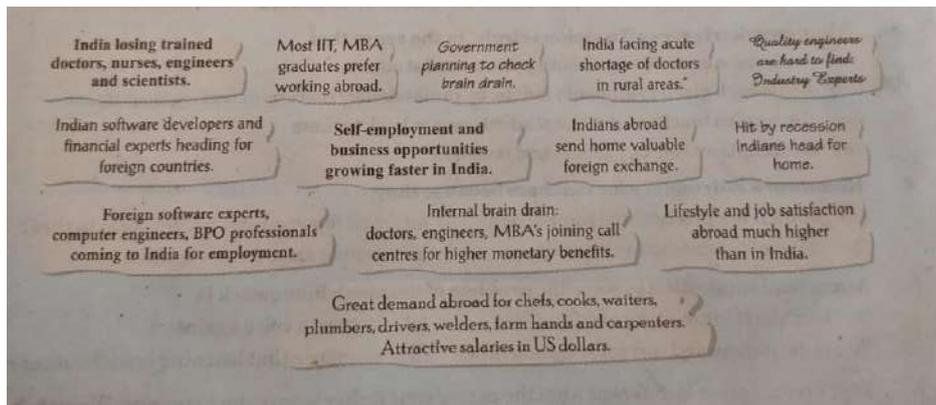
(1)

- a. almost perfect to taste.
- b. way off from what he wanted.
- c. overly seasoned.
- d. quite distasteful.

x. Lists the final feelings of the writer with reference to the cooking experience.

(2)

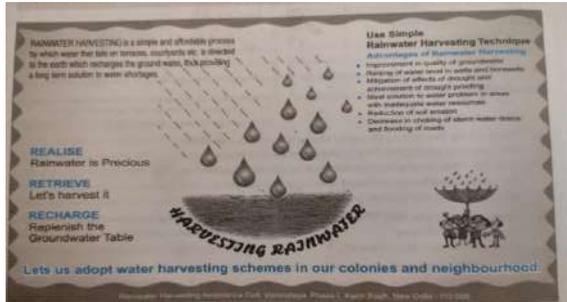
5(a) Use the ideas given below to write a letter in about 120 words to the editor of a leading newspaper expressing your views on “Brain Drain”. **(7 MARKS)**



OR

5(b) Anand witnessed an accident near the school gate where a child fell down and was hurt very badly. Many people were standing around but did not know what to do. Finally the child was carried to the hospital by a taxi driver. Anand felt the necessity to enable the students to render the first aid to the victim. He decides to write a letter to the editor of a local daily about the importance of knowing first aid. Write the letter on his behalf using your own ideas and the ideas from the unit ‘Health and Medicine’.

6(a) Taking ideas from the following visual, together with your own ideas and from the unit Environment, write an article for your school magazine on the topic: **“Need of the Hour: Rainwater Harvesting.”** **(8 MARKS)**



6(b) India is home to many peoples, cultures and religions. For centuries different communities have co-existed here as brothers and sisters. As Indians, they have taken disasters and misfortunes in their stride. Today , as never before, there is a dire need to shun violence, hatred and communalism, if we want our motherland to survive. Taking ideas from the following visual, together with your own ideas and ideas for the Unit National Integration write an article in about 150 words on the “Need of Communal Harmony”.



SECTION –C (GRAMMAR) – 10 MARKS

7. Complete the following passage with one word in each blank: **(1*3=3 MARKS)**

Scavengers are birds and animals that feed on dead or injured animals and plants. They clean the planet’s organic waste. The moment they get nature’s warning signal – odour – they quickly (a) _____ to rescue. They break down the organic material into smaller pieces, (b)_____ are then eaten by decomposers and broken down into chemical parts. These chemical parts, include nitrogen, carbon and (c)_____ nutrients are used again by plants and animals. So without scavengers, the world would be covered with dead plants and animals!

8. The following pass/age is not been edited. There is an error in each line against which a blank is given. Write the incorrect word and the correction in your answer sheet. **(1*4=4 MARKS)**

	Incorrect word	Correct word
Sleep much to stay in shape. This is	(a) -----	-----
that a recent study on the relationship	(b) -----	-----
in sleep duration and overweight	(c) -----	-----
risk from third – grade and sixth – grade	(d) -----	-----
children said.		

9. Read the comic strip given below and complete the passage that follows. Write the correct answers in your answer sheet. **(1*3=3 MARKS)**



One day Chip Samson and B.L. Art were in conversation. Samson remarked that (a)___ honest, hardworking and dedicated. To this Art quipped that in that case he should hire him. Samson wanted to know (b) _____. Tongue in cheek, Art replied that (c)_____ such an employee.

SECTION – D (LITERATURE) 26 MARKS

10. Read the following excerpts and answer briefly Any Two excerpts of the three given:

(4+4= 8 MARKS)

(A) “How amused everyone would be if they knew what really happened,” said Louisa Mebbin a few days after the ball.”

- (i) Who was Louisa Mebbin?
- (ii) Who does she speak these words to?
- (iii) What would people be amused to know? Why?

(iv) What is Louisa's real intention behind making this statement?

(B) Nor Mars his sword nor war's quick fire shall burn

The living record of your memory.

(i) What does the first line highlight?

(ii) What does 'The living record' refer to?

(iii) 'Nor Mars his sword' is an example of which literary device?

(iv) Who is Mars?

(C) "The noble Brutus

Hath told you Caesar was ambitious:

If it were so, it was a grievous fault,

And grievously hath Caesar answered it."

(i) Who is the speaker? Who are 'you'?

(ii) How did Caesar pay for being ambitious?

(iii) What argument did the speaker give to show that Brutus was wrong in his judgement of Caesar?

(iv) What does 'grievous fault' refer to?

11. Answer **ANY FIVE** questions of the following SIX questions in 40 to 50 words.

(5*2= 10 MARKS)

(i) What feelings does the story "The Letter" evoke in you? Why?

(ii) How is the nightingale affected when the income and attendance at her concerts dwindle?

(iii) "My name is Ozymandias, King of Kings:" Why does Ozymandias refer to himself as king of kings? What quality of the king is revealed through this statement?

(iv) What kind of weather did the sailors enjoy at the beginning of their journey? How has it been depicted in the poem?

(v) What is the irony in the lesson 'A Shady Plot'?

(vi) Who was Mr. Pakrashi? How do his words help Patol Babu in enacting his role?

12. Answer **ANY ONE** of the following questions in 150 words.

(8 MARKS)

(a) Suppose you are head of the hospital where Lucia is admitted. Write a letter to the Mayor of Verona recommending Nicola and Jacopo's names for bravery awards. Give reasons in support of your recommendation.

(b) The relationship between Mrs. Slater and Mrs. Elizabeth is similar to the relationship between Mrs. Packletide and Loona Bimberton. Do you agree? Give reason in support of your answer.

MARKING SCHEME OF SAMPLE PAPER 04

SECTION –A (READING) 22 MARKS

1. Read the following passage carefully – 12 marks

- | | | |
|-------|---|---|
| i. | b | 1 |
| ii. | a | 1 |
| iii. | put rice in a utensil, use water to wash the rice,swirl the water in and around the rice,drain the water off, repeat the process three times. | 2 |
| iv. | b | 1 |
| v. | a | 1 |
| vi. | c | 1 |
| vii. | b | 1 |
| viii. | d | 1 |
| ix. | a | 1 |
| x. | satisfying and enlightening. | 2 |

2. Read the passage carefully – 10 marks

- | | | |
|-------|--|---|
| i. | The rapid development in computer technology and increase in accessibility of the internet for academic purpose has changed the face of education. | 2 |
| ii. | a | 1 |
| iii. | d | 1 |
| iv. | b | 1 |
| v. | a | 1 |
| vi. | indignant | 2 |
| vii. | c | 1 |
| viii. | a | 1 |

SECTION – B (WRITING) 22 MARKS

3. E-MAIL WRITING – 3 MARKS

CONTENT – 1 MARK

ORGANISATION – 1 MARK

ACCURACY – 1 MARK

4. FACTUAL DECCRIPTION – 4 MARKS

CONTENT – 2 MARKS

ORGANISATION – 1 MARK

ACCURACY – 1 MARK

5. LETTER WRITING – 7 MARKS

FORMAT – 1 MARK

CONTENT – 3 MARKS

ORGANISATION – 2 MARKS

ACCURACY – 1 MARK

6. ARTICLE WRITING – 8 MARKS

FORMAT – 1 MARK

CONTENT – 3 MARKS

ORGANISATION – 3 MARKS

ACCURACY – 1 MARK

SECTION – C (GRAMMAR) – 10 MARKS

7. GAP FILLING – 3 MARKS

- a. come
- b. which
- c. the

8. ERROR CORRECTION – 4 MARKS

INCORRECT WORD	CORRECT WORD
(a) much	More
(b) that	What
(c) in	With
(d) and	to

9. READ THE COMIC STRIP GIVEN BELOW AND COMPLETE THE PASSAGE THAT FOLLOWS. 3 MARKS

- (a) he was looking for a new employee who would be
- (b) how would that help him.
- (c) then e could help him look for such an employee.

