

अंग्रेजी (केन्द्रिक)

English (Core)

कक्षा/Class: XII

2024-25

विद्यार्थी अध्ययन सामग्री
Student Support Material



केन्द्रीय विद्यालय संगठन

Kendriya Vidyalaya Sangathan



संदेश

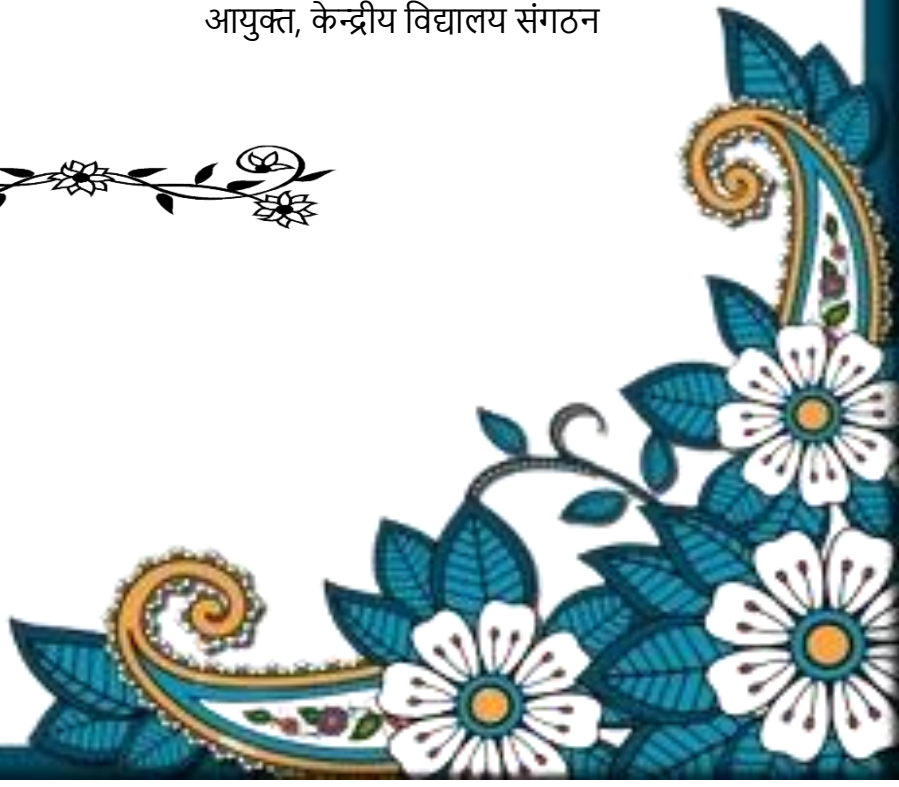
विद्यालयी शिक्षा में शैक्षिक उत्कृष्टता प्राप्त करना केन्द्रीय विद्यालय संगठन की सर्वोच्च वरीयता है। हमारे विद्यार्थी, शिक्षक एवं शैक्षिक नेतृत्व कर्ता निरंतर उन्नति हेतु प्रयासरत रहते हैं। राष्ट्रीय शिक्षा नीति 2020 के संदर्भ में योग्यता आधारित अधिगम एवं मूल्यांकन संबन्धित उद्देश्यों को प्राप्त करना तथा सीबीएसई के दिशा निर्देशों का पालन, वर्तमान में इस प्रयास को और भी चुनौतीपूर्ण बनाता है।

केन्द्रीय विद्यालय संगठन के पांचों **आंचलिक शिक्षा एवं प्रशिक्षण संस्थान** द्वारा संकलित यह 'विद्यार्थी सहायक सामग्री' इसी दिशा में एक आवश्यक कदम है। यह सहायक सामग्री कक्षा 9 से 12 के विद्यार्थियों के लिए सभी महत्वपूर्ण विषयों पर तैयार की गयी है। केन्द्रीय विद्यालय संगठन की 'विद्यार्थी सहायक सामग्री' अपनी गुणवत्ता एवं परीक्षा संबंधी सामग्री-संकलन की विशेषज्ञता के लिए जानी जाती है और अन्य शिक्षण संस्थान भी इसका उपयोग परीक्षा संबंधी पठन सामग्री की तरह करते रहे हैं। शुभ-आशा एवं विश्वास है कि यह सहायक सामग्री विद्यार्थियों की सहयोगी बनकर सतत मार्गदर्शन करते हुए उन्हें सफलता के लक्ष्य तक पहुंचाएगी।

शुभाकांक्षा सहित।

निधि पांडे

आयुक्त, केन्द्रीय विद्यालय संगठन



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**ENGLISH CORE CODE NO. 301
CLASS – XII**

Section A

22 Marks

Reading Skills

I Reading Comprehension through Unseen Passage (12+10 = 22 Marks)

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

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

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

Section B

18 Marks

Creative Writing Skills

3. Notice, up to 50 words. One out of the two given questions to be answered.
(4 Marks: Format :1 / Content: 2 / Accuracy of Spelling and Grammar: 1).
4. Formal/Informal Invitation and Reply, up to 50 words. One out of the two given questions to be answered.
(4 Marks: Format: 1 / Content: 2 / Accuracy of Spelling and Grammar :1).
5. Letters based on verbal/visual input, to be answered in approximately 120-150 words. Letter types include application for a job with bio data or resume. Letters to the editor (giving suggestions or opinion on issues of public interest). One out of the two given questions to be answered.
(5 Marks: Format: 1 / Organisation of Ideas: 1/Content: 2 / Accuracy of Spelling and Grammar :1).
6. Article/ Report Writing, descriptive and analytical in nature, based on verbal inputs, to be answered in 120-150 words. One out of the two given questions to be answered.
(5 Marks: Format: 1 /Organisation of Ideas: 1/Content: 2 / Accuracy of Spelling and Grammar :1).

Section C 40 Marks

Literature Text Book and Supplementary Reading Text

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

7. One Poetry extract out of two, from the book Flamingo, to assess comprehension, interpretation, analysis, inference and appreciation. (6x1=6 Marks)
8. One Prose extract out of two, from the book Vistas, to assess comprehension, interpretation, analysis, evaluation and appreciation. (4x1=4 Marks)
9. One prose extract out of two from the book Flamingo, to assess comprehension, interpretation, analysis, inference and evaluation. (6x1=6Marks)

10. Short answer type questions (from Prose and Poetry from the book Flamingo), to be answered in 40-50 words each. Questions should elicit inferential responses through critical thinking. Five questions out of the six given, are to be answered. (5x2=10 Marks)

11. Short answer type questions, from Prose (Vistas), to be answered in 40- 50 words each. Questions should elicit inferential responses through critical thinking. Any two out of three questions to be done. (2x2=4 Marks)

12. One Long answer type question, from Prose/Poetry (Flamingo), to be answered in 120 150 words. Questions can be based on incident / theme / passage / extract / event as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from the student. Any one out of two questions to be done. (1x5=5 Marks)

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

Prescribed Books

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

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

(Poetry)

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

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

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

INTERNAL ASSESSMENT

Assessment of Listening Skills - 05 marks.

Assessment of Speaking Skills - 05 Marks

Project Work - 10 Marks

Question Paper Design Code No. 301
2024-25
English CORE XII

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

CLASS 12 LEARNING OUTCOMES FOR ENGLISH

Following learning outcomes for the senior secondary stage developed by the National Council for Educational Research and Training (NCERT) state important knowledge, skills and dispositions students need to attain at the end of an academic year in classes 11 and 12 in the context of learning English.

- (1) Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.
- (2) Recites poems, identifies literary devices, and linguistic features, and sings songs with voice modulation, expression, and appropriate body language.
- (3) Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)
- (4) Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.
- (5) Writes reports based on survey conducted e.g., on preparedness of the school for dealing with fire, earthquake, drinking water arrangements, cleanliness etc. Speaks on the suggestions based on the reports.
- (6) Listens with concentration/makes notes, on online platform, and follows the etiquettes of meetings/discussions e.g., taking turns, listening to others without interrupting etc.
- (7) Develops tools, questionnaires, interview questions for collecting data or to execute interdisciplinary projects stating the purpose, plan, resources, method, findings; draws maps, diagrams, charts, tables for analysing information and preparing reports.
- (8) Creates cartoons, brief accounts with humour, wit and satire. Shares and enjoys jokes with peers without hurting the sentiments of particular community, gender etc.
- (9) Writes summaries with titles and subtitles on national, international news, editorials; political, economic and sports etc.
- (10) Writes formal letters/ applications/ requests, resume etc.: seeking information regarding admission, courses, fees etc. with clarity and precision; and informal letters to friends, relatives using appropriate vocabulary, expressions etc.
- (11) Speaks/ reads text with phonological awareness for ensuring comprehensibility. (e.g in the case of silent letters.)
- (12) Solves grammar exercises with or without context following the definition and rule of the grammatical item.
- (13) Converses using short phrases in c, e.g. you seem... Looks like you've... had a good day... You seem a bit tired what do you think? ...How does that sound? ...That sounds great (Oh) never mind.

- (14) Uses ICT for browsing information, reading and writing e.g., develops PPT for presentations, short films with audio on nature, natural resources, art & craft monuments, peace, value, drug abuse, gender, environment, livelihoods of people, children in difficult circumstances etc. in collaboration with peers.
- (15) Frames questions for interviews with community members, school staff, and others on issues e.g., health, education and other specific related areas. Converses with farmers, labourers, house helps etc. about their life/ problems etc. and provides help by sharing important government policies, schemes etc. (as read in other subject areas and newspapers).
- (16) Speaks on issues related to gender, and transgender with logic, evidence and without any prejudice.
- (17) Reads literature from different parts of the world, gives an opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.
- (18) Reads autobiographies and biographies of literary figures, statesmen and other personalities and makes diary entries.
- (19) Reads and understands literature depicting, natural calamities, pandemics etc. in terms of medical, geographical contexts, terminology etc.; speaks on scientific facts, and economic issues in simple words using examples from everyday life.
- (20) Actively participates; raises queries, notes down contact details etc. during career counselling sessions, speaks with clarity, if in need, to the counsellor.
- (21) Writes notices, posters, speech etc. on bullying, ragging and cybercrime; develops multilingual charts, posters on healthy food etc. for school canteen, farewell parties etc.
- (22) Peer reviews assignments, reports etc. with developed parameters and without any bias. (23) Makes journal entries for self-assessment.
- (24) Practices yoga, listens to spiritual music for pleasure and mental health and shares experiences in speech and writing.
- (25) Share with peers (who are in need) resources, e.g., books, pen drives, stationery, ICT device etc. with humility.
- (26) Collaborates with peers for organizing programmes for elderly, disadvantaged, girl child etc.
- (27) Visits library for reading, preparing notes, references writing book reviews, etc.; forms book clubs taking guidance from teachers, seniors etc.
- (28) Prepares manifesto for school and class election, uses fair means and environment friendly ways during the election.

TEST PAPER DESIGN

Test Paper Design	Marks distribution
Reading Comprehension	20
Creative Writing Skills	20
Literature Textbooks and Supplementary Reading Text	40
Total	80

Blue-Print

English Core -XII

Maximum Marks- 80

Typology	Section	Testing Competencies	Objective Type Questions, MCQs, Very Short Answer Type (1 Mark each)	Short Answer Questions (2 Marks each) Word limit 40-50	Short Answer Questions (4 marks each)	Long Answer Question word limit 120-150 (5 marks each)	Total marks
Comprehension	Reading I. Unseen Passage (Factual, descriptive or literary) 2. Case-Based Unseen (Factual) Passage	Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating literary conventions and vocabulary, summarising and using appropriate format/s.	6x1=6 (Descriptive passage) 6x1=6 (Case Based Passage)	3x2=6 Short answer questions from Descriptive Passage 2x2 =4 Short answer questions from Case Based Passage			12+10 = 22

Creative Writing Skills	5. Short Composition 3. Notice 4. Formal/Informal Invitation and Reply Long Composition Letter to the Editor/ Job Application	Conceptual understanding, application of rules, analysis, reasoning, appropriacy of style and tone, using appropriate format and			2x4 = 8 (Short writing task) (01 out of 02 Notices, 01 out of 02 Invitations/	2x5= 10 (Writing skills) (01 out of 02 letters, 01 out of 02 Article/ Report)	18
	Report/ Article	fluency, inference, analysis, evaluation and creativity.			Replies) (50 words each)	(Word limit 120 – 150 words)	
Literature Textbooks and Supplementary Reading Text (Flamingo and Vistas)		Recalling, reasoning, appreciating literary convention, inference, analysis, and creativity with fluency	(6x1=6 (One Poetry extract out of two from the book ‘Flamingo’) 4x1=4 (One Prose extract out of two from the book ‘Vistas’) 6x1=6 (One prose extract out of two from the book ‘Flamingo’)	5x2=10 05 out of 06 questions from Prose and Poetry – Flamingo 2x2=4 02 out of 03 questions Vistas		1x5=5 One out of two questions from Prose and Poetry Flamingo 1x5=5 One out of two questions from Prose Vistas	40
		TOTAL	38	14	8	20	80

READING COMPREHENSION

PASSAGE 1

Read the following passage carefully and answer the questions that follow: 12 M

- 1) The modern classroom has taken several steps forward in its evolution of the learning environment in the past 25 years. Many of the benefits that we have seen in this setting are due to the introduction of new technology options for students. Instead of having a single computer for a class to use or a laboratory environment for the entire school placed in one room, we can now help students learn at their table or desk with items issued to them directly. Thus, there are quite a lot of advantages of having technology in their classrooms.

- 2) Technology helps children to stay motivated during the learning process. Most students don't like to go to school if they feel like they are wasting time. When there is technology allowed in the classroom, then teachers have an opportunity to let children work at a pace which suits them the best without disturbing others. They can look up additional information about a subject they are learning about that day, play educational games that reinforce the lesson, or work on advanced material using a program.

- 3) Because many of today's technology options allow students to see how well they are doing compared to the average of all users, it gives them a chance to push harder for themselves and their education. Many of the programs that encourage learning also issue rewards or award certificates, which helps to make the lessons fun as well.

- 4) Technology encourages more communication between teachers and parents. When there is technology in the classroom, then there are more opportunities for parents and teachers to connect to each other. Using a blog for the classroom can help parents get to see what their children are learning each day. Apps and software options allow teachers to instantly report on a child's behavior to let parents know in real-time what is happening throughout the day. There are options for chat boxes, instant messaging, and other forms of communication as well.

- 5) Let's not forget about email here either. Since the 1990s when this technology option came into the classroom, it created more reliability in messaging between teachers and parents should there be a need to talk.

- 6) Technology also creates new ways to learn for today's students. There are three critical forms of intelligence that we see in children today: emotional, creative, and instructional. The traditional classroom environment, which typically encourages lecture based lessons, focuses more on the latter option. Standardized tests and similar ranking tools do the same. When children have access to technology today, then those who excel outside of the standard learning setup can still achieve their full potential.

- 7) Technology allows children to embrace their curiosity in multiple ways. They can try new things without embarrassment because their tech access gives them a level of anonymity. This process allows children to work, through trial and error if they wish, to see if a different strategy helps them to learn more effectively.

8) It even encourages students to stay engaged with their learning environment. Children get bored very easily when they feel like they already know what is being taught in their classroom. Some children will transform into mentors or leaders in this situation to help their fellow students, but there are many more who disengage because they lack stimulation. By introducing technology to the classroom, there are fewer places where repetitive learning must take place. Teachers can introduce new subjects, try new techniques, or use different projects to encourage ongoing learning, which creates more overall engagement.

Q.1). Technology allows children to embrace their _____ in multiple ways. (1) i) intelligence
ii) hard work
iii) curiosity
iv) passion

Q.2. Which of the following is not a method through which technology encourages more communication between teachers and parents? (1)
i) Apps and software options that allow teachers to instantly report on a child's behaviour.
ii) Usage of a blog for the classroom to help parents get to see what their children are learning each day.
iii) Communication options such as chat boxes, instant messaging, and other forms of communication.
iv) Software programs that allow parents to access the child's tech and keep a check on their usage.

Q.3. Which of the following is not something that technology helps a student with in education? (1) i) Technology creates new ways to learn for today's student.
ii) Technology encourages more communication between parents and students. iii) Technology helps children to stay motivated during the learning process. iv) Technology encourages students to stay engaged with their learning environment.

Q.4. Which of the following is not a way through which technology help children to stay motivated during the learning process? (1)
i) play educational games that enforce a lesson
ii) work on advanced material using a program
iii) look up additional information about a subject they are learning about
iv) allow them to work on a lesson beyond their curriculum

Q.5. Learning to support others regardless of your current situation to finish their tasks, complete a project and support them can help you cultivate great relationship with your classmates. This is a display of _____ intelligence. (2)
i) social
ii) instructional
iii) creative
iv) emotional

Q.6. Who is a mentor? (1)

- i) someone who gives someone help and advice related to something
- ii) someone who leads someone to become a better person
- iii) someone who help someone in their time of need
- iv) someone who provides a better learning standard

Q.7. What is the advantage of having a technology that allows students to see how well they are doing compared to the average of other students? (1)

- i) it gives them an opportunity to learn from other students
- ii) it tells how much more hard work is needed to achieve a goal
- iii) it motivates them to seek help where needed to reach the level of others
- iv) it gives them a chance to push harder for themselves and their education

Q.8. Choose an option that makes the correct use of 'stimulation' as used in the passage, to fill in the space. (2)

- i) Babies who sleep with their parents receive much more _____ than babies who sleep in a cot.
- ii) It was known that _____ made the heart to increase its oxygen consumption.
- iii) Near the boundary, the electrical _____ spreading enough to evoke both movements.
- iv) She has a low threshold of boredom and needs the constant _____ of physical activity.

Q. 9. Fill in the blank using the appropriate option:- (1)

The teacher devotes one session to Cooperative Learning because it is one of the most widely researched of _____ processes and there is considerable evidence that it contributes to gains in student learning.

- a) Creative
- b) Emotional
- c) Instructional
- d) social

Q.10. Choose an option that is clearly a synonym of the word 'engaged'. (1)

- i) immerse
- ii) surrender
- iii) release
- iv) disrupt

PASSAGE 2

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

- 1) What were once upon a time seen in millions throughout the country, are today seen only in certain pockets of India? House sparrows. Why so? Conclusively, there have been no studies to identify the exact cause behind the sudden decrease in their numbers, but studies conducted in Jharkhand, India have pegged the decrease in sparrow count to be an alarming 80%. And lest you may assume, this is not limited to India alone!
- 2) There are a variety of reasons behind the declining sparrow count; with some pointing fingers at the architecture of modern houses which leaves little space for nesting sites. Add to it the decrease in shrub vegetation areas as well and the result is drastic loss in habitat. Excessive use of pesticides in agriculture is another cause, as it causes a decrease in reproductive efficiency of the sparrows by infecting their egg sheaths and its diet, since the chief diet of the sparrows is seeds, cereals and insects which in turn are direct victims of pesticide usage.
- 3) Sparrows are known to be sedentary birds that usually do not prefer undertaking long flights. However, with the advent of mobile telephony and the corresponding erection of mobile towers any and everywhere has made the sparrows an unwitting prey to technology. Mobile towers are known to emit radiation in the frequency of 900 to 1800 MHz which not only harms the thin chick skull and sparrow eggs, but also confuses and disorients the sparrow's navigational skills. Sparrows are rarely, or rather never found in areas having mobile towers.
- 4) The Nature Forever Society (NFS) was founded by an Indian conservationist Mohammed Dilawar. He started his work helping the house sparrows in Nasik. Emphasizing the crying need to conserve house sparrows, Dilawar said, " The indifference caused by the lack of emotional connect has pushed these birds to the edge of extinction."
- 5) The NFS started an international initiative to celebrate World Sparrow Day. This was first celebrated on 20 March 2010. After that, every year this day was celebrated all over the world to raise awareness about house sparrows and other common birds affected by the environment. In 2012, the sparrow was adopted as the state bird of Delhi.

Q.1) Based on the passage above, match column A with column B. there is one extra statement in column B. (1)

Column A	Column B
Paragraph nos.	Central idea
1	i) Predatory tech
2	ii) A resourceful enterprise
3	iii) Recognizing the need
4	iv) A cause for concern
5	v) Purposeful Technocrats
	vi) The grounds for the problem

- a) 1.iv, 2.vi, 3.i, 4.v, 5.ii
- b) 1.iii), 2.ii, 3.iv), 4.v, 5.i
- c) 1.iii, 2.ii, 3.vi, 4.iv, 5.i
- d) 1.iv, 2.vi, 3.i, 4.iii, 5.ii

Q.2) Match the following collective nouns with the animals and then tick the correct option.
(1)

1 2 3 4

i) murder ii) clowder iii) caravan iv) school

- a) 1.i, 2.ii, 3.iii, 4.iv
- b) 1.i, 2.ii, 3.iv, 4.iii
- c) 1.iv, 2.ii, 3.i, 4.iii
- d) 1.iv, 2.iii, 3.ii, 4.i

Q.3 Choose the option that completes the given paragraph by correctly using **five** of the seven phrases from the text:- (2)

- i) crying need,
- ii) here today, gone tomorrow,
- iii) pegged the decrease,
- iv) an unwitting prey,
- v) the advent of,
- vi) certain pockets,
- vii) lack of emotional connect.

The small artisans and crafts- persons of India have been_____ to industrialization. There are _____ in most regional communities that have, for generations, relied solely on weaving, handicrafts, etc. as a primary source of income. So, it is safe to say that there is a _____ to now support these artisans especially, in the face of a ready availability of machine- made products, imported items, and a general _____ with our own culture. If things continue this way, the future truly looks bleak for our local artisans – they could well be _____.

- a) vi, vii, ii, i, v
- b) iv, vi, i, vii, ii
- c) iii, vii, i, vi, ii
- d) i, vi, ii, vii, iv

Q.4. Based on your reading of the passage, complete this sparrow’s plea for survival. (2)

Help please humans!

As you know, we don’t like travelling long distances, but we have to because there’s been a loss of habitat due to a) decrease in _____, and b) loss of _____. Moreover, c) _____ has made it difficult for us to find food. We request you to make d) _____ for us to stay safe and also put out e) _____ so that we don’t go hungry and thirsty.

Record your answers_ a) to e) against the correct question no. on your sheet.

Q.5. The text states that the World Sparrow Day is celebrated all over the world

- i) because _____
- ii) in order to _____ . (1)

Q.6. The following is today's Delhi's response to the fact that the sparrow was adopted as the state bird of Delhi as far back as 2012.

Rearrange the following words to make sense of the response. (1)

DELHI'S STATE BIRD,/A RARE SPECIES/THAT DESPITE/ IS TODAY, / BEING/ IT IS/ IN
THE/ THE HOUSE SPARROW/ IRONICAL, / CAPITAL

Q.7. Complete the following statement by choosing the correct option. (1)

Mohammad Dilawar is a conservationist. Such a person is one who

- a) manages natural habitats including parks, forests and rangelands.
- b) Favours traditional views and values.
- c) Is driven by a set of over-arching beliefs and ideologies.
- d) Advocates for the protection and preservation of the environment and wildlife.

Q.8. Choose the option that is NOT true according to the text. (1)

- a) Sparrows rarely undertake long flights.
- b) The house sparrow is the state bird of Delhi.
- c) Sparrows are often found perching on mobile towers.
- d) Sparrows are now visible only in some pockets in the country.

Q.9. List the possible reasons for the decline in the sparrow population. (1)

- a) _____
- b) _____

Q.10. Pesticides infect the egg sheaths of the sparrows. Based on your understanding of what a 'sheath' is, choose an option which lists the illustration/ image that uses a sheath. (1)

i ii iii iv

- a) Image i)
- b) Image ii)
- c) Image iii)
- d) Image iv)

PASSAGE 3

Read the text carefully and answer the questions:-

1. Ghost nets aren't supernatural, but they are legitimately scary. A ghost net is a fishing net that's been lost or abandoned in the ocean. They are one particularly appalling part of the global ghost fishing problem, which includes fishing gear abandoned in the water. Any net or line left in the ocean can pose a threat to marine life. Just because a net is no longer used by fishers doesn't mean it stops working. These nets continue to trap everything in their path, presenting a major problem for the health of our oceans and marine life.
 2. Ghost nets entangle sea turtles, dolphins and porpoises, birds, sharks, seals and more, apart from catching fish. The nets keep animals from moving freely, cause injuries and keep mammals and birds from rising to the surface for air. Since hundreds of animals can be caught in a single net, this threat is monumental. The ghost nets harm coral reefs too- breaking corals, exposing them to disease and even blocking the reefs from needed sunlight.
 3. Ghost nets are also a major contributor to the ocean plastics' crisis. Most modern nets are made of nylon or other plastic compounds that can last for centuries. According to a 2018 study in Scientific Reports, ghost nets make up at least 46 percent of the Great Pacific Garbage Patch. Those abandoned fishing lines and nets that do breakdown never go away; they just become smaller pieces of plastic. Marine animals mistake this micro plastic for food and eat it, which can harm internal organs, keep them from eating and expose them to toxic chemicals.
 4. Exorcising ghost nets from our oceans will require commitment, cooperation and innovation. Many groups are working to remove ghost nets from the sea and are collaborating with local fishers and governments around the world to identify target areas and remove as many nets as possible. In 2015, a single World Wildlife Fund for Nature (WWF)- led mission in the Baltic Sea hauled up 268 tons of nets, ropes and other materials.
 5. To stop these nets becoming ghosts in the first place, conservation organizations advocate of fishing gear that can be traced to its owner so anyone dumping nets can be fined and refundable deposits on nets to encourage returning or recycling rather than littering. Tools like sonar reflectors that can make ghost nets easier to find and working with small scale fisheries to develop more sustainable fishing gear and practices are other suggestions. It is only by attacking this problem from all sides, together with conservation partners, fishers and supporters, can we banish ghost nets and protect our oceans. (437 words)
- 1) Complete the sentence by choosing an appropriate option. (1)
Ghost nets have been named so because they _____.
a.) cause much harm to the marine life.
b.) are functional though not in use by the fishers.
c.) are not owned by anyone.
d.) act as a snare for all animals in oceans.
 - 2) Comment on the writer's reference to the ghost nets in paragraph one, as a health problem for the oceans. (2)

- 3) List the two ways being entangled in a ghost net is likely to impact a walrus.(Think about the type of animal a walrus is) (2)
- 4) Select the option that conveys the opposite of ‘negligible’, from words used in paragraph 2. (1) a) Unimpressive
b) Monumental
c) Exposing
d) Threat.
- 5) The writer would agree with the given statements based on paragraph 3, EXCEPT: (1) a) Most ghost nets take a few years to completely disintegrate.
b) Ghost nets contribute to the Great Pacific Garbage Patch.
c) Most ghost nets provide nutrition to marine animals upon disintegration.
d) Ghost nets can curtail freedom of marine animals.
- 6) Some records share that fishing nets used to be made of common rope using natural fibres, prior to the 1960s. Based on your understanding of paragraph three, list one major advantage that these had over the fishing nets being used in present times. (1)
- 7) Why is it fair to say that commitment and innovation have to go hand-in- hand to rid the oceans of ghost nets? (1)
- 8) Complete the given sentence with an appropriate inference, with respect to the following: (1) The writer quotes the example of the WWF- led mission in the Baltic Sea (paragraph 4), in order to _____
- 9) How can the solutions, suggested in paragraph five, best be described? (1)
a) Practical
b) Presentable
c) Popular
d) Prejudiced
- 10) Select the most suitable title for the above passage: (1)
a) The Scary Side of Ghost Nets
b) Ghost Nets- A Result of Human Dominance
c) Ghost Nets- A Menace to Marine Life
d) Ways to Tackle the Problem of Ghost Nets

PASSAGE 4

Read the text carefully and answer the questions:-

1. My dad and I both started playing tennis at the same time in 1967. Though i was small for my age, I was fast on my feet and seemed to have an instinct for where my opponent would hit his next shot. At the age of nine, I put on my white shorts and shirt and started playing in tennis tournaments around the New York area. By the time I was 12, I was No. 7 in the country in the under 12 category. When I was 16, I won my first national singles title. Then, in 1977, as a chubby faced 18 year old with brown ringlets and a red headband, I came out of nowhere to reach the semi-finals at Wimbledon. Though I wouldn't told a soul back then, that's when I realized I had the potential to be the best tennis player in the world.
2. I worked my way up the ranks and by 1979, I was world No.3, hunting down Jimmy Connors and Bjorn Borg. I was winning a lot and I loved it- loved being the lone gun fighter. I won the US Open in both '79 and '80. Then, more and more, the problem became that almost everybody was somebody I shouldn't lose to. There was so much pressure to win in the early rounds of the tournaments and make it to the finals. To conquer the pressure, I tried building defenses that almost nothing (and nobody) could get through.
3. But behind my defenses were some very dark places. There was always a devil inside me that I had to fight against. And that devil was fear of failure. Eventually I had made it to the finals at Wimbledon that year, earning the rematch I'd badly wanted with Borg. Though I had beaten the great, smooth Swede in last year's US Open, Borg had won Wimbledon an incredible five times in a row, including against me. I got off to a sluggish start. I was tight, over impressed with the occasion. Borg won the first set, 6-4. As I loosened up, the match turned into a dog fight. I won a tie breaker in the second set, and the third set was going in that direction too. Underneath my nerves and my certainty that I had to play every point to my utmost, a strange idea was starting to materialize. He's not quite as hungry as last year. This match is mine to take, if I can take it. After that, I knew in my bones that I was going to win, and I did. The final score was 4-6, 7-6, 7- 6, 6-4. When I beat Borg at the US Open a few months later, I officially replaced him as World No. 1. I had thought that No. 2 was a pretty big deal. But No.1 was a very strange place indeed the peak of the mountain, the icy winds blowing around my head. For four years I was the biggest winner in men's tennis.

1. Choose the most appropriate option: (4x1=4)

According to the passage, at what age, do you think, the narrator started playing tennis? a) At the age of 9

b) At the age of 11

c) At the age of 12

d) At the age of 8

2. The narrator won the match because of his _____

a) Skills

b) Determination

c) Consistent practice

d) All of the above

3. The top position is called a very strange place because _____

- a) Of high expectations of the spectators
- b) Rivals
- c) Happiness of leading others
- d) None of the above

4. Answer the following questions briefly: (6x1=6)

- a) What two distinctive qualities did the author possess at a tender age?
- b) What did he realize when he reached the Wimbledon semi- finals?
- c) Why did the Devil ‘fear of failure’ trouble him?
- d) What helped McEnroe to win the match against Borg?
- e) Do you think McEnroe loved being No.1 tennis player?
- f) Discuss the attributes of John McEnroe briefly.