SECTION – D (LITERATURE) - 26 MARKS

10 . Read the following excerpts and answer briefly Any Two excerpts of the three given:

(4+4= 8 MARKS)

A.

- i. Louisa Mebbin accompanies Mrs. Packletide to India as her long-time paid companion.
- ii. She speaks these words to Mrs. Packletide.
- iii. That Mrs. Packletide had not shot the tiger.
- iv. Ms. Mebbin’s intention was to belittle Mrs. Packletide.

B.

- i. All the things that are built by men are destroyed by fire of war but the poem written for someone you love cannot be erased from the memories.
- ii. the memory of you among those currently alive; the memory of you which continues after you are dead.
- iii. Allusion

- iv. God of war.

C

- i. Antonio speaks to the Romans.
- ii. Caesar paid for his ambition by dying in the hands of Brutus and other conspirators.
- iii. To argue that Brutus was wrong in his judgement of Caesar, Antony reminds the Roman citizens how Caesar brought many captives to Rome so that ransom could be earned to control the financial situation of the people. He reminds them how Caesar had wept when the poor have cried.
- iv. Brutal death of Caesar.

11. Answer ANY FIVE questions of the following SIX questions in 40 to 50 words. 2*5= 10

To be marked for content and organization. Upto 1 mark can be deducted for accuracy.

- i. The lesson 'The Letter' evokes that the human beings are transformed into better beings by suffering. For example, Ali's brutality to animals is converted to his sensitivity to their sufferings after he is separated from his own daughter.
- ii. The dwindling audience and the consequent dwindling income had a depressing effect on the nightingale. She became under lots of stress.
- iii. He is impressed of his dominance and power. As a result, he refers to himself as "King of Kings." This declaration demonstrates that the king is very proud of his achievements.
- iv. The beginning of the journey witnessed very nice and favourable weather conditions. The sun rose bright and shone bright on the mast a noon.. Things like the church, the hill and the lighthouse top signify life, society and human lives, which becomes a bleak idea soon in the later part of the poem.
- v. The irony lies in the fact that John, a ghostwriter, is being haunted by actual ghosts. It is ironic that his profession involves writing about ghosts, but he ends up having to deal with real ones.
- vi. Pakrashi was Patol Babu's mentor. He advised Patol that however small a part is offered, never consider it beneath dignity to accept it." This advice influenced Patol Babu a lot and they helped him enact his role with confidence and determination.

12. ANSWER ANY ONE OF THE FOLLOWING QUESTIONS IN 150 WORDS.

(8 MARKS)

CONTENT -4 MARKS

ORGANISATION – 3 MARKS

ACCURACY – 1 MARK

Instructions:

The Paper consists of 4 Sections.

All sections are compulsory.

Section A - Reading (22 Marks)

Section B - Writing (22 Marks)

Section C - Grammar (10 Marks)

Section D - Literature (26 Marks)

Attempt all the questions of one section before attempting another.

SECTION – A (READING) - 22 MARKS**1. Read the following passage:**

1. Very often, we do not take the first step towards a good cause because we say to ourselves, “The task is so big. What can I do alone?” So, nothing gets done. There is much talk about environmental protection, air pollution and saving our forests. Do we really care? If we do, here are a few things we can do to make our surroundings more pleasant.

2. It is good to adopt a two-uses-attitude! By putting an article to a second use, we are giving it a longer lease of life and using up less raw material from nature. One of the worst things we do is the abuse of paper. The clean sides of envelopes can be used to write small notes, lists and reminders around the house. The more paper we use, the more trees will have to be cut down. For the same reason, we should avoid the use of paper napkins or paper plates. Cloth napkins are just as good, for they can be washed and used over and over again.

3. Another area which needs the most urgent attention is effective garbage disposal. People who are conscious about it follow rules and laws strictly. As a result, their neighbourhoods are clean and beautiful. Similarly, each one of us can contribute to a cleaner environment. All kitchen waste should be collected separately. Those of you who have green fingers can turn this into valuable manure. Dig a pit and put the kitchen waste into it. When the pit is a little over half full, cover it up with mud. Let nature do the rest. Within three or six months, we will have a good garden manure. It can also be done as a community project by digging a large pit in the colony). Do take help of all the members, for nothing succeeds like co-operation.

4. A lot of people don't care about the environment because they don't understand the adverse effect that society has on it. It is important to convince people to care about the environment. The first step would be to convince people to change by providing simple alternative solutions and ways' of doing things. The internet is a powerful tool and a group on social media of like-minded people can be formed. People can share environmental stories and issues, as well as pool in solutions and alternatives to educate one another. With the current state that our planet is in, it is imperative that people actively care about the environment and most importantly to act now.

Answer the following questions based on the passage above.

- i) According to the author, why does nothing get done? (1)
- We do not want to do any work
 - We do not take the first step towards the task
 - We feel that our actions are small
 - We do not have time for many things
- ii) Comment on the writer's statement that 'we do not take the first step towards a good cause'. (2)

- iii) Select the option that states the purpose of the passage. (1)
 - (a) To warm (b) To suggest
 - (c) To motivate (d) To give information
- iv) What can we do to avoid the abuse of paper? (Any two points) (1)
- v) What procedure can one adopt for kitchen waste? How long does it take to make good garden manure? (2)
- vi) Substitute the underlined word in the following sentence with a word that is opposite in meaning to the word from the passage. (1)

Meeting new people and staying in a new city has been beneficial to my mental health.

- vii) The writer would agree with the following statements, except (1)
 - (a) Awareness is the towards change
 - (b) We need to follow the 3R's-Reuse, Reduce and Recycle
 - (c) Paper use needs to be significantly reduced
 - (d) Individual actions triumphs community actions
- viii) Complete the given sentence appropriately. (1)

An effective garbage disposal ensures.....
- ix) Complete the sentence appropriately. (1)

People of an area can convert making garden manure to a community project by
- x) State whether the given statement is true or false. (1)

The internet is a powerful tool that can be used towards the cause of the environment.

2.Read the following passage: (10M)

i) Ratan, global brand in dairy products, works on a business model popularly known as, "The Ratan Model". This model aims to provide value for money to the customers and protect the interests of farmers simultaneously.

(ii) The Ratan Model is a three- tiered structure that is implemented in its dairy production: Firstly, Ratan acts as a directly link between milk producers and consumers that removes the middle man. Secondly, farmers (milk producers) control procurement, processing and marketing. Thirdly, it is a professionally managed organisation.

iii) One can understand the Ratan Model better by taking cognizance of 'Ratan's Target Audience', where it has targeted the mass market of India with no premium offerings and works on providing the best quality products at affordable prices.

iv) So Ratan formulates its pricing policy on the low cost price strategy which has attracted a lot of customers in the past and it continues to do so.

v) Another stance used by Ratan's Target Audience is based on customer -wise targeting and industry wise targeting. This strategy divides the target audience on the following two bases.

Segment wise breakdown of customer based target audience	
Customers	Ratan products
Kids	chocolate ratan cool, Ratan milk

Youth	Ratan pizza cheese, cheese spread
Health Conscious	Ratan Shakti, Ratan lite, butter

The above table showcases how Ratan has a diversified customer base.