5. Find words in the passage similar in meaning as: (2x1=2)

- a) Hidden qualities
- b) Impossible to believe

PASSAGE 5

Read the passage carefully and answer the questions that follow:

1. Introducing Jonathan, the world’s oldest animal on land at 191 years old. Born circa 1832- five years prior to the coronation of Queen Victoria- Jonathan the tortoise is due to turn 191 years in 2023. That makes him the oldest known land animal alive today. This puts him just one year away from the title of oldest chelonian ever, currently held by Tu’iMalila, a radiated tortoise that reached at least 192 years old. She was owned by the royal family of Tonga between 1777 and 1965, and had been presented to them by British Explorer Captain James Cook during his third- and final- Pacific voyage (1776-80).

2. In his lifetime, Jonathan has lived through two world wars, the Russian revolution, eight monarchs on the British throne and 39 U.S. Presidents. His estimated year of birth also predates the release of the Penny Black, the first postage stamp (1840), the building of the first skyscraper (1885) and the completion of the Eiffel Tower (1887)- the tallest iron structure. Other human milestones to have taken place in his long life include the first photograph of a person (1838) and the first powered flight (1903). Now the oldest animal in the world- among terrestrial animals- Jonathan has outlived the oldest person ever by about 65 years. The greatest authenticated age for a human is a ‘mere’ 122 years 144 days, achieved by Jeanne Calment (1875- 1997) from France.

3. Although originating from Seychelles in the Indian Ocean, Jonathan has resided on the remote island of St. Helena in the South Atlantic since 1882. St Helena is perhaps best known for being the final resting place of Napoleon Bonaparte- who was exiled here after his defeat at the Battle of Waterloo in 1815. The banished Emperor and Jonathan would never have met, though, as the former died more than six decades prior to the arrival of this record breaking reptile. When Jonathan was brought to St Helena, he was already fully grown. 4. Based on known data for this species, that would indicate he was about 50 years of age at the time (hence his estimated birth year of 1832 to make him the longest lived animal on land). Jonathan was gifted to the then-governor of the overseas British territory, William Grey- Wilson (in office 1890-97), and he has lived in the governor’s residence ever since. Jonathan’s home is the manicured lawns of ‘plantation’, a Georgian mansion built by the East India Company in 1791-92. Today he shares the grounds with three other giant tortoises: David, Emma and Fred.

(Source: Created by Shivani Mehta, Delhi)

1. The writer of this piece seems to be: (1)

- a) Archaeologist
- b) Travel writer
- c) Zoologist
- d) Philanthropist

2. Match the columns with the word meanings: (2)

Word	Meaning
a) Coronation	i) Trimmed
b) Monarch	ii) Bestowal of a crown
c) Authenticated	iii) Hereditary sovereign
d) Manicured	iv) Verified

3) Who am I?

With the help of the clues given, identify the person/animal/ place being talked about: (5)

- a) The longest lived tortoise owned by a royal family:
- b) I have lived to see 39 US Presidents:
- c) This island is best known to be the resting place of a French Emperor:
- d) A Georgian Mansion built by the East India Company:
- e) A tiny island in the Indian Ocean, the birth place of Jonathan:

4. Fill in the blanks to complete the human milestone table: (2)

Year	Human Achievement
1840	
	First skyscraper
1878	
	First powered flight

5) Complete the notes made by Sasha to help her talk about Jonathan in class: (2)

THE BICENTENNIAL

1. Claim to fame

1.1 is 191 years old

1.2 _____

1.3 _____

1.4 _____

2. Origin and present home

2.1 _____

2.2 At present resides in St Helena

2.3 _____

PASSAGE 6

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

Every day, we put our trust in computing technology in the financial networks that drive the global economy, the aircraft control systems that guide thousands of flights safely to their destinations, the computers that store our documents at work and at home. Yet most people still do not count on computing the way they rely on electricity or the telephone. Individuals and businesses alike are concerned about the privacy, security and availability of their data, about upgrading their hardware, about how new applications might affect their systems. Until these concerns are addressed, computing's potential to enrich our daily lives will not be fully realized

Right now, we are only scratching the surface of what computing technology can do. Already, networks of smart, connected devices make it possible for us to do business, communicate, learn and be entertained using everything from full featured PCs to smart, handheld devices. And in the years ahead, a combination of inexpensive microchips and smart software will weave computing into almost every part of our lives. The advance of computing technology has in many ways, tracked the growth of electric power more than a century ago. Manufacturing companies were among the first to use electricity, mostly to improve the productivity. However, in the home, it remained a novel luxury. Many people were reluctant to use the new electrical appliances, unsure of their safety and reliability. By the 1930s, however, technology advanced industry safety initiatives and gradual public acceptance led to a rapid increase in electricity use in many countries- the technology was still not fully trustworthy, but it was safe and reliable enough.

Today, the developed world takes electricity for granted. For computers to be taken for granted they must always be available wherever and whenever people need them, they must reliably protect personal information from misuse, give people control over how their data is used and they must be unfailingly secure. We call this concept Trustworthy Computing.

Making Trustworthy Computing a reality is both an immediate challenge and a long-term research goal. Trustworthy Computing technology is far more advanced and used in vastly different ways than, it was in the mid-20th century. Yet the way we build computers and the way we largely design software and services around those computers, has not really changed much.

Answer the following by choosing the correct option:

1. The examples of computing technology that are put to everyday use do not include:

- (1) a) Financial network that drive the local economy
b) The aircraft control systems that guide thousands of flights safely
c) The computers that store our documents at work and at home
d) None of the above

2. What can possibly follow the last line of the passage? (1)

- a) Changes that need to be made to make Trustworthy Computing a reality
b) Apologies for the state of affairs and details of research activities that are on
c) The legal hurdles that have, to be overcome to enable wider connectivity
d) None of the above

3. The writer draws an analogy between public acceptance of computing technology and (1)

a) industry initiatives

b) manufacturing companies

c) electric power

d) all of the above

4. The author uses the word 'weave' in the passage to imply _____ (2)

5. What made people apprehensive about using new electrical appliances? (2)

6. How according to the author, can the concept of Trustworthy Computing be made a reality? (2)

7. Trustworthy Computing does not include (1)

a) availability of computers anytime and anywhere

b) securing personal information from misuse

c) controlling usage of others data

d) reliably protecting personal information

8. The word 'REALIZED' in the passage, means the same as (1)

a) not wanting

b) accomplished

c) unwilling

d) trustworthy

9. Which of the following comments, is applicable to trustworthy computing in the present scenario? (1)

A. The key goal of trust worthy computing isn't to make computing so safe and reliable that people simply take it for granted.

B. Trust takes years to build, seconds to break and forever to repair

C. Trust comes by earning it and not by expecting it

D. The continued increase in deceptive tactics is striking.... The number of computers impacted as a result of deceptive tactics has more than tripled.

PASSAGE 7

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

A conservation problem is equally important as that of soil erosion is to loss of soil fertility. Most agriculture was originally supported by the natural fertility of the soil; and, in areas in which soils were deep and rich in minerals, farming could be carried on for many years without the return of any nutrients to the soil other than those supplied through the natural breakdown of plant and animal wastes. In river basins, such as that of the Nile, annual flooding deposited a rich layer of silt over the soil, thus restoring its fertility. In areas of active volcanism, such as Hawaii, soil fertility has been renewed by the periodic deposition of volcanic ash. In other areas, however, natural fertility has been quickly exhausted. This is true of most forest soils, particularly those in the humid tropics. Because continued cropping in such areas caused a rapid decline in fertility and therefore in crop yields, fertility could be restored only by abandoning the areas and allowing the natural vegetation to return. Over a period of time, the soil surface would be rejuvenated by parent materials, new circulation channels would form deep in the soil, and the deposition of forest debris would restore minerals to the top soil. Primitive agriculture in such forests was of shifting nature: areas were cleared of trees and the woody material burned to add ash to the soil; after a few years of farming, the plots would be abandoned and new sites cleared. As long as populations were sparse in relation to the area of forestland, such agriculture methods did little harm. They could not, however, support dense populations or produce large quantities of surplus food.

Starting with the most easily depleted soils, which were also the easiest to farm, the practice of using various fertilizers was developed. The earliest fertilizers were organic manures, but later, larger yields were obtained by adding balanced combinations of those nutrients (e.g. Potassium, nitrogen, phosphorus, and calcium) that crop plants require in greatest quantity. Because high yields are essential, most modern agriculture depends upon the continued addition of chemical fertilizers to the soil. Usually, these substances are added in mineral form, but nitrogen is often added as urea, an organic compound.

Early in agricultural history, it was found that the practice of growing the same crop, year after year in a particular plot of ground not only caused undesirable changes in the physical structure of the soil but also drained the soil of its nutrients. The practice of crop rotation was discovered to be a useful way to maintain the condition of the soil and also to prevent the build-up of those insects and other plant pests that are attracted to a particular kind of crop. In rotation systems, a grain crop is grown in the first year, followed by a leafy vegetable crop in the second year, and the third usually contains legumes as they can restore nitrogen to the soil through the action of the bacteria that live in nodules of their roots.

In irrigation agriculture, in which water is brought in, to supply the needs of the crops in an area with insufficient rainfall, a particular soil management problem that develops is the salinization of the surface soil. This most commonly results from inadequate drainage of the irrigated land; because the water cannot flow freely, it evaporates and the salts dissolved in the water are left on the surface of the soil. Even though the water does not contain a large concentration of dissolved salts, the accumulation over the years can be significant enough to make the soil unsuitable for crop production. Effective drainage solves the problem; in many cases, drainage canals must be constructed and drainage tiles must be laid beneath the surface of the soil. Drainage also requires the availability of an excess of water to flush the salts from the surface of the soil. In certain heavy soils with poor drainage, this problem can be quite severe, for example large areas of formerly irrigated land in the Indus Basin, in the Tigris Euphrates region, in the Nile Basin, and in the Western United States, have been seriously damaged by salinization.

1. Natural fertility exhausts most quickly in ----- (1)
- (a) river valley lands.
 - (b) humid tropical forest lands.
 - (c) volcanic areas.
 - (d) river basins.
2. The areas most prone to heavy salinization are: _____ (2)
3. How is crop rotation helpful? (2)
4. Which of the statements is/are not true. (1)
- i) Volcanic ash maintains soil fertility.
 - ii) Annual flooding decreases soil fertility
 - iii) In forest soils of humid tropics, the fertility decreases with time.
 - iv) Growing different crops always increases soil fertility.
5. The best possible solution for salinization is; (1)
- a) shifting agriculture
 - b) crop rotation
 - c) drainage system which is effective
 - d) adding manure and fertilizers to the land
6. The best and natural way of supplying Nitrogen to the crop is by: (1)
- a) adding urea
 - b) adding chemical fertilizers
 - c) planting a pasture crop or legumes
 - d) adding organic manures
7. Fertility of soil can be restored by (1)
- a) abandoning the areas and allowing the natural vegetation to return
 - b) rejuvenating the soil surface
 - c) forming new channels deep into the soil
 - d) all of these
8. Why was primitive agriculture less harmful? (2)
9. The word 'rejuvenated' in the passage means: (1)
- a) new energy or vigour
 - b) full of praise
 - c) accumulated
 - d) re-organized

PASSAGE 8

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

Comfortably enclosed in his Rome hotel room, the tourist switches on the console by his bed, and dons a special helmet like headset. He had to drop Paris from his tour programme- but that is no problem. He is about to “take” a personalized tour of the city, walking under the arcade Triomphe, travelling up by lift to the top of the Eiffel Tower and even boating past Notre Dame on the Seine. If the fancy takes him, he can even zoom over the cathedral as if in a helicopter. Half an hour later, he emerges from his helmet-back into the real world of his hotel room.

On board a hunter-killer submarine, the sonar operator is on red alert. An unidentified frigate has been detected and is closing in. The operator, again wearing special helmet-mounted display (HMD) and “tactile feedback gloves”, operates the sonar system, tracks the target, and computes a “firing solution” for his weapon- torpedo. He can also “pull up” his periscope and peer over the surface at the vessel closing in. His target “destroyed”, the operator removes the helmet, gloves and returns to the peaceful surroundings of the sub. There is no enemy anywhere around, indeed no alert of any kind.

The two scenarios-all of them based on fact- are only a few examples where users have been transported to the new seamless wonder world of virtual reality (VR)-one of the hottest, most ubiquitous chunk of computer technology. Two seemingly divergent interests- the military and entertainment industries have been the most enthusiastic devotees of VR- both for very sensible reasons. Using suitable computer hardware, both are able to put together systems where the user can enter a 3-dimensional space, where he can be tricked into believing he is someplace else, and where his eyes, hands-his very brain seems to interact with a new virtual world.

The applications are endless-limited only by one’s imagination. Today teleconferencing - linking up individuals in different countries by TV has become old hat. The “in” thing will be “televirtuality”, where participants on different continents can be brought together and will seem to hover in mid air in the same room. It will allow two distant parties, for example to edit a document projected in the air, in front of them, make successive corrections which both can see in real time and to append their signatures to it.

The Virtual Reality Team of Nottingham University, England, has exploited this new technological toy for a worthy educational task. Over 150 kids in townall physically challenged spastics- being trained to associated hand signs with familiar objects, now have the thrill of actually “handling”, even playing with such objects as balls, balloons and other toys.

The entertainment industry has been quick to gallop into the VR arena. Pierce Brosnan and Jenny Wright appeared in a landmark film, “The Lawnmower Man”, where the audience was made to share their experience as they entered a virtual world. Plenty of special effects wizardry was expended in the process.

These products for the geeky minded will inevitably proliferate, but this does not diminish the more serious applications. And none are more serious than defence technologists in the least half a dozen countries, for whom VR spells quantum jump in the realism of simulation. The cost of weapon systems and munitions has soared so rapidly that any simulator based on costly and hitherto esoteric technology like VR will always be cost effective.

Not surprisingly, the U.S. Congress has recently approved \$500 millions in the military research budget for projects, in just two fields- massively parallel programming and VR. And all three service wings have been swift to draw up plans to exploit the technology. Advanced technology submarine warfare displays for the navy; visually coupled aircraft systems simulators for the Air Force and for the Army, VR backed trainers, where the operator can fire a surface-to-air missile or drive a main battle tank across rough terrain in the teeth of enemy fire.

Perhaps it will now be time enough to worry over something that is already bothering the medical profession in the west: going where no man has gone before, software and hardware-wise may be fine: what happens to the “wetware” – the human brain-and are there any long term damages to the human user if he douses himself regularly in the unreal pleasures of VR?

1. What according to the author is the “in” thing about televirtuality? (2)

2. Virtual Reality is useful in training the spastic children in (1)

- a) touching, feeling and playing with the toys
- b) learning to read and write
- c) helps them not to forget that they are spastics
- d) none of the above

3. Virtual Reality is a blessing to the defence technologists because (1)

- a) it helps in training the defence personnel
- b) it's cheaper and safe
- c) it is non destructive
- d) all the above

4. Man had not yet completely explored (1)

- a) software
- b) hardware
- c) wetware
- d) all of the above

5. Read the passage carefully and choose the incorrect statement(s) (1)

- i. Virtual Reality applications are unlimited
 - ii. Tele Virtuality helps in bringing people closer physically in real time.
 - iii. Virtual Reality is a trick played on people making them believe it's all true.
 - iv. Medical professionals have proved that the human brain would be damaged with the use of Virtual Reality
- a) i, iii and iv b) ii and iv c) i and iii d) i, ii and iv

6. What may be the possible damages caused to the 'wetware' if one douses in the pleasures of VR? (2)

7. "The military and entertainment industries have been the most enthusiastic devotees of VR-both for very sensible reasons". How? (2)

8. The word 'ubiquitous' in the passage means (1)

- a) omnipotent
- b) omniscient
- c) omnipresent
- d) chronologica

9. Entertainment industry has been using Virtual Reality for (1)

- a) special effects
- b) 3D effects
- c) magic and wizardry
- d) all the above

PASSAGE 9

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

Sherlock Holmes took his bottle from the corner of the mantelpiece and his hypodermic syringe from its neat morocco case. With his long, white, nervous fingers he adjusted the delicate needle, and rolled back his left shirt-cuff. For some little time his eyes rested thoughtfully upon the sinewy forearm and wrist all dotted and scarred with innumerable puncture-marks. Finally he thrust the sharp point home, pressed down the tiny piston, and sank back into the velvet-lined armchair with a long sigh of satisfaction.

Three times a day for many months I had witnessed this performance, but custom had not reconciled my mind to it. On the contrary, from day to day I had become more irritable at the sight, and my conscience swelled nightly within me at the thought that I had lacked the courage to protest. Again and again I had registered a vow that I should deliver my soul upon the subject, but there was that in the cool, nonchalant air of my companion which made him the last man with whom one would care to take anything approaching to a liberty. His great powers, his masterly manner, and the experience which I had had of his many extraordinary qualities, all made me diffident and backward in crossing him.

Yet upon that afternoon, whether it was the Beaune which I had taken with my lunch, or the additional exasperation produced by the extreme deliberation of his manner, I suddenly felt that I could hold out no longer. "Which is it to-day?" I asked,—"morphine or cocaine?"

He raised his eyes languidly from the old black letter volume which he had opened. "It is cocaine", he said,— "a seven-per-cent solution. Would you are to try it?"

"No, indeed," I answered, brusquely. "My constitution has not got over the Afghan campaign yet. I cannot afford to throw any extra strain upon it." He smiled at my vehemence. "Perhaps you are right, Watson," he said. "I suppose that its influence is physically a bad one. I find it, however, so transcendently stimulating and clarifying to the mind that its secondary action is a matter of small moment."

"But consider!" I said, earnestly. "Count the cost! Your brain may, as you say, be roused and excited, but it is a pathological and morbid process, which involves increased tissue-change and may at last leave a permanent weakness. Surely the game is hardly worth the candle. Why should you, for a mere passing pleasure, risk the loss of those great powers with which you have been endowed? Remember that I speak not only as one comrade to another, but as a medical man to one for whose constitution he is to some extent answerable."

He did not seem offended. "My mind," he said, "rebels at stagnation. Give me problems, give me work, give me the most abstruse cryptogram or the most intricate analysis, and I am in my own proper atmosphere. I can dispense then with artificial stimulants."

Source: The Sign of the Four

1. What could be the cause of "innumerable puncture marks" on Holmes' forearm? (1) a) He was suffering from a disease
b) He had a tattoo on his arm
c) He was injecting a drug daily
d) Nothing is clearly mentioned

2. What do you understand about the narrator's response to what he saw for many months? (1)

- a) he was not interested
- b) he was annoyed
- c) he was pleased
- d) he was confused

3. What can we understand about the personality of the narrator's companion? He was (1)

- a) arousing wonder & respect
- b) easy going
- c) quarrelsome
- d) fun loving

4. 'The game is hardly worth the candle' means (1)

- a) do not play games with a candle
- b) the risk is more than the pleasure
- c) I agree with our view
- d) Cocaine is costlier than a candle

5. What is the profession of Watson? (1)

- a) Writer
- b) detective
- c) engineer
- d) doctor

6. Why did Watson refuse to take cocaine? (2)

7. What is 'a pathological and morbid process' according to Watson? How does it affect human brain? (2)

8. How does Sherlock Holmes react to Watson's advice? (2)

9. Match the words in column A with their meanings in column B given below: (1)

A

A	Conscience
B	Vehemence
C	Nonchalant
D	Diffidence

B

1	Forceful expression
2	Lack of confidence
3	Knowing good and bad
4	Cool indifference

PASSAGE 10**Q.5. Read the passage given below and answer the questions that follow: (12 Marks)**

Speaking of the best diets, we must first distinguish between the earlier food consumption habits of India and the way these have changed now. We should actually celebrate how our food consumption habits used to be – India’s dietary patterns have shown that food was connected to the local eco system. It was ecologically diverse – every part of India celebrated its biodiversity through its food culture. The traditional Indian food habit was possibly the most bio diverse diet of the world. Of course, other diets were similar before they were turned into monoculture diets where everyone eats, rice, wheat and a hamburger. But Indian diets were truly remarkable in how they optimized biodiversity and local ecologies. Individual health, local foods and seasonal factors all came together in our diet. This was intuitive in terms of what works for you because of the environment in which you live. And it was intuitive about your local ecology and the plants and foods grown around you.

The indigenous Indian diet understood that food, built into your day-to-day lives, is one of the most powerful forms of medicine we have. But these systems of belief and practice were disrupted by force of the market. From being a medicine which strengthened us, food has become a marketable commodity now. What you eat at home or learn from your local cuisine is changing because now you are designing your diet based on aspiration, based on what others eat, on what is supposed to be modern and what is easily available – this transmutation is happening because of the power of markets, food companies and food commodification.

Once you were taught about hot foods, cold foods and foods you must eat seasonally. Now, of course, there is nothing called a season because you can get the same food across the whole year. But there was a scientific reason to eat something in a particular season – this was for the goodness food gave you at that time of year. You don’t eat dry fruits in summer, for instance. These are traditionally eaten in winter because of the warmth they give you in colder months.

This science of food, interwoven into the art of diet, is something we grew up with. But we are discounting such indigenous knowledge now because of the signals we get from the outside world, which teaches you that food must be packaged, it must look good (even though it may not be good for you) and it must be addictive.

Food has also come to mean overindulgence – the meat industry now produces unbelievable amounts and does so using a number of chemicals and destroying vast forests. Further, people are now eating so much meat, it is seriously damaging their health. Both our bodies and our environment need us to return to indigenous diets and plant base choices, which are much healthier for us. These will empower us to feed more people from a less degraded earth.

Source – Times of India, 09 Jan 2021

1. Food consumption habits in India over the years (1)
 - a) have changed for the better
 - b) have changed for the worse
 - c) have changed without any impact
 - d) have changed very little

2. The one important feature of food consumption habits in the past was that they (1)
 - a) were consistent with biodiversity
 - b) were cheap but not nutritious

 - c) included many processed food items
 - d) had a high meat content

3. Which of the following features is absent in Indian diets? (1)
 - a) individual factors
 - b) local foods
 - c) seasonal factors
 - d) high consumption of processed foods

4. Original indigenous Indian diet had (1)
 - a) a delicious taste
 - b) fried items
 - c) a medicinal effect
 - d) mostly boiled items

5. One major factor that considerably changed the food consumption habits is (1)
 - a) scientific development
 - b) force of market
 - c) western influence
 - d) change of public taste

6. What is the significance of 'The Indigenous Indian Diet'? (2)

7. How does India celebrate its biodiversity through its food culture? (2)

8. "Food has become a marketable commodity now." Do you agree? Why /Why not? (2)

9. Effect of seasons on our food consumption habits is nullified as (1)

- a) climatic pattern has been disturbed
- b) most items are available throughout the year
- c) good rains produce good crops
- d) drought conditions prevail in some parts

ANSWER KEY

PASSAGE 1

Q.1. Ans: iii) curiosity

Q.2. Ans: iv) Software program that allow parents to access the child's tech and keep a check on their usage

Q.3. Ans: ii) Technology encourages more communication between parents and students.

Q.4. Ans: iv) allow them to work on a lesson beyond their curriculum

Q.5. Ans: iv) emotional

Q.6. Ans: i) someone who give someone help or advice related to something

Q.7. Ans: iv) it gives them a chance to push harder for themselves and their education

Q.8. Ans: iv) She has a low threshold of boredom and need the constant _____ of physical activity.

Q.9. Ans: Instructional

Q10. Ans: i) immerse

PASSAGE 2

Q.1. Ans: d) 1.iv, 2.vi, 3.i, 4.iii, 5.ii

Q.2. Ans : (d) 1.iv, 2.iii, 3.ii, 4.i

Q.3. Ans: b) iv, vi, i, vii, ii

Q.4 Ans: a)shrub vegetation, b) nesting sites, c) use of pesticides, d) initiative, e) provision

Q.5. Ans: i) it is the need of the hour and

ii) to raise awareness about house sparrows and other common birds affected by the environment.

Q.6. Ans: It is ironical, that despite the house sparrow being Delhi's state bird is today, a rare species in the capital.

Q.7. d) Advocates for the protection and preservation of the environment and wildlife.

Q.8. Ans: c) Sparrows are often found perching on mobile towers

Q.9. Ans: a) the advent of mobile telephony and the corresponding erection of mobile towers any and everywhere.

b) Excessive use of pesticides in agriculture.

Q.10. Ans: (d) image iv

PASSAGE 3

- 1) C) are not owned by anyone
 - 2) The ghost nets are the reason the marine life is frequently sick. If not addressed, this ‘health issue’ would soon be chronic.
 - 3) i) entangle and cause injuries.
ii) entangle and prevent resurfacing, leading to death by drowning.
 - 4) B) monumental
 - 5) C) Most ghost nets provide nutrition to marine animals upon disintegration.
 - 6) Used to be bio-degradable/ easily disintegrated, as compared to artificial fibre nets that do not disintegrate.
 - 7) Commitment – This task will require perseverance/ a long time to accomplish Innovation-Creative ideas and strategies would be needed to address this problem
 - 8) Draw attention to the magnitude of the problem
- Indicate that governments need to collaborate with such groups for addressing the problem of ghost nets (Any 1 or similar)
- 9) A). practical
 - 10) C) Ghost Nets- A Menace to Marine Life

PASSAGE 4

1. d) at the age of 8
2. b) determination
3. c) none of the above
4. a) fast on his feet, instinct for where the rival would hit his next shot.
b) he realized that he had the potential to be the best tennis player in the world.
c) the fear of defeat was what troubled him.
d) His assessment of his opponent that he was not quite as hungry as last year helped him to win the match.
e) he worked his utmost to be the no. 1, but he felt it like the peak of a mountain with icy wind blowing around his head.
f) he was a great tennis player. He was hardworking, determined and optimistic. He had the art of overcoming pressure.
- 5) a) potential
b) incredible

PASSAGE 5

1. C. Zoologist
2. a-ii, b-iii, c-iv, d-i
3. a. Tu'iMalila
- b. Jonathan
- c. St Helena
- d. Plantation
- e. Seychelles
4. 1840- Penny Black, First Postage Stamp
1885- the first skyscraper
1878- first incandescent light bulb
1903- first powered flight
- 5) 1.2 one year away from the title of oldest Chelonoian
1.3 has lived through two world wars
1.4 outlived the oldest person by 65 years
2.1 originating from Seychelles
2.3 home is a Georgian Mansion

PASSAGE 6

1. a) Financial network that drive the local economy (1)
2. a) Changes that need to be made to make Trustworthy Computing a reality (1)
3. c) electric power (1)
4. a smooth blend of technology with our daily lives. (2)
5. Many people were reluctant to use the new electrical appliances, unsure of their safety and reliability. (2)
6. Trustworthy computing can be made a reality when computers can be taken for granted, they must always be available wherever and whenever people need them, they must reliably protect personal information from misuse, give people control over how their data is used and they must be unfailingly secure.(2)
7. d) reliably protecting personal information (1)
8. b) accomplished (1)
9. D. The continued increase in deceptive tactics is striking.... The number of computers impacted as a result of deceptive tactics has more than tripled (1)

PASSAGE 7

1. (b) humid tropical forest lands. (1)
2. (d) poor drainage system in heavy soils. (1)
3. ii) preserve soil condition iii) desalinate the soil iv) destroy pests (2)
4. d) ii and iv (1)
5. c) drainage system which is effective (1)
6. d) adding organic manures (1)
7. abandoning the areas and allowing the natural vegetation to return. (2)
8. Primitive agriculture in such forests was of shifting nature: areas were cleared of trees and the woody material burned to add ash to the soil; after a few years of farming, the plots would be abandoned and new sites cleared. As long as populations were sparse in relation to the area of forestland, such agriculture methods did little harm. (2)
9. a) new energy or vigour (1)

PASSAGE 8

1. Today teleconferencing - linking up individuals in different countries by TV has become old hat. The “in” thing will be “televirtuality”, where participants on different continents can be brought together and will seem to hover in mid air in the same room. (2)
2. a) touching, feeling and playing with the toys (1)
3. d) all the above (1)
4. c) wetware (1)
5. b) ii and iv (1)
6. “wetware” – the human brain-and are there any long term damages to the human user if he douses himself regularly in the unreal pleasures of VR. (2)
7. Two seemingly divergent interests- the military and entertainment industries have been the most enthusiastic devotees of VR- both for very sensible reasons. Using suitable computer hardware, both are able to put together systems where the user can enter a 3-dimensional space.(2)
8. c) omnipresent (1)
9. d) all the above (1)

PASSAGE 9

1. c) He was injecting a drug daily
2. b) he was annoyed
3. a) arousing wonder & respect

4. b) the risk is more than the pleasure

5. d) doctor

6. As he was not in the best of health

7. One's brain may be roused and excited, but it is a pathological and morbid process, which involves increased tissue-change and may at last leave a permanent weakness.

8. He admits that its influence is physically a bad one and adds, "Give me problems, give me work, give me the most abstruse cryptogram or the most intricate analysis, and I am in my own proper atmosphere. I can dispense then with artificial stimulants."

9. A-3 B – 1 C – 4 D – 2

PASSAGE 10

1.b) have changed for the worse

2.a) were consistent with biodiversity

3.d) high consumption of processed foods

4.c) a medicinal effect

5.b) force of market

6. The indigenous Indian diet understood that food, built into your day-to-day lives, is one of the most powerful forms of medicine we have.

7. Every part of India celebrated its biodiversity through its food culture. The traditional Indian food habit was possibly the most bio diverse diet of the world. Indian diets were truly remarkable in how they optimized biodiversity and local ecologies. Individual health, local foods and seasonal factors all came together in our diet.

8. Yes. From being a medicine which strengthened us, food has become a marketable commodity now. What you eat at home or learn from your local cuisine is changing because now you are designing your

diet based on aspiration, based on what others eat, on what is supposed to be modern and what is easily available. The outside world teaches us that food must be packaged, it must look good and it must be addictive.

9. b) most items are available throughout the year.

CASE BASED PASSAGES

PASSAGE 1 (Solved)

I. Read the passage and answer the questions that follow

(1) The Royal Bengal Tiger is the largest, fiercest, and most powerful member of the Big Cat family in India. Royal Bengal Tigers, also known as Indian Tiger and Bengal Tiger, constitute a large population of the tiger family in the world. It is the National Animal of India and is found mostly in India, China, Bhutan, Bangladesh, and Burma.

(2) The biological name of this Big Cat is *Panthera Tigris*, which comes under the Felidae family under the Mammalia category.