7) Industry-Based Target Audience: Ratan has segmented milk for various industries such as ice cream manufacturers, restaurants, coffee shops, and many similar-industries. Further, it has segmented butter, ghee and cheese for bakeries, snack retailers, confectioneries, and many more.

8) The target audience study tells us that Ratan has a strong presence in both Business to Business and Business-to-Customers.

9) Ratan's marketing campaigns and strategies are implemented in a very attractive way. For example, the story of the 'Ratan Girl' is a popular 'ad' icon. It is a hand drawn cartoon of a young girl.

2. Answer the following questions based on the passage above. (10M)

1) What does 'The Ratan model' aim at? (2)

ii) Select the option that states the purpose of the table given along with the passage. (1)

- (a) To show how Ratan diversified customer base
- (b) To show the Ratan model's focus.
- (c) To point out how Ratan's model is consumer oriented.
- (d) To show how Ratan dairy became popular

iii) 'Ratan acts as a direct link.....!' Explain. (1)

iv) Complete the sentence appropriately. (1)

The Ratan Model is a that is implemented in its Dairy production.

- a) three - tiered structure
- b) two-tiered structure
- c) tree structure
- d) none of these

v) Name the two bases on which Ratan divides the target audience. (2)

vi) The most loved 'ad' icon of Ratan is..... (1)

vii) 'Ratan Target Audience' is described as a diversified market. Explain with reference to the given table. (1)

viii) Which of the following products can be targeted for health-conscious people? (1)

- (a) Coconut milk
- (b) Cold coffee
- (c) White butter
- (d) Flavoured curd

SECTION B (WRITING SKILLS) (22Marks)

Q 3. Write an e-mail to the Principal of your school requesting him/her to conduct the event and inviting her/him to judge the competition. (3M)

You may copy the given template to write your email.

From	
To	
Cc	
Date:	
Subject:	
Body / Content	

Q 4. Write a factual description of a person you once lived with, not more than 100 words. (4M)

Q5. (a) You are Anita residing at 1349, Sector 31 Nehrunagar, Bhopal. An open and well-maintained park meant for residents and children of your area will soon be converted into a shopping complex. Write a letter to the Municipal Commissioner, Bhopal requesting not to disturb the park which is the only space in your area. Write the letter in not more than 120 words. Using ideas that you may have gathered from **MCB Unit 1: Health and Medicine and Unit 4: Environment**. (7M)

OR

(b) India's growing population has been accompanied by massive urbanisation. However, this rapid urbanisation has been accompanied by an alarming rate of environmental degradation and a growing scarcity of natural resources. Write a letter to the editor of a national daily, drawing attention of the public towards the development that is taking place at the cost of ecology and causing widespread environmental destruction and violation. Take clues from **MCB Unit 4 'Environment'**. You are Riya Khurana, living at C – 111, Phase I, Ashok Vihar New Delhi.

Question 6. (A) According to 2011 Census, literacy rate of hundred per cent or around has been achieved by only a couple of states in India. Illiteracy is found mostly among the old and the deprived sections of society. What can the youth do to spread literacy in society? Write an article on 'Role of students in eradicating illiteracy'. Use the ideas that you may have gathered from **MCB Unit 2 : Education**. **OR** (8M)

(B) You are Dikshit, a sportsman, you are worried about the decreasing interest of students in sports and games. Write an article, in about 150 words, to be published in a magazine on the need for sports and games. You may use the hints given below along with your own ideas referring to the **MCB Unit 'Sports and Games'**. You are Akshay/ Akriti.

- Sitting most of the time
- Most don't walk to the school
- * Excessive use of internet
- * More importance to examination results

SECTION C (GRAMMAR) (10Marks)

7. Complete the tasks A – C, as directed.

(A) Fill the blanks (i) – (iii) with the appropriate option from those given in brackets. (3M)

When I (i) (come/return/turned) back, I saw my friends laughing. I wondered what (ii) (could/can/is) be the reason. Then I (iii) (stare/noticed/realised) that my shirt had a black stain on the sleeve.

B. In the following paragraph, one word has been omitted in each line. Write the missing words in the lines of the given paragraph, along with the words that come before and after it in the space provided. The first one has been done as an example. (4M)

	Before	Missing	After
A large part India's population is	Ex:.... <u>part</u>	<u>of</u>	<u>India's</u>
Illiteracy. An Illiteracy is biggest evil.	(a).....	.....	.....
of the Indian society. Removal illiteracy	(b) .....	.....	.....
is necessary an all-round	(c) .....	.....	.....
Development of country.	(d) .....	.....	.....

C. DO AS DIRECTED.

(i) Rearrange the following jumbled words/phrases in the given information to create a meaningful sentence. (1)

born/life/led/John Keats was/family/in/a/poor/and/humble/a

He was only a small boy when his- father died. His guardian provided him training to be a surgeon. But he is fond of writing and composing poems.

(ii) Report the dialogues to complete the paragraph given below. (1 + 1)

Customer: Why is the meal so sour?

Waiter: Nobody has complained for five days sir, about the meal.

Customer: What! Where is the Manager?

Waiter: He has gone to some other hotel to take dinner, sir.

One day a customer was taking dinner in a hotel. He asked the waiter why

.....(a)..... The waiter told him(b)..... At this, the customer shocked and wanted to know where the Manager was. The waiter replied that he had gone to some other hotel to take dinner.

SECTION D (LITERATURE) [26 Marks]

8. Read the extracts given below and answer the questions briefly for ANY TWO extracts of the three given. (4 + 4 = 8)

(A) "Yes," the frog replied. "You see I'm the frog who owns this tree. In this fog I've long been known For my splendid baritone

And, of course, I wield my pen
For Bog Trumpet now and then.” (The Frog and the Nightingale)

- (i) Who is being addressed to?
- (ii) What does ‘splendid baritone’ mean?
- (iii) What does the frog wield his pen-for?
- (iv) Identify the rhyme scheme of the given stanza?

B) In the week which followed we saw them frequently, for; they proved extremely useful to us.

- (i) Who is the speaker referring to as ‘them’?
- (ii) How did they prove to be useful to the speaker?
- (iii) Write the antonym of ‘frequently’ used in the extract.
- (iv) Identify ‘we’ and where did ‘we’ stay for the week?

**C) You know not what you do: do not consent
That Antony speak in his funeral:
Know you how much the people may be moved
By that which he will utter! (Julius Caesar)**

- (i) Identify the speaker of the given lines.
- (ii) Whose ‘funeral’ is being talked about?
- (iii) Why did the speaker raise this objection?
- (iv) Give the antonym of the word ‘consent’?

9. Answer Any Five of the following six questions in about 30 – 40 words each. (5×2=10)

- i) Why did Lavinia buy an Ouija Board?
- ii) What are the three things that grandfather plans to do on next Monday?
- iii) Miss Mebbin was a clever opportunist. Substantiate with reference to Mrs.
- iv) What was the aim of the game Dragon Quest?
- v) Give two examples of the use of the supernatural in ‘The Rime of the Ancient Mariner.’
- vi) What is ironic about the fate of Ozymandias?