(3) No two Bengal tigers look alike! Every Bengal Tiger has a unique stripe pattern. Their colour ranges from yellow to light orange, with stripes from dark brown to black. Some of the Bengal Tigers are white in colour. The tail is orange in colour with black rings. Unlike the other white tigers that have blue eyes, Bengal tigers have yellow irises. They live for 10 to 15 years. (4) Being fierce in nature, Royal Bengal Tigers are not very friendly in nature and live a solitary life, except in the winters when they can be seen in a group of 3 or 4. Bengal tigers are fast runners and good swimmers. Tigers attack their prey in a stealth mode. They are usually spotted in swamps, mangroves, and grasslands.

(5) Royal Bengal Tigers have very sharp memories; they never forget the faces. Their memory is sharper than that of humans and other animals.

(6) We can find the largest population of Royal Bengal Tigers in India. As per the latest tiger census report for 2017, there are 3,786 Royal Bengal tigers in India. India has more than 75% of the total tiger population in the world. Along with India, neighbouring countries to India hold a somewhat decent population of the Royal Bengal Tiger in the world. The latest census of the tigers in India and neighbouring countries is shown in the table.

S.No	Name of Country	Minimum	Maximum
1	Bangladesh	300	460
2	Bhutan	80	460
3	China	30	35
4	India	2500	3800
5	Nepal	150	250

(7) To know about the latest tiger population is always the government's concern, as they want to save this majestic animal from getting extinct. India has lost 97% of its Royal Bengal Tiger population in the last century. The main reasons are hunting, poaching, urbanization, habitat loss and illegal wildlife trade. Poaching means to illegally trade the tiger made products like tiger skins, tiger made jewellery, etc. These skin and jewellery are sold for millions in the international market. Poaching has reduced the number of tigers to just 3,800 from 1,00,000 in the starting of the 20th century. (Bigcatsindia.com)

Based on your understanding of the passage, answer the following questions.

i. The Royal Bengal Tigers called the largest, fiercest, and powerful members of the Big Cat family, because----

---- (1)

- a) they have the largest population among all big cats
- b) they have unique stripe patterns
- c) of their size, strength, and aggressive nature
- d) they are the national animal of India

ii. What distinguishes Bengal Tigers' appearance from other tigers? (1) a) their white coloration with blue eyes

- b) yellow irises and a unique stripe pattern
- c) The black tail with orange rings
- d) the smaller body size compared to other tigers

iii. From the given pictorial representation, choose the option that correctly states the approximate percentage of total tigers in the world which are found in India. (1)

iv. What are the reasons for reduction in the population of the Tigers? (2)

v. In which habitats are Royal Bengal Tigers typically found? (1)

vi. Which pair of countries has approximately same number of maximum tigers? (1)

- (A) Nepal and Bangladesh
- (B) Bhutan and Bangladesh
- (C) China and Nepal
- (D) Bangladesh and India

vii. What is the significance of tiger conservation efforts in India? (2)

viii. **State TRUE or FALSE:** (1)

The Royal Bengal Tiger population in India has increased significantly over the last century.

PASSAGE 2

II. Read the passage and answer the questions that follow

Rural India faces serious shortages of power, water, health facilities, roads, etc. these are known and recognised. However, the role of technology in solving these and other problems is barely acknowledged and the actual availability of technology in rural areas is marginal. The backbone of the rural economy is agriculture which also provides sustenance to over half the country's population. The green revolution of the 1970s was, in fact, powered by the scientific work in various agricultural research Institutions. While some fault the green revolution for excessive exploitation of water and land resources through the overuse of fertilizers, it did bring about a wheat surplus and prosperity in certain pockets of the country. In rural India today, there is a dire inadequacy of both science (i.e. knowledge) and technology (which derives from science and manifests itself in physical form). The scope to apply technology to both farm and nonfarm activities in rural areas is huge, as are the potential benefits.

In fact, crop yields are far lower than what they are on demonstration farms, where science and technology are more fully applied. Technologies that reduce the power consumption of pumps are vital unfortunately; their use is minimal, since agricultural power is free or largely subsidized. Similarly, there is little incentive to optimize water use through technology or otherwise water use, especially in irrigated areas (a third of total arable land), given the water rates. Post harvest technologies for processing and adding value could greatly enhance rural employment and incomes, but at present the deployment of technology is marginal. Cold storage and cold chains for transportation to market are of great importance for many agricultural products particularly, fruits and vegetables but are non-existent. These are clearly technologies with an immediate return on investment, and benefits for all the farmer, the end consumer and the technology provider. However, regulatory and structural barriers are holding back investments. Power is a key requirement in rural areas, for agricultural as well as domestic uses. Technology can provide reliable power at comparatively low cost. In a decentralized manner. However this needs to be upgraded and scaled in a big way, with emphasis on renewable and non-polluting technologies.

Reliable and low cost means of transporting goods and people are an essential need for rural areas. The bullock cart and the tractor-trailer are present vehicles of choice. Surely, technology can provide a better, cheaper and more efficient solution. Information related to commodity prices, agricultural practices, weather etc. is crucial for the farmer. Technology can provide these through mobile phones, which is a proven technology however the challenge of ensuring connectivity remains. Thus there is a pressing need for technology as current economic growth though skewed and iniquitous has created an economically attractive market in rural India.

Based on your understanding of the passage, answer the following questions.

- i. How can we infer that regulatory and structural barriers hinder the deployment of technology in rural India? **(2)**
- ii. Why are technologies that reduce power consumption of pumps not widely used in rural India? **(1)**
 - a) Lack of knowledge about their existence
 - b) High cost of implementation
 - c) Limited availability of technology in rural areas
 - d) Free or subsidized agricultural power

iii. State ONE potential benefits of applying technology to both farm and nonfarm activities in rural areas? (1)

iv. What is the main challenge in providing information to farmers through mobile phones in rural India? (1)

- a) Lack of mobile phone technology
- b) High cost of mobile phones
- c) Regulatory and structural barriers
- d) Limited access to commodity prices

v. What is one technology that is currently non-existent in rural India but is of great importance for transporting agricultural products? (1)

- (a) Cold storage and cold chains
- (b) Mobile phones for information dissemination
- (c) Power-saving pumps for irrigation
- (d) Tractor-trailers for transportation

vi. Why is reliable and low-cost power crucial for rural areas in India? (Any two reasons) (2)

vii. It is challenging to provide information to farmers through mobile phones in rural India because -

(1)

viii. **STATE TRUE OR FALSE:** (1)

Postharvest technologies for processing and adding value are currently deployed extensively in rural India, enhancing rural employment and incomes.

PASSAGE 3

III. Read the passage and answer the questions that follow

1. The idea that coffee is bad for the heart pops up periodically. It was found that regularly drinking very strong coffee could sharply increase cholesterol levels. Researchers even isolated fatlike chemicals, cafestol and kahweol, responsible for the rise.

2. It turned out that the European brewing method—boiling water sits on the coffee grounds for several minutes before straining – produces high concentrations of cafestol and kahweol. By contrast, the filter and percolation methods remove all but a trace of these chemicals. Moreover, the studies involved large amounts of coffee—five to six cups a day. Moderate coffee drinkers down only two cups. Research has also shown that regular, moderate coffee drinking does not dangerously raise blood pressure. And studies have failed to substantiate fears that coffee might trigger abnormal heart rhythms (arrhythmias) in healthy people.

3. “For heart disease, I think the issue is closed,” says Meir Stampfer, an epidemiologist at Harvard who has studied many aspects of coffee and health. “Coffee drinking at reasonable levels is unrelated to heart risk.”

4. Evidence suggests that coffee may help fend off Parkinson’s disease. A 30-year study of 8000 Japanese- American men found that avid coffee drinkers had one-fifth the risk of those who didn’t drink the brew.

5. Scientists at Massachusetts General Hospital, USA, found indirect evidence that Caffeine—the habit forming stimulant in coffee – may actually combat Parkinson’s disease. The caffeine seemed to protect mice brain cells from depletion of the nerve chemical dopamine – the problem underlying Parkinson’s disease in humans. However, these are preliminary findings; human studies have- not consistently supported caffeine’s protective role.

6. The studies on coffee and cancer have focussed on three organs – which is reassuring. You may remember a brief coffee scare in the early 1980s when a single study linked coffee with pancreatic cancer. A false alarm: Many studies since then have shown that the association is either extremely weak or non-existent.

7. If there’s a connection between coffee and bladder cancer, it may apply just to coffee junkies. A reanalysis of ten European studies found an increased risk only among people who drank ten or more cups a day. And studies show that coffee seems to have no adverse influence on the risk of colon cancer.

8. Caffeine is such a powerful stimulant that the International Olympic Committee and the National Collegiate Athletic Association set limits on how much can remain in the blood during competition. In addition to boosting physical endurance, caffeine increases alertness and improves mood. The buzz may come at a price, though. People who drink more than they’re used to may become restless and unable to sleep. Moreover, it’s possible to become physically dependent on caffeine within days.

9. The question now arises: how much to drink? Those with heartburn and anxiety may want to see if cutting back coffee improves their condition. For most people, however, there’s virtually no risk in consuming up to three normal cups a day. Harvard’s Stampfer tries to keep his coffee drinking irregular enough to avoid habituation: “That way, I can get a buzz when I feel like it.”(cbsetuts.com)

Based on your understanding of the passage, answer the following questions:

- i. What can be inferred from the passage about the relationship between coffee drinking and heart disease risk? **(2)**
- ii. According to the passage, which disease did avid coffee drinkers have a lower risk of?
(1) a) Parkinson's disease
b) Heart disease
c) Pancreatic cancer
d) Bladder cancer
- iii. What is the potential health risks associated with drinking very strong coffee? **(1)**
- iv. What do studies suggest about the effect of moderate coffee drinking on blood pressure? **(1)**
 - a) It dangerously raises blood pressure.
 - b) It has no effect on blood pressure.
 - c) It lowers blood pressure.
 - d) It varies depending on the individual.

- v. What does the 30-year study of Japanese-American men suggest about coffee and Parkinson's disease? (1)
- a) Coffee drinkers have a higher risk of Parkinson's disease.
 - b) Coffee drinkers have a lower risk of Parkinson's disease.
 - c) Coffee has no effect on the risk of Parkinson's disease.
 - d) The study did not provide conclusive results.
- vi. How does the European brewing method differ from the filter and percolation methods in terms of cafestol and kahweol content? (2)
- vii. Meir Stampfer, an epidemiologist at Harvard opines that . (1)
- viii. STATE TRUE OR FALSE: (1)

The International Olympic Committee and the National Collegiate Athletic Association have set limits on caffeine consumption due to its potential performance-enhancing effects.

CASE – BASED PASSAGES: (UNSOLVED)

PASSAGE 4

I. Read the passage carefully and answer the questions that follow.

Over the last decade, there has been a tremendous shift in the way Indians have been purchasing and consuming food. Moreover, these trends are quickly moulding the dietary patterns and food habits of a large number of Indians. This can be attributed to intersecting demographic and socio-economic drivers such as rising population, urbanisation, increasing disposable income, changing lifestyles, cross-cultural influences and heightened exposure to social media platforms.

With an expected population growth of 273 million in the next twenty years, India is poised to be home to 1.64 billion people. Middle class households, which drive close to 75% of consumer spending, are expected to increase from the current 50% to 80% by 2030. The average Indian household spent 33.2% of the total household budget on food in 2005. This is expected to reach 35.3% in 2025.

Growing wages, leading to more disposable income, are enabling Indians to afford more than basic staples. Traditionally a carb-loving country, India has been leaning more towards meat and protein-rich diets. In fact, meat and poultry is projected to account for 30.7% of the total food spending by 2025, with bread, rich and cereals accounting for 23.8% and fruits accounting for 16% by 2025, meat, poultry and fruits will constitute nearly 50% of the total spending on food. This number was at 20% in 2005.

Put in terms of calorie intake, Indian diets are transitioning from staple foods, such as coarse cereals, to vegetable- and animal – based proteins. They are projected to further diversify nutritionally and include healthy fats, fiber, and antioxidants in their diet. This apparent when one looks at India's average per capita daily protein consumption. Though India is still below the world average, the protein intake has increased from the 55.3 grams to 63 grams over the

last 15 years.

The adoption of online grocery delivery due to increased focus on health aspects and reliance on in - home cooking has increased, with the growth skewed more towards fresh food items. The Gross Merchandise Value (GMV) of fresh food has grown by 144% during the first half of 2020, while staples and Fast-moving Consumer Goods (FMCG) have shown 85% and 62% growth, respectively.

Indian consumers are more mindful of what they eat now. Apart from localized palette preferences, Indian consumers are also considering health quotient of what is on their plates, their sourcing, as well as their impact on the environment. (Adapted excerpt from Future of Food: Innovation in managing demand and supply disruptions, by Deloitte and CII)

Based on your understanding of the passage, answer the following questions.

- i. How has Indian diets transitioned in terms of protein consumption? (2)
- ii. How has India's average per capita daily protein consumption changed over the last 15 years?
(1)
- iii. What kind of diversification in eating habits is expected in the near future? (1)
- iv. What factors do the Indian consumers consider when it comes to their food choices? (1)
 - a) Only localized palette preferences
 - b) Only health quotient
 - c) Only sourcing
 - d) Health quotient, sourcing, and impact on the environment
- v. What is one of the main drivers contributing to the shift in food consumption patterns in India? (1)
 - a) Rising population
 - b) Decreasing disposable income
 - c) Decreasing urbanization
 - d) Decreasing exposure to social media platforms
- vi. What percentage of consumer spending in India is driven by middle-class households, and how is it expected to change by 2030? (2)
- vii. Cite one reason behind the shift in Indian dietary pattern. (1)
- viii. State TRUE or FALSE: (1)

Indian consumers are only considering their localized palette preferences when it comes to their food choices.

PASSAGE 5 (Unsolved)

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

- a. The future of food is unequivocally digital, and the future of digital is inevitably AI (Artificial Intelligence), research from IT FOR Change had noted in a 2019 paper discussing new technologies in agriculture.
- b. The country, which already accounts for 18% of the global population, has the pressure of feeding that many mouths. According to PMSTIAC, “AI expenditure in India is projected to grow with a CAGR of 39% during 2019-2025 to touch \$11.781 million by 2025.
- c. The Centre puts the value of the Indian Agri-tech market at an estimated \$204 million. Prof. A.K Sood, Principal Advisor to the Government, told TOI: “Private and public institutions must collaborate.”
- d. Output yield estimates and price forecasts will help farmers obtain maximum profits. AI sensors can detect weed affected areas to precisely spray herbicides preventing their over and under-use.
- e. Predictive insights such as timing for sowing for maximum productivity can help farmers reduce impact by weather. Early warnings for droughts in multiple vernacular languages can be done.
- f. AI- driven robots can be used to harvest huge volumes faster; be trained on data for specific crop variety; weather conditions & location, taking into consideration by products to reduce wastage.
- g. Pointing out that AI cloud computing, satellite imagery and advanced analytics have created an ecosystem for **smart Agriculture**, Manoranjan Mohanty, Scientist G/advisor to the government said, “Agriculture AI applications can communicate **dates**, fertilization based on soil tests, seed treatment, diagnose pest/soil defects and nutrient deficiency etc.”
- h. Despite all the merits, Risk-aversion and resistance to change, lack of trust in technology and insufficient support of universities and academics in digital agriculture are some of the challenges of an AI Rollout. Data rights regime, lack of enforcement of data regulations, transparency too needs upgrade. Language barrier, high illiteracy rates, lack of awareness regarding return on investment in AI systems, lack of formal/ informal education in data engineering and infrastructure, are some of the other challenges. Poor internet connectivity, limited access to cloud-hosted data, erratic electric supply are some of the connectivity issues hampering this revolution. (www.timesofindia.com)

Based on your understanding of the passage, answer the following questions.