10. Answer Any One of the following two questions in about 150 words. (8)

A) The word ‘Letter’ is interwoven in the text and imparts us the value of letters which are living documents of human emotions. Justify. (150 words) **OR**

B). The poet talks to us indirectly about his inner voice and the need for man to forget age old prejudices and love nature’s creations like the snake? Discuss it with reference to DH Lawrence’s poem Snake.(150 Words)

MARKING SCHEME OF SAMPLE PAPER 05

SECTION A READING (22MARKS)

Q.1(12Marks)

- i) b) We do not take the first step towards the task (1M)
- ii) The given statement by the writer indicates that the writer blames each one of us as individuals for the lack of change in anything. The writer believes that our lack to take initiatives as we feel that the task is too big and we can not do anything alone had resulted in our conditions as far as the environment is concerned. (2M)
- iii) To suggest (1M)
- iv) To avoid the use of paper, we can use the blank sides of any used paper like the clean sides of envelopes to write small notes, lists and reminders around the house. Further, we must avoid using paper napkins and replace them with cloth napkins which are reusable. (1M)
- v) All the kitchen waste should be collected separately and can be turned into manure. People can dig a pit and put kitchen waste in to it. When the pit is half full, put some mud over it. After sometime, we will have good manure to be used. It takes 3-6 months to make good garden manure. (2M)
- vi) Adverse. (1M)
- vii) (d) individual actions triumphs community actions. (1M)
- viii) a cleaner neighbourhood and a cleaner environment. (1M)
- ix) digging and making large pit in the colony and then throwing kitchen waste into it. (1M)
- x) True. (1M)

Q.2 PASSAGE (10Marks)

- A.(i) The Ratan model aims to provide value for money to the customers and protect the interests of farmers simultaneously. (2M)
- (ii) To show how Ratan diversified customer base (1M)
- (iii) The given phrase indicates that Ratan closely connects milk producers and consumers through the three-tiered structure of the Ratan Model, which is used in its dairy operations. As a result, farmers (milk producers) have control over purchasing, processing and marketing. The farmers receive the entire benefit as a result, and intermediaries cannot earn from a commission. (1M)
- iv) (a) three-tiered structure (1M)
- v) The basis on which Ratan divides the target audience are (2M)
- Customer-wise targeting
 - Industry-wise targeting

vi) the tale of the 'Ratan Girl'. It features a young girl in a hand-drawn cartoon.

(1M)

vii) The 'Ratan Target audience' is said to as a diverse market because every sort of client is taken into consideration while releasing the items. Age group and health are also important factors in segmentation. For example, chocolate, Ratan cool, and Ratan milk are marketed to children; pizza cheese and cheese spread are marketed to young people; and Ratan Shakti and Ratan Lite butter are marketed to consumers who are health conscious.

(1M)

viii) (a) Coconut milk.

(1M)

SECTION B(WRITING SKILLS) (22Marks)

Q.3. E-mail writing (3Marks)

Content: 2M Format: 1M

Answer:

From : Student@gmail.com

To : Principalxyz@gmail.com

Cc : abc@gmail.com

Date : 10th April, 20XX

Subject: Invitation to Judge the dance competition of our school

Respected Sir/Ma'am

This is to inform you that we, the students of Class IX to XII, have organised a dance competition with the help of our teachers as a part of an inter house activity. The event will take place on 15th May, 20XX from 12:00 pm onwards in the school auditorium. We would be honoured to have you as our chief guest and judge and look forward to seeing you in the event.

We hope for a positive reply.

Thanking you

Yours Sincerely

XYZ

Class X

Q4. Factual Description (4Marks)

I lived with my parents and siblings for most of my life. However, when I shifted to the school boarding I started living with a friend named Sienna. She was a class XII student who became my roommate.

Our luck brought us together and we started living in the same room without even knowing each other ever before. However, we became best friends and we were lucky to have each other as roommates and friends. She was very supportive, compassionate, talented, helpful and humble. Our friendship became so strong in the past 2 years that when we could have had a strong single room for each of US and leave separately. But, we did not do that and preferred to live together. She was the sister I never had! Since both of us had look the same stream, we studied together. She helped me in completing our assignments and also prepared me to ace my exams. We also planned for our extra curricular activities together.

Q5) A) Letter Writing (7M)

Format-1 M, Content-4M, Fluency &Accuracy-2M

House No. 1349

Sector – 31 Nehru Nagar

Bhopal

4th August, 20XX

The Municipal Commission or
Municipal Corporation of Bhopal
Bhopal (MP)

Subject Conversion of Public Park into a Shopping Complex

Sir/Ma'am

On behalf of all residents of Nehru Nagar, I want to bring the core resentment of public about the decision taken by the Municipal Corporation to convert the well maintained and sanctioned park into a shopping complex. This is the only open space for the children to play and elders to walk around and senior citizens to pass their time in morning and evening. It serves as a safe, pollution free area to children and elders alike. The parks are the lungs for the residents and provide solace amidst sky scrappers. It is requested therefore that the decision to convert this park into any thing else should be reverted in the best interest of the residents.

Thanking you

Yours faithfully

Anita

Secretary RWA

OR

B) Letter Writing (7M)

Format-1 M, Content-4M, Fluency &Accuracy-2M

C – 111, Phase I, Ashok Vihar

New Delhi

Date : 12th October, 20XX

The Editor

The Times of India

Delhi

Subject Development at the Cost of Ecology

Sir/Ma'am

Through the columns of your esteemed newspaper, I would like to draw the attention of the general public towards the development that is taking place at the cost of ecology and is causing widespread ' environmental destruction and violation. Our rivers are just as polluted with many stretches becoming dry in lean season. The garbage in cities is growing day-by-day. With an increase in plastic waste and e-waste, the scarcity of landfill poses another challenge. Water scarcity is also becoming a major concern due to the severe pollution in the water bodies.

Moreover, to cater to the needs of the increasing population, an increase in the urbanisation has led to deterioration of our resources and the environment, threatening the existence of all living beings. This deterioration has also taken a toll on the people's health and productivity.

I hope the concerned authorities and the government adopt stringent and positive measures to maintain the ecology.

Thanking you

Yours sincerely
Riya Khurana

Q6.A) ARTICLE WRITING (8M)

Content-5M, Format-1M, Fluency&Accuray-2M

Role of Students in Eradicating Illiteracy
by XYZ

Illiteracy is truly a curse to society. It not only makes the masses helpless but also hinders their development. According to the 2011 census, the 100% literacy rate of Kerala and Lakshadweep is just a small achievement on the path of literacy in the country where a majority of people are still illiterate. If we look at the proportion of the illiterate population in the nation, one can easily point out that the old and deprived section of the society majorly constitute the category. Children and even adults who want to study are not properly educated due to the lack of financial resources. Even with many government schemes, the aim is yet to be fulfilled where we see everyone getting at least the required level of education.

The youth are the leaders of tomorrow. Hence, only the youth can achieve this goal because they are active, full of energy and have nimbleness in their actions. If the youngsters adopt the motto “Each one, Teach one” and devote time to teach illiterates during their vacations literacy can improve drastically. If they create awareness among people about the importance of literacy, people will not resist supporting them to achieve their target. Infact, they can also involve NGOs, Nation Literary Missions and other social groups towards the cause. Thus, the youth must involve themselves in the enhancement of literary and eradication of the curse of illiteracy. **OR**

B) ARTICLE WRITING (8M)

Content-5M, Format-1M, Fluency&Accuray-2M

Need For Sport And Games

by Dikshit

In today’s competitive times wherein, everyone wants to be one step ahead of others, there is no time for exercise or sports. Similarly, students, in an attempt to stay ahead academically, give more importance to their studies and examination results. Some students study fourteen hours a day even on holidays. As a result, sports and games are no longer a priority. When not studying, students are found sitting or using their cell phones for internet excessively. Exercise, games and sports are nowhere a part of their life. Even while coming to school, they prefer using a vehicle rather than walking. This decreasing interest of students in sports and games is worrying.

We all must understand the importance of and need for sports and games in our daily lives. Zero physical activity, leads to a variety of health problems, such as obesity, brittle bones, underdeveloped muscles, etc. Sports and games not only improve physical and mental health but they also inculcate discipline in students. They learn to work in teams and their self-confidence gets a boost. Social, Communication and leadership skills can be easily developed through sports. Students have surplus energy, if this energy is put to a good use in sports, the foundations of the society is healthy and strong.

7. Complete the tasks A – C, as directed.

(A) Fill the blanks (i) – (iii) with the appropriate option from those given in brackets.

A) FILL IN THE BLANKS

Answers

(1x3=3Marks)

- (i) turned
(ii) could
(iii) noticed

B. MISSING WORDS

(1X4=4Marks)

	Before	Missing word	After
a)	is	the	biggest
b)	removal	of	illiteracy
c)	necessary	for	an all-round
d)	of	the	country

B) John Keats was born in a poor family and led a humble life.(1M)

C) REPORTED SPEECH

(1X2=2Marks)

Answers:

- (a) the meal was so sour.
(b) that nobody had complained for five days about the meal.

SECTION D (LITERATURE TEXTBOOK)

[26 Marks]

8. Read the extracts given below and answer the questions briefly for ANY TWO extracts of the three given. (4 + 4 = 8)

A)(POEM) EXTRACT BASED: (1x4=4 Marks)

- i) Answer: The nightingale is being addressed to.
ii) Answer: The phrase splendid baritone means a fairly deep male singing voice and here it refers to the vice of the frog who praises himself saying that he has a splendid baritone.
iii) Answer: The frog claims that he is a great writer, critic and whenever there is any musical performance in the bog, he wields his pen to write a song for the magazine Bog Trumpet.
iv) Answer: The rhyme scheme of the given stanza is aa bb cc.

B) (PROSE) EXTRACT BASED: (1X4=4Marks)

- i) The speaker is referring to the two boys, Nicola and Jacopo.
ii) They proved to be useful to the speaker because they could perform certain tasks like finding American cigarettes and booking seats in the opera for him and his companion.
iii) The antonym of 'frequently' is 'rarely'.
iv) 'We' stands for the narrator and his companion, They were in the city of Verona for the week.

C)(DRAMA) EXTRACT BASED: (1x4=4Marks)

- i) Answer: The given lines are spoken by Cassius, a senator and conspirator of Caesar's assassination.
ii) Answer: Caesar's funeral is being talked about in the given lines.
iii) Answer: The speaker, Cassius, raises this objection because he fears that Antony, a great friend of Caesar's, could sway the masses against them for murdering Caesar.
iv) Answer: The antonym of the word 'consent' is 'dissent'.

9. Answer Any Five of the following six questions in about 30 – 40 words each. (5×2=10)

i) Answer: Lavinia bought a Ouija Board because she had found it to be the ‘luckiest, darling’ thing and had got it at a bargain sale. She supposedly bought it so that her husband Hallock could use it to get ideas for new stories but actually the real motive behind her buying it was to have fun working it with her Book Club friends.

ii) Answer: The three things that grandfather plans to do on next Monday are

1. Go to the lawyer and alter his will.
2. Visit the Insurance Office and pay the insurance premium.
3. Go to the church and get married to the Ring-o-Bells owner, Mrs Shorrocks.

iii) Answer: It is true that Miss Mebbin was a petty and clever opportunist who found ways to save and earn money. She is introduced to us as a miser who saved money wherever possible. Her opportunist nature comes forward when she not only hides the truth of the hunt to get money but later blackmails Mrs. Packletide to buy her a cottage.

iv) Answer: The game ‘Dragon Quest’ was a very simple game. Here, the narrator had to rescue the fair princess Aurora who had been imprisoned at the top of a tall tower by the wicked dragon and collect his wicked treasures. During the course of the game, he is also requested to rescue the knight, Sebastian.

v) Answer: a) The arrival of Albatross as a bird of good omen or a Christian soul.

b) The polar spirit had all along followed the ship.

c) The different colours of light emitted by the sea.

d) The strange slimy creatures seen in the sea.

vi) answer: Ozymandias, the king, had got written at the pedestal of the statue, I am the king of kings. But the irony is that the king’s statue was lying in the dust. He got a statue built to immortalise his name but he forgot that nothing could stand against time and powerful elements of nature.

10. Answer Any One of the following two questions in about 150 words.

(8M)

A) (Prose: The Letter)

Ans. Letters and envelopes are not merely dead pieces of paper. They are the living documents of human love and concern. Who else but Ali can explain it well who, in the whole chapter, kept on waiting for his daughter Miriam’s letter. He even gave up hunting as, after his daughter’s marriage, he realized the essence of love and the pangs of separation. These pangs of separation transformed even the postmaster who could also understand the agony of a separated father when he himself waited for his sick daughter’s letter. Only a man with a father’s heart can understand the anxiety and worry of another father separated from his child. The whole story revolves round the letter which both the postmaster and Ali waited for. Ali gave five gold guineas to Lakshmi Das to deliver his letter at his grave, after his death telling us the importance of Miriam’s letter. Thus, due importance must be given to letters and they should not be treated as merely pieces of paper. We must realize the value of relations.

B). (Poem-Snake)

Answer:

We are often advised to stay away from insects, birds and animals that can harm us like spiders and snakes. We, humans, have presumed notions about other living species and consider them to be dangerous. We go against our natural instincts that tell us that all creatures are equals.

In the poem 'Snake', the poet presents this the inner voice that appeals to us to drop the age-old prejudices. The poet treats the snake as an equal showing that he doesn't consider other species to be inferior to him. The snake never threatens or tries to harm the poet. It just quenches its thirst and retreats back to its hole. However, the poet's education has taught him that snakes are dangerous and he, thus, attacks it. The poem hereby teaches us to show respect to the beautiful creations of God. We should learn to co-exist peacefully with the other species and protect their right to existence.

COMMUNICATIVE ENGLISH
(Code No. 101)

2024-25

I. Introduction:

Acquiring a language means, above all, acquiring a means to communicate confidently and naturally. In other words, in order to communicate effectively in real life, students need more than mere knowledge about the language. In addition, they must be able to use the language effectively, with confidence and fluency. Therefore, the course in Communicative English has been designed to develop the practical language communication skills needed for academic study and subsequent adult life.

The course brings together a number of ideas about the nature of language and language learning.

Knowledge and Skill

One of the tenets of the communicative approach is the idea that Language is a skill to be acquired, not merely a body of knowledge to be learnt. Acquiring a language has been compared to learning to drive. It is not enough to have only a theoretical knowledge of how an engine works: you must know how to use the gears and (crucially) how to interact with other road users. Similarly, simply knowing parts of speech or how to convert the active into the passive voice does not mean you are proficient in a language. You must be able to put knowledge into practice in everyday language use. Of course, we do not expect a novice driver to move off without preparation: the driver has rules of the highway which he/she must learn by rote. But there is no substitute for learning by doing, albeit in the artificial conditions of a deserted road at slow speeds. Equally in language learning there are some 'rules to be learnt' but there is no substitute for learning by doing. In good teaching, this experience is supported by carefully-graded, contextualized exercises.

Structure and Function

Language can be described in different ways. Obviously we can label an utterance according to its grammatical structure. Another approach is to decide what function it performs. Consider the following:

- a) "Can I open the window?"
- b) "Can I carry that case?"

we could say that a) and b) have the same grammatical structure: they are both interrogative sentences. We should also recognize that they perform different functions: a) is a 'request' b) is an 'offer'.

The course aims to recognize the use to which language is put and encourages pupils to be aware of the relationship between structure and function.

The overall aims of the course are to:

- (a) enable the learner to communicate effectively and appropriately in real-life situations;
- (b) use English effectively for study purposes across the curriculum;
- (c) develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing;
- (d) develop interest in and appreciation of literature;
- (e) revise and reinforce structures already learnt.

To develop creativity, students should be encouraged to think on their own and express their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent. Students should be encouraged to monitor their progress, space out their learning, so they should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

II. Objectives

READING

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

1. read silently at varying speeds depending on the purpose of reading;
2. adopt different strategies for different types of text, both literary and non-literary;
3. recognise the organization of a text;
4. identify the main points of a text;
5. understand relations between different parts of a text through lexical and grammatical cohesive devices;
6. anticipate and predict what will come next in a text; *
7. deduce the meaning of unfamiliar lexical items in a given context;
8. consult a dictionary to obtain information on the meaning and use of lexical items; *
9. analyse, interpret, infer (and evaluate) the ideas in the text;
10. select and extract, from a text, information required for a specific purpose (and record it in note form);
11. transcode information from verbal to diagrammatic form;
12. retrieve and synthesize information from a range of reference materials using study skills such as skimming and scanning;
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge);
14. read extensively on their own.

WRITING

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

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesive devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g., of a place, a person, an object or a system);
5. write a clear account of events (e.g., a process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusions;

7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal), biographical sketches, dialogues, speeches, reports, articles, e-mails and diary entries;
9. monitor, check and revise written work;
10. expand notes into a piece of writing;
11. summarise or make notes from a given text; and
12. decode information from one text type to another (e.g., diary entry to letter, advertisement to report, diagram to verbal form).