- i. Does the following statement agree with the information given in bar graph? How? (2)

Estimates show that by 2030, demand for pulses, cereals, rice, eggs, fruits vegetables and milk will be more than twice of what it was in 2000.

- ii. “Agriculture AI applications can communicate dates,...” (para-7) (1) By ‘dates’,
Monaoranjan Mohanty here means the right time of . (A) rains

- (B) sowing of seeds
- (C) using the Internet
- (d) soil-treatment

iii. “India assumes significant importance in terms of acreage of key food-grains...” (1)

On the positive side, we can conclude from the above observation that:

- A. India has huge potential for production of food grains
- B. India’s production of food-grains is grossly low
- C. India has self-sufficiency in food-grains
- D. None of the above

iv. 1. “0.9% of large farmers cultivate 9% of the land.” (1) 2. 86% of the farmers are small who cultivate 47% of the arable land

On the basis of the above two statistics, it’s clear that:

- A. Most of the farmers in India are rich and affluent
- B. Many farmers are poor with small land holdings
- C. Many farmers use AI technology
- D. Some farmers exploit other farmers

v. Mention a good use of AI sensors. (1) vi. How can AI can help reduce the wastage of crops? (2)

vii. Harvesting of crops can be done faster with the help of: (1) A. Data Engineering

- B. High speed internet
- C. AI-driven robots
- D. Right use of pesticides

viii. “Risk-aversion and resistance to change” (para-8) in the passage means, farmers are: (1)

- A. Afraid of losing their crops
- B. Unwilling to obtain higher crop yields
- C. Scared of investing money in new technology
- D. Happy earning benefits through traditional methods of farming

PASSAGE 6 (Unsolved)

I. Read the passage and answer the questions that follow.

Human Development Index (HDI) is an index that measures the key dimensions of human development in any country, city or state. The HDI was created to emphasise that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. The human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and having a decent standard of living.

The health dimension is assessed by life expectancy at birth, the education dimension is measured by mean of years of schooling for adults aged 25 years and more, and expected years of schooling for children of school entering age. The standard of living dimensions is measured by gross national income per capita.

The HDI simplifies and captures only part of what human development entails. It does not reflect on inequalities, poverty, human security, empowerment, etc.

The United Nations Development Programme (UNDP) is the UN’s global development network, which works for change and connects countries to scientific and technical knowledge, experience and resources to help people enjoy a better quality of life. Every year, the UNDP publishes a Human Development Report where it compares the different countries based on the general health, education and per capita income among the citizens.

Let’s take a look at the UNDP Human Development Report of 2019 and see how India fared compared to its neighbouring countries.

Country	Gross National Income per capita (2018)	Life Expectancy at Birth (2018)	Mean Schooling Years of People Aged 25 and Above (2018)	HDI Rank (2017)
India	6,829	69.4	6.5	129
Pakistan	5,190	67.1	5.2	151
Sri Lanka	11,611	76.8	11.1	72
Banglade sh	4,057	72.3	6.1	136
Nepal	2,748	70.5	4.9	148
Myanmar	5,764	66.9	5.0	146

Data of Human Development, 2019 of South Asian Countries

For a country with so many resources and a well-prospering economy, the level of human development is quite low. In 2013, India’s Human Development Index value was 0.552, lying in the medium human development category. Over time, India has demonstrated promising signs of improvement. Between 1980 to 2013, India’s HDI value went up from 0.345 to 0.552, an increase of 61% and an average annual increase of 1.5%. This means that the country is taking the right steps to tackle poor human development, but it is a very slow rate.

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India’s Human development Indices

This graph shows how India’s HDI has improved over time, along with how the individual component indices have as well. It is encouraging to see that India has consistently been improving in all areas of human development. Health by far is India’s greatest strength, while levels of education and income are lagging

behind quite largely. This means that the government needs to direct its attention towards improving levels of individuals income and education more profoundly due to their low quantities. (United Nations Human Development Reports: <https://hdr.undp.org/data-center/human-development-index#/indicies/HDI>)

Based on your understanding of the passage, answer the following questions.

(i) What can be inferred of India's increase in HDI from 1980 to 2013? **(2)**

(ii) Which of the following statements is supported by the information provided? **(1)**

- a) The HDI only considers economic growth as a measure of human development.
- b) India's HDI value in 2013 was higher than the global average.
- c) India has shown consistent improvement in its human development over time.
- d) The UNDP's Human Development Report focuses solely on education.

(iii) Why the HDI is considered a summary measure of human development and not a comprehensive indicator. **(1)**

(iv) Which aspect is NOT reflected by the HDI? **(1)**

- a) Inequalities.
- b) Poverty.
- c) Human security.
- d) Empowerment.

(v) Based on the information provided, which country category did India fall into in 2013? **(1)**

- a) Very high human development.
- b) High human development.
- c) Medium human development.
- d) Low human development.

(vi) Explain the role of the United Nations Development Programme (UNDP) in promoting human

(vii) India's HDI value increased by an average of 1.5% per year during the period 1980 to 2013, indicating that _____ . **(1)**

(viii) The HDI reflects inequalities, poverty, human security, and empowerment. **(1)**

PASSAGE-7 (Unsolved)

IV. Read the passage and answer the questions that follow

(1) Andy Dehart is a shark expert and TV presenter who lives in the United States of America. He has had a lifelong interest in sharks and is always trying to look for ways to educate the public about them. Many people think that sharks have little or no intelligence, but Andy points out that recent study have shown that many shark species possess powerful problem-solving abilities and social skills. “Sharks do not want to attack humans,” he asserts. “There is no shark species that eats humans as part of its regular diet. In most shark attack cases, the shark leaves after realising that it has mistakenly bitten a human and not its intended prey.”

(2) In Andy’s opinion, all shark fishing should be stopped until the shark populations have had time to grow gain. We then need to do a better job of managing the fishing of sharks. However, even if the direct fishing of sharks is stopped, many will still be killed when they are caught up in the nets of boats fishing for other species of fish.

(3)When Andy was a boy, his father worked for a national oceanic organisation, and Andy travelled with him all over the Caribbean. He grew up by the coast and he has been connected with the sea for as long as he can remember. He also lived near one of the best aquariums in America. Andy then went on to build a career working with sharks in an aquarium environment. More recently, he has been involved with television and the making of programmes about the sharks.

4) Andy and his wife had their first child two years ago. They were amused and amazed to see to what extent their work with animals has proved to be useful in bringing up their daughter. They know how to observe her behaviour and teach her how to do things by rewarding her.

(5) Andy loves sharks and is very passionate about their survival and protection. He feels extremely lucky to have had opportunities working at the National Aquarium and the television station which presents the Nature Channel. He never wastes a moment in either place that could be spent educating people about sharks. He does admit that it is probably not possible for everyone to love sharks as he does. However, he does hope to persuade people personally or through the media, to respect sharks and the critical role they play in our environment. His main objective is to keep spreading awareness that sharks are not dangerous man-eaters but essential creatures in our oceans, as they provide ecological balance and help to control other species. (Practiceforeveryone.com)

Based on your understanding of the above passage, answer the questions given below:

i. How can we infer that sharks can be intelligent? (Answer in about 40 words)

(2) ii. How did Andy’s work help him and his wife when bringing up their daughter? (1)

(A) They knew how to teach her things by rewarding her.

(B) They taught her by reprimanding her.

(C) They taught her to observe behaviour of others.

(D) Connection of animals to the daughter’s keenness

iii. Why does Andy believe that Sharks only attack humans by mistake? (2)

iv. Even after the ascending trend, in which year the number of sharks caught show maximum variation? (1)

(A) 1990-2000

(B) 1970-1980

(C) 1980-1990

(D) 1960-197

v. How does Andy hope to educate people about sharks? (1)

vi. Complete the sentence appropriately: (1)

Sharks are indispensable creatures because .

vii. Which word in Para 5 means the opposite of 'safe'? (1)

(A) Critical

(B) Objective

(C) Balance

(D) None of these

viii. How does Andy hope to educate people about sharks? (1)

(A) Through his work at the National Aquarium.

(B) Through the media.

(C) Through the Nature Channel.

(D) All of these.

ANSWERS: Passage 1

i. c) Because of their size, strength, and aggressive nature

ii. b) They have yellow irises and a unique stripe pattern

iii. Option (C) is correct. Explanation: Mentioned in Para 6, more than 75%.

iv. The main reason is hunting, poaching, urbanization, habitat loss and illegal wildlife trade.

v. Royal Bengal Tigers are usually spotted in swamps, mangroves, and grasslands

vi. Option (B) is correct

vii. India has the largest population of Royal Bengal Tigers in the world, and the Indian government is actively involved in tiger conservation to protect the species from extinction.

viii. False

ANSWERS: Passage 2

i. Regulatory and structural barriers can create obstacles for technology investments in rural India, making it difficult to introduce innovations such as cold storage and cold chains, reliable power solutions, and improved transportation systems. These barriers may include complex bureaucratic procedures, lack of supportive policies, and infrastructure limitations.

ii. d) Free or subsidized agricultural power

iii. Some potential benefits include: increased crop yields, enhanced rural employment and incomes, improved postharvest processing and value addition, efficient transportation, and access to crucial information for farmers. (Any one)

iv. c) Regulatory and structural barriers

v. a) Cold storage and cold chains

vi. Reliable and low-cost power is essential for rural areas in India as it supports both agricultural activities and domestic needs. It enables efficient irrigation, mechanization of farm operations, access to modern amenities, and overall development of rural communities.

vii. Network coverage is very limited.

viii. FALSE

ANSWERS: Passage 3

i. The passage states that coffee drinking at reasonable levels is unrelated to heart risk, according to Meir Stampfer, an epidemiologist at Harvard who has studied coffee and health. However, it should be noted that this conclusion is based on the studies involving large amounts of coffee (five to six cups a day), and moderate coffee drinkers (two cups) were not found to have increased heart disease risk.

ii. a) Parkinson's disease

iii. Drinking very strong coffee can sharply increase cholesterol levels due to the presence of cafestol and kahweol, which are fat-like chemicals. It can also lead to restlessness, sleep disturbances, and physical dependence on caffeine.

iv. b) It has no effect on blood pressure.

v. b) Coffee drinkers have a lower risk of Parkinson's disease.

vi. The European brewing method, which involves boiling water sitting on coffee grounds for several minutes before straining, produces high concentrations of cafestol and kahweol. In contrast, the filter and percolation methods remove most of these chemicals, leaving only a trace amount.

vii. Coffee drinking at reasonable levels is unrelated to heart risk.

viii. True

NOTICE WRITING (4 MARKS)

A notice is a formal means of communication. The purpose of a notice is to announce or display information to a specific group of people. Notices are generally meant to be pinned up on specific display boards whether in schools or in public places. Notices issued by the government appear in newspapers.

Format: A notice should be written in the following format:

- the name of the organisation issuing the notice
- the title 'NOTICE'
- a heading to introduce the subject of the notice
- the date
- the body of the notice
- the writer's signature, name (in block letters) and designation

Name of organisation/office issuing the notice
Date Notice
Heading
Body of the Notice
Signature
Name
Designation

Points to remember:

- A well-written notice must inform the readers about the 5 Ws:

- What is going to happen, (that is, the event)
- Where it will take place
- When it will take place (that is, the date and time)
- Who can apply or is eligible for it
- Whom to contact or apply to (that is, the issuing authority)

- Only the most important points should be written.
- A.O.D. – that is, any other detail given in the question.
- One is free to add any relevant information not included in the question.
- The sentences should be short and grammatically accurate.

They should be in the passive voice as far as possible.

- The notice should be presented within a box.
- The word limit for a notice is 40–50 words (only the words in the body of the notice are counted).
- Information given in a notice must be clear and should not cause any misunderstanding or confusion.
- A notice must be catchy and appealing – it should attract the reader's attention at once.
- Increase the visual appeal of your notice by using bold letters, catchy slogans, striking words and phrases, etc.
- Standard abbreviations are allowed.

Sample notices:

1. The Residents' Welfare Association, Green Park is organising a 'Holi Fiesta' in the locality. As the president of the association, draft a notice in not more than 50 words informing the residents about the same. Give other essential details too.

<p><u>Residents' Welfare Association</u> <u>Notice</u></p>
<p>10 Jan 2023</p>
<p><u>Holi Fiesta</u></p>
<p>The Residents' Welfare Association is organising a Holi bash in the colony as per the following details: Date : 17 February 2023 Time : 9 am to 5 pm Venue : Green Park Club The residents are requested to come along with their families and friends and add colour to the rejoicings.</p>
<p>Ravi Kumar President, RWA</p>

2. On the occasion of National Science and Technology Day, the school has decided to organise a Science Fair. Vikram, the secretary of the Science Society, wants to call a meeting of the office bearers of the society to discuss the arrangements for the fair. Write a notice is not more than 50 words.

<p><u>Delhi Public School, New Delhi</u> <u>Notice</u></p>
<p>29 October 2023</p>
<p><u>Meeting of Science Society</u></p>
<p>On the occasion of National Science and Technology Day, the school has decided to organise a fair. All office bearers are requested to attend a meeting in the School Library on 30 October 2023 at 10 am to discuss the arrangements for the fair.</p>
<p>Vikram Singh</p>

<p>(Secretary, Science Society)</p>

3. You are Parthasarthy Mishra, the Head Boy of St John's High School, Dalhousie. You have been asked to write a notice regarding a sports kit bag found on the school playground. Write the notice in not more than 50 words. Invent necessary details.

<p style="text-align: center;"><u>St John's High School, Dalhousie</u> <u>Notice</u></p> <p>29 October 2023</p> <p style="text-align: center;"><u>Found – A Sports Kit Bag</u></p> <p>A sports kit bag was found on the playground on 28 October during the recess period. Anyone who has misplaced a grey sports bag with huge pockets can collect it from the undersigned within two days, that is, by 31 October 2023.</p> <p>Parthasarthy Mishra (Head Boy)</p>
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QUESTIONS FOR PRACTICE:

Q.1. You are Simar / Smriti of Lotus International School, Jodhpur. Your school has decided to contribute in controlling traffic near your school and requires the names of volunteers from IX to XII. Write a notice to be displayed on the notice board. (50 words)

Q.2. You are Rachael/Rueben, President of the Wellness Cell of your school. You decide to organise a workshop, to raise awareness of the importance of mental health. This workshop would be conducted by the school counsellor. Write a notice in about 50 words, informing the students of class XI-XII about the workshop.

Q.3. You are Joseph Mathew, the President of the school book club. The club is organising a drive for promoting reuse of study materials and books. Draft a notice in about 50 words, for the school notice board, addressing students of classes X-XII, informing them about this drive and urging them to contribute to the endeavour. Mention how the donated books would benefit a charitable cause.

Q.4. As the House Captain of A.B.M Public School, Telangana, draft a notice in not more than 50 words for the school notice board, informing House members from X-XII about the change in topic and submission dates for Round 1 of 'Discovery' - the upcoming Inter House Research-based Paper Presentation Competition. Do not forget to issue an apology for the above. You are Kruthika Reddy.

Q.5. Maruti Public School will be conducting an online course on news reading during the summer vacations for students of Class XI and XII. In this course, students will learn to understand news reports, build the habit of reading the news regularly, and will have a chance to interact with well-known journalists. As Ritwik Sen, Editor of the school magazine, draft a notice in about 50 words for the school notice board, urging students to sign up. Mention any other relevant details required for the notice.