(* Objectives which will not be tested in a formal examination)

LISTENING

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

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

SPEAKING

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

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;
7. express and respond to personal feelings, opinions and attitudes;

8. convey messages effectively in person or on telephone;
9. frame questions so as to elicit the desired response, and respond appropriately to questions;
10. participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

By the end of the course, students should be able to use the following accurately and appropriately in context:

1. Verbs: -

- present/past forms
- simple/continuous forms
- perfect forms
- future time reference
- modals
- active and passive voice
- subject-verb concord
- non-finite verb forms (infinitives and participles)

2. Sentence Structure: -

- connectors
- types of sentences
- affirmative/interrogative sentences/ negation
- exclamations
- types of phrases and clauses
 - finite and non-finite subordinate clauses
 - noun clauses and phrases
 - adjective clauses and phrases
 - adverb clauses and phrases
 - indirect speech
 - comparison
 - nominalization

3. Other Areas: -

- determiners
- pronouns
- prepositions

LITERATURE

By the end of the course, students should be able to comprehend, interpret, analyse, infer and evaluate the following features in a literary text:

1 Character as revealed through

- appearance and distinguishing features
- socio-economic background
- action/events
- expression of feelings
- speech and dialogues

- 2 Plot/Story/Theme emerging through main events
 - progression of events and links between them
 - sequence of events denoting theme
- 3 Setting, as seen through time and place, socio-economic and cultural background, people beliefs and attitudes.
- 4 Form
 - rhyme
 - rhythm
 - simile
 - metaphor
 - pun
 - repetition

III. Role of the Teacher

Unlike a teacher-centered classroom, where the teacher plays a dominant role, speaks most of the time, and interacts with the class as a whole, for the success of this course teachers will need to adopt a variety of roles. Teachers may note that the number of periods given in this document is suggestive, as overlapping of skills may happen during classroom-transaction.

Littlewood¹ sets out the roles as follows:

- As a general overseer of his/ her students' learning, the teacher must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.
- As a classroom manager, he/ she is responsible for grouping activities into 'lessons' and for ensuring that these are satisfactorily organized at a practical level.
- In many activities, he/ she may perform the familiar role of language instructor: he/ she will present new language, exercise direct control over the learner's performance, evaluate and correct it, and so on.
- In others, he/ she will not intervene after initiating the proceedings, but will let learning take place through independent activity or pair and group work.
- When such an activity is in progress s/he may act as a consultant or adviser, helping where necessary. He/ She may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities.
- He /She will sometimes wish to participate in an activity as co-communicator with the learners. In this role, he/ she can simulate and present new language without taking the main initiative for learning away from the learners themselves.

IV. Classroom Procedures

The main types of classroom organization recommended are individual work, pair work, small group work and whole class work. It has been the experience of teachers that students adapt themselves very quickly to the new classroom arrangements, and the interesting nature of the activities themselves produce discipline. The following sections give practical advice on organization of different types of classroom activities.

¹ Littlewood, W. (1981). Communicative language teaching. Cambridge: Cambridge University Press.

Individual Work

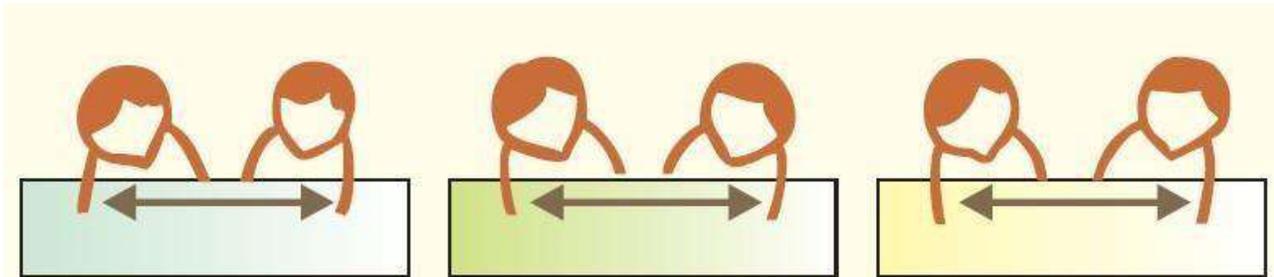
When an activity is designed for individual work, students will be working mainly on their own. First, ask students to read the instructions (or read them aloud to the students). Make sure that students understand what they are expected to do, if necessary by giving an example or (preferably) asking one of the students to give an example. Then set them to do the activity.

While students do the activity, the teacher can move around the classroom, making sure that everything is going smoothly and giving individual help where it is needed. Do not interfere too much; remember that too much interruption and correction may discourage students.

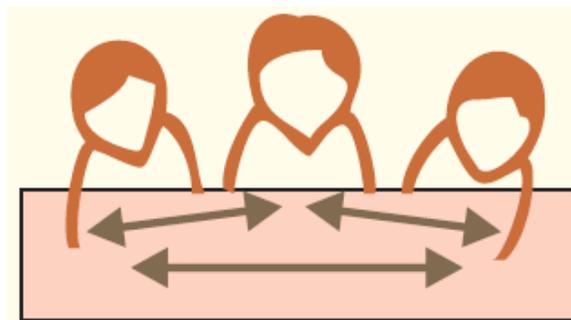
Students will work at different speeds, so they will not all finish at the same time. The easiest solution to this is to ask students who have finished to compare their answers with their neighbours'. Call the class together again when the majority of them have finished the activity, even if some are still working on it. The activity can then be checked by asking students to give their answers. The teacher needn't act as the 'judge', but instead can ask other students whether they agree. This checking procedure keeps all students involved, and gives the slower ones a chance to catch up.

Pair Work

As with individual work, you first need to make sure that students understand the instructions. Once the activity is clear, you will then have to arrange the class in pairs. Usually it is easiest if a student pairs up with the person sitting at the same desk. (You may have to move one or two if they are on their own.)



Sometimes it will be necessary to have three working together, but this should not seriously affect their work.

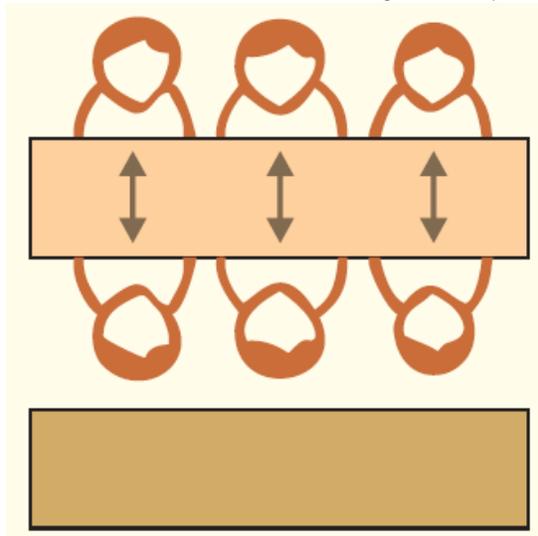


If your class is very crowded, with most students sitting three to a desk, one row may turn to face those behind to form three pairs.

Once students have settled down to work, circulate round the classroom, observing and listening to them, and giving help to those who need it. As with individual work, resist the temptation to interfere too much!

You may find it useful to set a time limit for pair work activity. This can help to focus the students' attention and provide a challenge, as well as simplify management of the class. If you wish to do this, tell them the time limit before they begin, and be prepared to extend or reduce if you find you have misjudged the time required.

In many pair work tasks, checking can be carried out in the same way as for individual work by the teacher eliciting answers from the students. Sometimes, though, it may be better for one or more pairs of students to



report back their conclusions to the rest of the class, possibly with a class discussion.

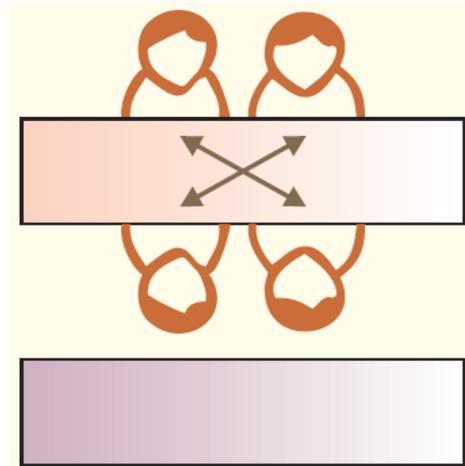
Group work

Usually, group work, involves four students but at times it may extend to five or six or even more. Four, however, is a more convenient number for most classroom situations.