Q.6. The Teen Well-Being Association of your society, Eco Tech World, Sector 13, Chandigarh, will be holding free yoga classes on Sunday mornings, in the common hall. As a member of the association, draft a notice in about 50 words informing the young residents. Mention any other relevant details required for the notice.

Q.7. You are the Anuj/Anu, Secretary of Saket Kunj, Saket, Navi Mumbai, Resident Welfare Association. Write a notice in 50 words to be circulated to all the residents informing them that there will be no water supply in your colony for two days due to necessary repair and maintenance work. Mention dates, and the timings that tankers will be available in the R.W.A. premises.

Invitation and Replies

Invitations are of two kinds:

- Formal → Invitation card/letter → In a fixed format
- Informal → A letter or a note → Free handwriting

To invite someone for an occasion, we use the written form Invitation.

Invitations are generally printed cards through which we invite our guests on some auspicious occasions like wedding, birthday, wedding anniversary, house warming, the inauguration of a shop/factory, etc.

Format of Formal Invitations:

In case of formal invitations, each of the following is written in a separate line with fonts of varying sizes. •

Names of the hosts

- Name of the invitee (in case of a formal letter of invitation)
- Formal phrase of invitation, for example:

Request the pleasure your benign presence/company Seek your auspicious presence Solicit your gracious presence on the auspicious occasion

- Date, time and venue of the event
- Occasion/ reason of the invitation.

Characteristics of Formal Invitations:

1. Meant for a lot of invitees:

- These are written in the third person
- In case a VIP is invited as the chief guest, the name of the VIP must appear prominently. •
- Name of the invitee is not to be included. The addressee's address is to be written only on the envelope.
- Simple present tense is to be used.
- The date of writing is not to be given.
- There is no signature of the host.
- The abbreviation RSVP (French: repondez silvers plait) i.e. 'Please reply' is written below on the left side with name(s), address and phone number of the host(s).
- Put the invitation into a box.
- Do not exceed 50 words.

◆ Sample Invitations

1. Formal Invitation (4marks)

. Formal Invitation – (4marks)

Meant for an individual (a formal letter of invitation)

- Include the name of the invitee.
- These are to be written on run-on lines. The sentence is not broken into different words/phrases. •

Other details are similar to the mass-scale invitations.

(a) Formal Replies of Acceptance: 4 Marks

Main characteristics:

- Acknowledge the invitation.
- Express thanks in third person.
- Mention acceptance/regret.
- Specify the reason for refusal.
- Be brief and specific.
- Be formal in tone and treatment.
- Do not exceed the word limit (usually 50 words).

Sample Question:

You are Dr Stanzin, a certified Art Therapist from Leh. You have been invited by G.D. Public School, Jammu, to conduct a seminar for students on 'Art Therapy the Way Forward'. This seminar is to introduce students to the usefulness of art in dealing with personal and social problems. Write a reply, in about 50 words, accepting the invitation.

- Dr Stanzin
- 117-K Block
- B.N. Marg, Leh
- 27 December, 20XX
- The Principal
- G.D. Public School
- Jammu

• **Subject: Acceptance of the Invitation to a seminar on ' Art Therapy The Way Forward'**

• Dear Madam,

- It is certainly a matter of great honor for me to be invited to conduct a seminar for students on 'Art Therapy The Way Forward'. I shall be delighted to address the gathering and discuss the usefulness of art in dealing with personal and social problems and listening from you in return. It'll be kind if I am provided with transported for the occasion.

• Yours truly,

• Dr Stanzin

Formal Replies expressing inability: 4 Marks

Mr and Mrs Somesh Basu wish to thank Mr & Mrs Suresh Pradhan for extending an invitation to the birthday celebrations of their son Akshay at their residence 1235, Vivekananda Marg, Belur on 20 March, 20XX and wish the young boy many happy returns of the day but regret their inability to be present personally on account of some previous engagements.

Somesh Basu

16 March, 20XX

C-5, GK-I,

New Delhi

15 July, 20XX

Mrs & Mr Navin Jain thank Mrs & Mr G.L. Bansal for the invitation to the inauguration of their showroom 'Regalia' on Sunday, the 20th July 20XX, at 11 a.m. at B-12, Rohini, Delhi.

However, they express their inability to be present on the occasion due to a prior commitments.

Jains

Informal Invitation (4marks)

Main Characteristics:

Informal invitations follow the pattern of ordinary personal letters. These letters are written to relatives, friends and acquaintances.

1. These letters are first/second person presentations.
2. Personal feelings and emotions find an expression.
3. The writer's address is given in the usual place.
4. The salutation is usually "Dear" plus "Name".
5. The date of writing is given, but the year is generally omitted.
6. The style and tone are relaxed and informal.
7. Different tenses are used as the sense demands.
8. The complimentary close is: 'Yours sincerely'.

Informal Reply Confirming Acceptance: 4 Marks

217 MIG Flats

Surya Vihar, New Delhi

15 March, 20XX

Dear Shuchi

I have received your invitation for your birthday party on 25 March, 20XX at 5 p.m. at Hotel Janpath. I am extremely happy to know that all our old friends are likely to be there.

I would like to confirm my participation.

Looking forward to the momentous occasion.

With love.

Manoj/Mini

Informal invitation (Expressing inability) 4 Marks

Questions for Practice

1. You were invited by the local unit of Boogie Woogie, a talent search organisation, to make a selection of the local teams for participation in the zonal competition and performance at the national level. But you are not in a position to do so because you have met with an accident. Write a letter to the convener regretting your inability to honour the request explaining to him your position. You are Arun/Aruna Joglekar.
2. You have received an invitation to attend the prize giving ceremony on the occasion of the Regional Social Sciences Exhibition. Write a letter to the Secretary of the 'The World View' (the organiser of the exhibition) informing him about your inability to attend. Give three reasons.
3. You were invited by a friend of yours to spend some days at his farmhouse in Manali during the summer vacation. Respond to his invitation.
4. Write an informal reply to your pen-friend in the U.K assuring her of all help and guidance during her planned forthcoming visit to India.
5. You are Shirish. You have been selected as pilot officer in IAF. You want to celebrate the occasion by hosting a grand party to your selected friends. Send an informal invitation to your intimate friend Madhu to join you on this occasion.
6. Your sister Nivedita is going to marry Akhilesh (S/o Mr & Mrs SM. Joshi, Nainital) Your father Mr K.S. Bhardwaj has planned to hold the wedding at Hotel Kunal, New Delhi on 25 May 20XX at 8 p.m. Write a formal invitation on behalf of Mr & Mrs K.S. Bhardwaj inviting guests to the auspicious occasion. Give other details. Do not exceed 50 words.

Letter to the Editor

A **Letter to Editor** may be written to the editor of a newspaper or a magazine. It is written to highlight a social issue or problem. It can also be written in order to get it published in the said medium. As it is a **formal letter**, the format has to be followed strictly. Only formal language can be used i.e. abbreviations and slang language should be avoided.

The format of a **letter to editor of a Newspaper** is as follows –

1. **Sender's address:** The address and contact details of the sender are written here. Include an email and phone number, if required or if mentioned in the question.

2. **Date:** The date is written below the sender's address after Leaving one space or line.

3. **Receiving Editor's address:** The address of the recipient of the mail i.e. the editor is written here.

4. **Subject of the letter:** The main purpose of the letter forms the subject. It must be written in one line. It must convey the matter for which the letter is written.

5. **Salutation** (Sir / Respected sir / Madam)

6. **Body:** The matter of the letter is written here. It is divided into 3 paragraphs as follows –
Paragraph 1: Introduce yourself and the purpose of writing the letter in brief.
Paragraph 2: Give detail of the matter.
Paragraph 3: Conclude by mentioning what you expect from the editor. (For example, you may want him to highlight the issue in his newspaper/magazine).

7. **Complimentary Closing**

8. **Sender's name**, signature, and designation (if any)

You are Bharat/Bharti of Safdarjung Development Area, New Delhi. You are disturbed to see the youth wasting their precious time in operating mobile phones. Write a letter to the Editor of The Times Newspaper, highlighting increasing technological addiction among the youth.

24D, Block 4
Defence Society
New Delhi
24th June 20xx
The Editor
The Times
New Delhi

Subject: An appeal against rising tech addiction among the youth

Sir,

With great admiration and belief in the columns of your newspaper, I seek to bring to your kind notice the fast-growing menace of tech addiction and resultant health scares among the youth of our country. Today, we are able to enjoy some of the most convenient gadgets to have ever existed, which offer far more information and sources of entertainment than any other. As a result, the upcoming generation has been becoming increasingly information-heavy. The number of hours an average person spends in gaining new information, whether wanted or unwanted, is fast increasing, with a screen in front of our eyes showing us new wonders every minute. And on top of that, the wonders are as per choice and preferences. All this temptation often leads young children to spend much more time on these gadgets than what's healthy. And even though we may not realise it instantly, it levies a huge load of tiredness on our brains and eyes, often leading to inexplicable stress and irritability.

Hence, through the pages of your esteemed newspaper, I would like to appeal to the youth worldwide to maintain a balance of all spheres of life to fully enjoy it.

Thanking you in anticipation

Yours sincerely,

ABC

Job Application

Employment application means the letter written for getting a job. It is the primary means of introducing the job seeker to the employer. Through the job application, job seeker offers his or her labor and service for a return. Therefore, the application for employment acts as a personal advertisement. Job application contains appeal for the job along with the job seeker's personal data like name, address, qualification, and experience.

☐ A job Application consists of two parts- the covering letter (appeal) and the bio-data/CV.

☐ **Cover letter**

☐ The format for the covering letter is similar to the format of a Formal letter.

It goes on like-

☐ **SENDER's ADDRESS-** The sender's address is usually put on the top left-hand corner.

☐ **DATE-** The sender's address is followed by the date just below it. This is the date on which the letter is being written. It is to be written in expanded form.

☐ **RECEIVER's ADDRESS-** Make sure you write the official title/name/position etc of the receiver, as the first line of the address.

☐ **SUBJECT-** Then we sum up the purpose of writing the letter in one line. This helps the receiver focus on the subject of the letter in one glance. It is important to underline the subject.

☐ **SALUTATIONS-** The general greetings used in formal letters are "Sir" or "Madam".

☐ **BODY-** This is the main content of the letter. It is either divided into three paragraphs or two paragraphs if the letter is briefer. The tone of the content should be formal. Do not use any flowery language. Another point to keep in mind is that the letter should be concise and to the point. And always be respectful and considerate in your language.

☐ **PARAGRAPH 1-** Begin the body of the letter by mentioning the source (from where you got to know about the job) of information about the job (e.g., newspaper) along with the day, date and advertisement number. Also mention the post you wish to apply for.

☐ **PARAGRAPH 2-** Here, you are supposed to offer your candidature by briefing about your qualifications, achievements, previous experiences and your strengths. In other words, this paragraph should be an answer to the question: 'How are you the perfect candidate for the job?'

☐ Keep in mind that it should be to the point and clear. You should not sound boastful.

☐ **PARAGRAPH 3-** In this part of the body, you are supposed to make a reference to the photograph (passport-sized), Bio-data or curriculum vitae and other detailed documents that you have enclosed. You can also appeal for a one-on-one interview.

☐ End the body on a promising note, e.g., Looking forward to your positive response.

COMPLIMENTARY CLOSE- At the end of your letter, we write a complimentary closing. The words “Yours Faithfully” or “Yours Sincerely” are used. **SIGNATURE-** Here finally you sign your name. And then write your name in block letters beneath the signature. This is how the recipient will know who is sending the letter. (NOTE- Mention the name given in the question paper. Do not mention your personal details.)

What do you mean by Bio-Data?

☒ **Bio data refers to a person’s life, experience and achievements. It should be representative of all your personal and professional details in a specified format. It is generally divided into four parts:**

☒ Personal Details

☒ Qualifications

☒ Experience

☒ References

☒ The Biodata or CV is generally divided into four parts as follows-

☒ Personal Details

☒ Qualifications

☒ Experience

☒ References

☒ It goes like-

☒ **BIO-DATA (HEADING)**

☒ NAME

☒ FATHER’s NAME

☒ DATE OF BIRTH – In expanded form

☒ ADDRESS

☒ AGE

☒ CONTACT NO.

☒ EMAIL ID

☒ NATIONALITY-Indian

☒ MARITAL STATUS

☒ Qualifications must be written in tabular form with the above mentioned heads.

☒ **WORK EXPERIENCE-** It should be written from latest to the oldest along with the duration.

☒ **REFERENCES-** One or two references can be given of the persons under whom the job seeker has worked.

☒ **DATE PLACE SIGNATURE**

NOTE: The resume can be a part of the letter or as an enclosure

Sample Question

Q.1 Bal Vidya Public School, Bhilai, urgently requires a post-graduate teacher to teach political science for which they have placed an advertisement in The Bhilai Express. You are Sanjay/Sanjana Sharma from 21, Vasant Marg, Bhilai. Draft a letter including a CV, applying for the advertised post.

21, Vasant Marg
Bhilai

01 March, 20XX

The Principal
Bal Vidya Public School
Bhilai

Subject- Application for the post of a post-graduate teacher

Sir/Madam

In response to your advertisement in The Bhilai Express, dated February 25, 20XX for the post of a political science teacher in your renowned school, I wish to offer my candidature. I have 3 years of experience of teaching and I have produced meritorious students in my current school. I am proficient in Hindi and English equally with the knowledge of operating all the modern gadgets. I will prove an asset for your Vidyalaya. I am available for the interview on any day of your convenience. If given a chance to serve you, I assure you that I shall work with utmost sincerity and dedication up to your satisfaction.

I am enclosing a copy of my bio-data for your perusal and kind consideration.

Thank you

Yours faithfully
Sanjay/Sanjana Sharma

Bio Data

NAME- Sanjay/Sanjana Sharma
FATHER's NAME- Mithun Sharma
DATE OF BIRTH- 25 July, 1984
ADDRESS- 21, Vasant Marg, Bhilai
PHONE-98100XXXXX
E-MAIL- sanjsharma@gmail.com
MARITAL STATUS- single
AGE- 28 years
NATIONALITY- Indian

Academic Qualification:

NAME OF THE EXAMINATION	NAME OF THE BOARD/ UNIVERSITY	NAME OF THE INSTITUTION	YEAR OF PASSING	PERCENTAGE
Secondary	C.B.S.E.	K.V. Umroi Cantt	2005	85
Sr. Secondary	C.B.S.E.	K.V. Umroi Cantt	2008	90
Graduation	Delhi University	Hansraj College	2011	68
Post Graduation	Delhi University	Hansraj College	2013	70
B.ed	Delhi University	Hansraj College	2015	79

☐ NAMES AND ADDRESSES OF REFERENCES

- i) Mr. Vijay Mathur, Principal
D.A.V. School, Gurudwara Rd., Delhi
- ii) Mr. Satish Ohri
Head of Commerce Department
Punjab University, Chandigarh

Date: 1 March 2020

Place: Paresh Nagar Ranchi

Signature

REPORT WRITING

What is Report Writing?

A report is a factual description of an event, incident happened, programme conducted. It is a systematic and well-organized presentation of facts and findings. A report is written for a clear purpose and for a particular audience.

Types of Reports

- For Newspaper
- For Magazine

Points to Remember

- Be brief and to the point.
- Report an event in the order in which things happened.
- Stick on to the word limit.
- Use formal language
- Avoid jargons.
- Must use uniform verb tense, preferably past tense.