The general procedure for group work is the same as for pair work, that is:

- instructions for the whole class
- organization of the groups
- group activity while the teacher circulates
- feedback and checking for the whole class

The major difference is that the organization of the groups needs more care. It is fairly simple to form groups of four by asking students to turn and face those behind.



However, you may feel that some changes are required to achieve a balance in some of the groups. In this case, move only a few students from one group to another. When the groups move over to the feedback and checking stage, you may make it more interesting by asking a student to chair the inter-group discussion.

Whole Class Work

Whole class work, of course, is necessary for matters such as formal instruction (e.g. the format of formal and informal letters), for “warm-up” activities, for class discussion, for “class review” sessions at the close of pair work or group work. During the whole class work, the teacher is in her traditional role.

V. Handling Pair Work and Small Group Work (PW/SGW)

Introducing and Demonstrating

After a brief explanation of what is to be done, always demonstrate the activity. You have these options:

- The teacher takes both (for all) parts.
- The teacher takes one part, while one or more students take the other parts.
- Two or more students take different parts.

In selecting students to help demonstrate an activity, always select those who will demonstrate it well. Also, choose students from different parts of the classroom (particularly from the back), so that they will have to speak loudly in order to be heard. (Don't choose students sitting side-by-side, or they will speak so softly to each other that nobody else will hear!) Don't allow this phase to take too much time – two or three minutes is usually enough.

Organising

This has largely been covered in the Section B.3.above. A few additional points:

- There is no need to move chairs and desks, and only a very few students will need to move places. For the most part, students simply face in a different direction in order to form pairs and small groups.

- The teacher is responsible for deciding who is to work with whom. (Don't leave it to students to decide, or the result will be confusion.)
- You may also prefer to allocate roles yourself, e.g. "When pairs, the one nearest the window is A, the other is B."
- If you have not used PW/SGW before, expect a little, noise and excitement at first! But students quickly get used to the new procedures and soon settle down with minimum noise and fuss.

Managing

While students are actually doing the PW/SGW activity, the teacher has an important role to play. It is vital to move round the class, listening in on PW / SGW and helping / advising where necessary. Be careful, of course, not to "take over" the activity by intervening too strongly. (Students need the English language practice, not you!) Sometimes it is advisable to just 'hover' at a distance while moving round the class, simply checking that students are actually doing the activity. Make sure that you distribute your attention evenly over the course of a term; and give particular help and attention to weaker students.

Concluding

At the close of a PW/SGW activity, bring the whole class together. You may wish to ask a pair or group to demonstrate what they have done at the front of the class. (Ask weaker pairs or groups to demonstrate, too. This can be a powerful confidence-builder). Alternatively, you may find a brief class discussion profitable, in which students exchange experiences that have arisen from the activity itself, e.g. a problem they have encountered, a good idea someone came up with, something they did not understand. Be careful not to allow this conclusion phase to take too much time – 5 minute is plenty.

Many teachers view with alarm the prospect of pair work and small group work with a large number of students. The following are concerns commonly expressed together with the responses of experienced teachers:

VI. Some questions and answers about Pair Work and Small Group Work

For many teachers, the prospect of PW/SGW with large numbers of students in a class is viewed with alarm. To help such teachers, the following are concerns expressed, followed by responses that have been given by other teachers.

Teachers' concerns about PW/SGW

- It is difficult for the teacher to check whether all students are doing the activity, and (if so) whether they are producing correct and suitable English.
- More proficient pupils take over weaker pupils.
- Noise levels are high.
- It is not right for the teacher to withdraw from a position of "central control"
- PW/SGW will be rejected by other teachers, parents and by the students themselves as a waste of time and frivolous.

Responses to these Concerns

- In traditional teacher-led classes, often individual students are not actively participating, but the teacher remains unaware of this, if a sufficient students seem to be 'following the lesson'.

- Noise is a necessary element of good language learning – as it is in a Music lesson. It is not so much noise itself that some teachers are concerned about, but the amount of noise. There is no easy answer to this question, since a lot depends on the individual teacher’s relationship with the class. Certainly a clear introduction to and demonstration of the task will ensure that PW/SGW gets off to a good start, with no fuss and confusion. And the challenge of the task itself should ensure that students are busily engaged in the English class. It is for the teacher to make it clear to the class what amount of noise is acceptable, and to make sure that noise is kept to that level. If noise levels do get too high for comfort, the “noisy approach” (i.e. the teacher shouting to get less noise) is unlikely to work for any more than a short while. Instead, try the “quiet approach”, i.e. train your students to recognize that when your hand is raised, they must raise theirs and be more quiet. On occasions, you may have to speak to particularly noisy and excited groups. Please do not let the prospect of some degree of noise put you off PW/SGW. If students are to learn to use English, then they must communicate with each other, not just you. And if they are to communicate, then there will be a certain amount of positive, beneficial noise. Welcome it as a sign that your students are growing in confidence and fluency in English.
- It is perfectly true that in PW/SGW the teacher cannot judge whether all students are producing correct and suitable English. (Of course, this is equally true of a teacher-led classroom where one student is speaking (to you), and all the others are silent.) But we need to accept that making mistakes in language is not only normal, but is actually necessary if a learner is to make progress. Advice on what to do about students’ mistakes when speaking in PW/SGW is given in Section C.6.
- PW/SGW encourages all students, even the shy ones, to participate actively. Because they feel they are not “on show” in front of the whole class, they feel free to experiment with the language, trying out newly-acquired forms.
- Much research in psycholinguistics in recent years has indicated that peer interaction of this kind in language classes is frequently highly successful. Not all students, even those in the same class, have precisely the same stock of knowledge and understanding of the language. Students can pool ideas and often perform a task better together than they can alone. As they become more familiar with PW/SGW, they learn to handle activities in a mature manner, sensitively correcting each other’s work. In fact, research shows that appropriate error correction in well graded activities is just as likely to occur between students as by the teacher in a teacher-led mode.
- If a good student is paired with a less able one, the former is likely to assume the role of a ‘teacher’. This experience is often fruitful for both. The less able student has a ‘personal tutor’, and the good student also improves: having to explain something in simple terms is often an excellent learning experience in itself.
- If a task is well-constructed and the students appropriately prepared, the activity often creates ‘peer pressure’ to induce reluctant group members to participate.
- PW/SGW is an attempt to encourage students to accept some of the responsibility for learning themselves. The only truly successful students are the ones who can do this. If the technique is handled well, it will soon become evident that the teacher is working just as hard as she/he does in a teacher-led mode. PW/SGW is one of a number of different techniques which a teacher can employ to accommodate students with different learning styles and for activities with different goals.

COMMUNICATIVE ENGLISH (Code NO. 101)

CLASS – IX

2024-25

SECTION-WISE WEIGHTAGE

Section	Title	Total Weightage
A	Reading Skills	20
B	Writing Skills	24
C	Grammar	10
D	Literature Textbook	26
	TOTAL	80

SECTION A: READING SKILLS

(10+10=20 Marks)

40 Periods

- The section will have two unseen passages with the maximum word limit of 600 words. The passages can be of any two types out of the following: literary / factual / discursive. Please refer to the Main Course Book.
- Objective Type Questions (including Multiple Choice Questions), and Very Short Answer Type Questions will be asked to test inference, evaluation, analysis and vocabulary in context.

SECTION B: WRITING SKILLS

24 Marks

50 Periods

This section will have a variety of short and long writing tasks.

- Notice Writing for school assembly/ Resident Welfare Association/ School Events/ Classroom information etc. (maximum 50 words) **4 Marks**
- Dialogue Writing, (maximum 100 words) **5 Marks**
- Informal Letter (maximum 120 words) **7 Marks**
- Paragraph on one out of two themes from the Main Course Book, based on verbal or visual cues (maximum 150 words) **8 Marks**

SECTION C: GRAMMAR

10 Marks

20 Periods

Grammar items will be taught and assessed over a period of time.

1. Tenses

2. Modals

1. Subject – verb concord
2. Reported Speech

- (i) Commands and Requests
 - (ii) Statements
 - (iii) Questions
3. Clauses:
- (i) Noun clauses
 - (ii) Adverb clauses
 - (iii) Relative clauses
4. Determiners

The above items may be tested through test types as given below:

- Gap filling **3 marks**
- Editing or Omission **4 marks**
- Sentences Reordering or Sentence Transformation in context. **3 marks**

SECTION D: LITERATURE TEXTBOOK

26 Marks

50 Periods

- Two out of three extracts from prose/poetry for reference to the context. Very Short Answer Questions and Short Answer Questions will be asked to assess local and global comprehension, interpretation and analysis. **8 marks (4+4)**
- Six Short Answer Questions out of seven, from the Literature Reader, to test local and global comprehension of theme and ideas, analysis and evaluation (30-40 words each) **2x6 = 12 Marks**
- One out of two Long Answer type Questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. This can also be a passage-based question taken from a situation/plot from the texts. (120 words). **6 marks**

Prescribed Books: Interact in English Series by CBSE (Available on www.cbseacademic.nic.in)

- Main Course Book (Revised Edition)
- Literature Reader (Revised Edition)
- Workbook (Revised Edition)

NOTE: Teachers are advised to:

- i. encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.,
- ii. reduce teacher-talk time and keep it to a minimum,
- iii. take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Assessment of Listening and Speaking Skills: 50 Periods

Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.

**Question Paper Design
Communicative English (CODE NO. 101)
CLASS IX-2024-25**

TIME: 3 Hours

Max. Marks: 80

S.No	Competencies	% Weightage
1	Demonstrative Knowledge + Understanding (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information, comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	Up to 30%
2	Conceptual Application (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example or solve a problem)	Up to 35%
3	Analysis, Evaluation and Creativity Analysis & Synthesis- classify, compare, contrast, or differentiate between different pieces of information; organise and/or integrate unique pieces of information from a variety of sources.	Up to 35%
Total		100%

For the details of Internal Assessment of 20 marks, please refer to circular no.

Acad-11/2019, dated March 06,2019.

COMMUNICATIVE ENGLISH (Code No. 101)

CLASS – X 2024-25

SECTION-WISE WEIGHTAGE

Section		Total Weightage
A	Reading Skills	22
B	Writing Skills	22
C	Grammar	10
D	Literature Textbook	26
	TOTAL	80

SECTION A: READING SKILLS

(12+10=22 Marks)

50 Periods

- The section will have two unseen passages with the maximum word limit of 750 words. The passages can have continuous and non-continuous text inspired from the themes in prescribed books. Please refer to the Main Course Book (MCB) for types of non-continuous texts. (For example –Unit 1 has lists, tables, cues, message, telephone conversation etc.).
- Objective Type Questions (including Multiple Choice Questions), Very Short Answer Type Questions (one word/ one phrase / one sentence) and Short Answer Type Questions (30-40 words each) will be asked to test interpretation, analysis, inference, evaluation and vocabulary in context.

SECTION B: WRITING SKILLS

22 Marks

50 Periods

This section will have a variety of short and long writing tasks.

- Email to school authorities (Application for leave/ change of subject /change of section/ bus-timings or similar topics) in maximum 50 words **3 Marks**
- Factual Description of a person/object in maximum 100 words **4 Marks**
- One out of two formal letters, in maximum 120 words, thematically aligned to topics in MCB. **7 Marks**
- One out of two articles based on verbal cues, in maximum 150 words, thematically aligned to MCB topics. **8 Marks**

SECTION C: GRAMMAR

10 Marks

20 periods

Grammar items will be taught and assessed over a period of time.

1. Tenses
2. Modals
3. Subject – verb concord
4. Reported speech
 - Commands and requests
 - Statements
 - Questions

5. Clauses:
- Noun clauses
 - Adverb clauses
 - Relative clauses

6. Determiners

The above items may be tested through test types as given below:

- Gap filling **3 marks**
- Editing or Omission **4 marks**
- Sentences Reordering or Sentence Transformation in context. **3 marks**

SECTION D: LITERATURE TEXTBOOK

26 Marks

50 Periods

- Two out of three extracts from prose/poetry for reference to the context. Very Short Answer Questions will be asked to assess global comprehension, interpretation, inference and evaluation. **8 marks (4+4)**
- Five Short Answer Type Questions out of six from the Literature Reader to test local and global comprehension of theme and ideas, analysis, evaluation and appreciation (30-40 words each) **5x2 = 10 Marks**
- One out of two Long Answer Type Questions to assess how the values inherent in the text have been brought out. Creativity, evaluation and extrapolation beyond the text and across the texts will be assessed. This can also be a passage-based question taken from a situation/plot from the texts. (150 words). **8 marks**

Prescribed Books: Interact in English Series by CBSE (available on www.cbseacademic.nic.in)

- Main Course Book (Revised Edition)
- Literature Reader (Revised Edition)
- Workbook (Revised Edition)

NOTE: Teachers are advised to:

- i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.,
- ii) reduce teacher-talk time and keep it to the minimum,
- iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Assessment of Listening and Speaking Skills: 50 Periods Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.

Question Paper Design
Communicative English(CODE NO. 101)
2024-25
CLASS X

TIME: 3 Hours

Max. Marks: 80

S.No	Competencies	% Weightage
1	Demonstrative Knowledge + Understanding (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information, Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	Up to 30%
2	Conceptual Application (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example or solve a problem)	Up to 35%
3	Analysis, Evaluation and Creativity Analysis & Synthesis- classify, compare, contrast, or differentiate between different pieces of information; organize and/or integrate unique pieces of information from a variety of sources.	Up to 35%
Total		100%

Guidelines for Assessment of Listening and Speaking Skills (ALS)

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

Assessment of Listening and Speaking Skills: (5 Marks)

i. Activities:

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

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

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

A suggestive rubric is given below:

	1	2	3	4	5
Interaction	<ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction 	<ul style="list-style-type: none"> • Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation 	<ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<ul style="list-style-type: none"> • Interaction is adequately initiated and developed • Takes turn but needs some prompting 	<ul style="list-style-type: none"> • Initiates & logically develops simple conversation on familiar topics • Takes turns appropriately
Fluency & Coherence	<ul style="list-style-type: none"> • Noticeably/ long pauses; rate of speech is slow • Frequent repetition and/or self-correction this is all right in informal conversation 	<ul style="list-style-type: none"> • Usually fluent; produces simple speech fluently, but loses coherence in complex communication • Often hesitates and/or resorts to slow speech 	<ul style="list-style-type: none"> • Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; occasionally loses coherence 	<ul style="list-style-type: none"> • Speaks without noticeable effort, with a little repetition • Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction 	<ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal hesitation • Develops topic fully & coherently

	<ul style="list-style-type: none"> Links only basic sentences; breakdown of coherence evident. 	<ul style="list-style-type: none"> Topics partly developed; not always concluded logically 	<ul style="list-style-type: none"> Topics developed, but usually not logically concluded 	<ul style="list-style-type: none"> Topics not fully developed to merit. 	
Pronunciation	<ul style="list-style-type: none"> Frequent inaccurate pronunciation Communication is severely affected 	<ul style="list-style-type: none"> Frequently unintelligible articulation Frequent phonological errors Major communication problems 	<ul style="list-style-type: none"> Largely correct pronunciation & clear articulation except occasional errors 	<ul style="list-style-type: none"> Mostly correct pronunciation & clear articulation Is clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> Pronounces correctly & articulates clearly Is always comprehensible uses appropriate intonation
Vocabulary & Grammar	<ul style="list-style-type: none"> Demonstrates almost no flexibility, and mostly struggles for appropriate words Many Grammatical errors impacting communication 	<ul style="list-style-type: none"> Is able to communicate on some of the topics, with limited vocabulary. Frequent errors, but self-corrects 	<ul style="list-style-type: none"> Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors 	<ul style="list-style-type: none"> Is able to communicate on most of the topics with appropriate vocabulary Minor errors that do not hamper communication 	<ul style="list-style-type: none"> Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions No grammatical errors

iii. **Schedule:**

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