Format

- **HEADLINE OF TITLE:** Catchy and brief
- **BYLINE:** A Sub Headline/Name, rank, position etc. of the person writing the report (it can also come at the end.)
- **OPENING PARAGRAPH:** A brief mention of what happened, where, how and the most prominent consequence/effect along with the day, date and time when it took place.
- **DETAILS:** Paragraph 2 & 3 give details of the event being reported. Eye witness account (along with some quotes) is also included. In case of accidents, loss of life and property is listed, cause of the accident is concluded, police action and rescue operation, damage control exercise are detailed. Compensation and help announced by government is mentioned.
- **CONCLUSION:** A remark as to how the event had an impact on people.

Tips for report writing:

1. Write short and simple sentences.
2. Focus on the objective.
3. Use every day English.
4. Plan well before you start writing
5. Use a clear layout

Sample Report

Q1. You are Ashima/Akshit. The Women Empowerment Organisation (WEO) in collaboration with Child and Women Care Society (CWCS), celebrated The Women Empowerment Day recently in Community centre, Pocket B, Rohini. As the city correspondent, write a report in 120-150 words for the city magazine, The Today.

Ans.

Women's Empowerment Day Observed

- By Ashima, Staff Reporter

New Delhi, March 3: The Women Empowerment Organisation (WEO) in association with Child and Women Care Society (CWCS), both NGOs, observed the Women Empowerment Day at Community

center, Pocket B, Rohini today. The main purpose was to create awareness about women's rights and to empower women.

As many as fifty members of the Self-Help Groups (SHGs) formed by WEO and CWCS in the area participated in the programme. The programme began with a welcome dance by the renowned dancer, Shobha Advait and was followed by a talk by WEO members.

Ms. Aradhna Srivastava, District Magistrate, Rohini, stressed upon the importance of education for girls. She also gave details about the Sarv Shiksha Abhiyaan (Education for All), an initiative by the Government under which students are given books free of cost. Ms. Radhika, the Director of WEO gave a speech detailing the various free classes organized by the society to teach young girls painting and soft toy making, which could be developed for self-employment. She also made the audience aware about the need for women safety and the various free defense classes organized by the organization.

Dr. Aniket, State Coordinator, CWCS, made the gathering aware of the importance of observing Women's Day and informed the women about various governmental schemes to help and empower them. Later, a play named 'Narishakti' was staged. The participants expressed their gratitude to the organizers as they were now better informed.

Q2. A major bus mishap which left several people seriously injured took place at Nicholas Road, Nungambakkam, Chennai. Luckily no life was lost. Collect the information from the eyewitnesses and send a report in 100-125 words to 'The Nungambakkam Times'. You are Vinod/Vinodhini, a reporter.

Answer:

Bus Mishap

-by Vinod, Staff Reporter

Chennai, 14th Feb. 20xx: A major bus mishap took place at Nicholas Road in Nungambakkam, Chennai yesterday at about 10 a.m.

It resulted in serious injuries to almost twelve of the twenty-five passengers who were on board the bus. Luckily though, there was no loss of life. An eyewitness accounts how the high speeding bus overturned when it took a sharp turn in an attempt to avert a collision with a truck that was coming in the wrong direction.

The authorities have arrested the truck driver for his negligence. The bus driver could not be taken into custody for overspeeding as he is admitted in hospital with grievous injuries.

The state government has announced a compensation of ₹ 25,000 for those seriously injured and ₹ 10,000 for those whose injuries are not very serious. A state-level inquiry has also been ordered into the mishap.

Q3. Cultural Society Sunshine Public School, Nellore organised an adult literacy camp in its neighbourhood. Write a report in 120 – 150 words on the camp for your school newsletter. You are P.V. Sunitha, Secretary. Use the following clues: no. of volunteers – hours spent in teaching – location of the class – chairs, blackboards – no. of people attending the camp – benefit.

Answer:

ADULT LITERACY CAMP

-BY P. V. SUNITHA, SECRETARY

An adult literacy camp was organised by Cultural Society Sunshine Public School, Nellore in the school neighbourhood yesterday extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education. The activities of the camp were carried out by the cultural society of the school and there were a total of 25 volunteers.

The camp began with the welcome speech for the chief guest, Mrs. Kavita Naik, a renowned social worker. 400 people were a part of the camp. They were divided into different groups in accordance with their competencies. They were taught the basics for being able to read and write. Free books and stationery is being provided for quality education. All the arrangements including desks and blackboard were done in advance. Apart from the educational needs, special care was devoted to hygiene and sanitation. They were taught basics of cleanliness like

types of wastes and their management. Refreshments were also provided to the participants. The immense enthusiasm and zeal in the people to learn was the main driving factor.

The chief guest distributed the certificates of participation among the volunteers. The camp ended on a positive note. There was an atmosphere of learning and growing together.

Q4. MMD School, Nashik, recently organized a science symposium on the topic: 'Effect of pollution on quality of life'. You are Amit/Amita Raazdan, editor of the school magazine. Write a report on the event for your school magazine. (120 – 150 words)

Answer:

Science Symposium

-by Amita Raazdan

A symposium was organized on 1 January 2021 in the MMD school, Nashik on the topic "Effect of Pollution on Quality of Life". All the science students were a part of the elucidative program.

The event started with the felicitation of the guest speakers. Thereafter, the participants were espoused by Sh. Suraj Prakash. He acquainted them with the objectives and goals of the workshop. The resource person Dr. Hari Om Gupta reflected his profound knowledge on the topic and highlighted how important it is to curb the menace of pollution.

An exalting demonstration of the effects of pollution on our lives galvanized the engrossed participants. After the lunch break Dr. K.K. Arora, Resource Person, exhibited the possible steps that can be undertaken at the personal level to reduce pollution. It was followed by another session on the basic concept behind pollution reduction which triggered the young minds into thinking innovative ways.

An interactive concourse ignited the inquisitiveness of participants. They have committed themselves completely to bring about a change in the situation.

The informative workshop culminated with a vote of thanks proposed by the head of the science department.

PRACTICE QUESTIONS

1. You are Aniket/Ankita. You participated in a career counselling programme organized by Dream Careers. You had the opportunity of listening to professionals from various fields like Food technology, Biometric Sciences, nanotechnology, media management etc. Write a report of the programme in 120-150 words
2. You are Tapan/Tripi, a student of H.P Public School. Students of two schools from Germany Visited your school as part of a cultural exchange programme. Students of your school put up a Cultural show to welcome them. Write a report in the programme for your school magazine in 120-150 words.
3. You are Radha/Ramesh. As part of E-learning promotion drive, your school was invited to Visit .The New Learning – E-learning__, a prominent E-learning company. Write a report on the Visit for your school magazine in 120-150 words.
4. You are Asma, the Head girl of Queens Public School, Delhi. Recently your school hosted the Regional level CBSE Quiz competition. Write a report of this event for your school newsletter in about 120-150 words.

ARTICLE WRITING:

An article is an expression of one's thought on an issue or a subject logically and coherently written in meaningful paragraphs.

◆ Points to Remember:

- Give a title that catches the attention of the reader.
- Begin with a striking opening sentence which addresses the readers and gets them interested in the topic.
- Present a strong argument for your ideas supporting it with evidence or elaboration. • Use linking devices ('however', 'therefore', 'although', 'even though', 'in order to') to make the composition appear a whole.
- Introduce a new point at the beginning of each paragraph that follows to strengthen your ideas.
- Develop your ideas as much as you can to make them interesting and substantial. • Conclude with your strongest point.
- Use passive voice, humour, emotive language, rhetorical questions to provide a specific effect.

Split-up of marks:

◆ Marks will be awarded for:

- Format (Title + Writer's name)
- Content (logical organization, relevance)
- Expression (Accuracy + Fluency)

ARTICLES FOR SCHOOL MAGAZINE **SOLVED QUESTIONS**

Question 1:

Last week as you were coming back from school you happened to see a huge plastic bag full of leftovers of food being flung into the middle of the road from a speeding car. You wondered how people can be so devoid of civic sense. Write an article in 125-150 words on why we lack civic sense and how civic sense can be inculcated in children at a very young age. You are Shiva/Shamini.

Lack of Civic Sense

—Shamini

In the society, people of different types and different opinions live. They do not think for the betterment of the society. They only think about themselves. They have become selfish and narrow in their thought. In India, people hardly follow any rules. They have no respect for public property. On railway platform, they do not follow any instructions. They spit anywhere or at any place. They do not care for what they are doing. They even throw away the polythenes, water bottle etc. on the platform. They lack civic sense. Inculcating a civic sense is the need of hour. Parents must inculcate civic sense among children at an early age. The values of cleanliness, discipline and tolerance must be inculcated among them. Parents must encourage their children to keep their surroundings clean. All these things must be taught at an early age. They are the future of the nation and they must take the responsibility of a responsible citizen.

Question 2:

You are Varshini. This year your school arranged a special cultural programme on the theme 'Service and Sacrifice' in commemoration of the International Year of Volunteers. Write an article about this cultural programme for your school magazine in about 200 words.

Answer:**Service and Sacrifice**

(by Varshini)

'Service before self', keeping this motto in mind, ABC School, Vikaspuri organised a cultural programme in commemoration of the International Year of Volunteers. The programme commenced with a prayer service followed by a special presentation by the Scouts and Guides Cell of the school. The one-hour dance drama, 'Service and Sacrifice' depicted beautifully how volunteers and cadets from the NCC deal with exigencies, risking their own lives.

In a heart-wrenching situation, a few people buried under the debris of a shattered building were rescued by the volunteers, who, unmindful of their own wounds and injuries, spared no efforts in saving their lives.

In another situation, the panic-stricken people trapped on the twenty-second floor of a skyscraper, were saved by the fire personnel. These and many more. The special light and sound effects and realistic sets added great colour to the programme. The expressions showing tense moments, hustle-bustle, anxiety and panic were brought out beautifully by the young and talented cadets of the school.

The audience sat spellbound as they were greatly touched by the pathos created by different traumatic situations coupled with the noble sacrifice of the volunteers. They gave a standing ovation to the participants reflecting their pleasure and appreciation. Eminent journalists were the special guests. Speaking on the occasion, they expressed immense satisfaction and pleasure at witnessing such a meaningful programme. Congratulating the participants on their brilliant performance, she cited many more examples from her life highlighting the importance of duty before self. Finally, Dr B.P. Singhal, the Principal proposed the vote of thanks. The evening became a memorable event for everybody.

Question 3:

Owning a car has become a status symbol these days. However, increase in the number of cars has added to various types of pollution and other problems. Write an article in not more than 200 words highlighting the urgent need for reducing these man made problems, giving suitable suggestions. You are Vinod/Vidhi.

Answer:**Reducing Pollution**

(by Vinod)

Delhi has become one of the most polluted cities in the country closely followed by Kolkata, Chennai and Mumbai. This is because of the millions of vehicles that ply on the roads of Delhi.

Owning a car has become a status symbol. As a result the number of cars on the roads has become manifold. This has resulted in numerous problems. The primary one is of traffic congestion, traffic snarls and traffic-jams. Driving on the roads of Delhi has become a nightmare and a health hazard.

Vehicles emit fumes and poisonous gases which is a serious health hazard. Delhi has witnessed an increasing number of deaths among young children due to respiratory diseases caused presumably due to pollution. Man-made traffic hazards are creating havoc for the populace. The number of fatal accidents has also increased alarmingly. The Delhi Government has taken measures to bring down the pollution level such as use of CNG buses and auto rickshaws. The need of the hour is to support the government with public cooperation. Carpools should become the norm rather than the exception. Improved public transport system, use of lead free fuel and catalytic converters will go a long way in easing the situation and creating a healthy city. Every open space should be covered with green trees to create lungs in the city and help in bringing back its glory.

Question 4:

You have been awarded a prize for doing the best social service under ‘Each one, teach one’ project. Write an article for a monthly magazine in not more than 200 words on ‘The Role of Students in Removing Illiteracy’.

Answer:

The Role of Students in Removing Illiteracy

-Ravi Bhargav

Illiteracy is a blot on the fair name of democracy in India. Although we have been celebrating golden jubilee of Independence, most of the people living in the villages and slums are unable to decipher what the leaders are talking about. The reason is obvious—they are illiterate. They can't read or write. Poverty, ignorance, and lack of opportunities have deprived them of the fruits of literacy and knowledge. All know that education makes a man enlightened and perfect and helps him to prosper physically, economically and spiritually. It broadens our outlook by interaction with the masterminds and the geniuses of the age. Illiteracy is a real handicap in the progress of a democratic society. Politicians and middlemen take advantage of these simple people by misguiding them with false promises and rosy pictures. Illiteracy is the main cause of their exploitation at the hands of those who are better off.

Students can play an effective role in removing the curse of illiteracy. They can organise classes in groups by following the motto: ‘Each one, teach one’. By sparing an hour a day, they can take the lamp of knowledge and literacy to the darkest nook and corner of the country. Their efforts must be supported by the government and non-government agencies. Follow-up programmes are essential. We must initiate a continuous campaign against illiteracy.

Question 5:

Advertisements have become a big business. They are promoted by celebrities drawn from various fields like films, sports, etc., leaving their influence on all people specially the young. Write an article in 150-200 words on ‘The Impact of Advertisements on the younger generation’.
Answer:

Impact of Advertisements on the Younger Generation

-Shubh Grewal

The advertisement industry has a tremendous impact on the younger generation. As citizens of the modern world, advertisements have become a part of the daily lives of youngsters and they have got used to being bombarded with numerous advertisements over the course of the day.

Advertisements have become so common for them that they often do not even realize that they are hearing or viewing them. So they have a pervasive influence on the youth. In the ever expanding world of consumerism and advertising, companies are constantly looking for new ways to sell their products to the youngsters by making their commercials and campaigns more memorable, to leave an impact on their minds. The younger generation has become their prime target because they have more spending power than ever before and increased avenues at their disposal. Therefore companies spend enormous amounts of money to rope in popular film stars, cricketers, musicians etc. to endorse their products.

This helps to ensure popularity and early brand loyalty. In the last decade many superbrands have looked towards new and outrageous ways to capture young audiences through appealing campaigns as these youngsters are cognitively and psychologically quite defenceless against advertisements. Clearly, advertisements represent ‘big business’ and has a significant effect on young people who need to be educated about the effects of advertising, that is, media literacy. This will prove to be helpful in mitigating the harmful effects of advertising on youngsters.

Questions for practice

1. The present-day youth are greatly stressed due to cut-throat competition and consumerist culture. Write an article in 150-200 words on the causes of the stress on the modern generation suggesting suitable solutions.
2. As compared to the older generation the youth of today are greatly inclined to pursue adventurous activities either for money or for fun. There is a latest craze for joining reality shows, rafting, rock climbing, mountaineering etc. Write an article in 150-200 words on which life you would prefer— safe or adventurous.
3. 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 in 150-200 words on the need of compulsory value-based education.
4. Corruption has become the order of the day. It has entered all walks of life. Write an article for your school magazine in 150-200 words on ‘The Role of Youth in combating corruption’. You are Vijay/Vineeta.
5. India is said to be a young country and is emerging as a global power. The youth is getting increasingly concerned about the problems of corruption, environment, pollution, misuse of natural resources, etc. Write an article in 150-200 words on your vision of India in 2040.

FLAMINGO

THE LAST LESSON - ALPHONSE DAUDET

ABOUT THE AUTHOR

Alphonse Daudet was born in Nîmes on May 13, 1840. He is considered one of the most iconic names of French literature, and all his novels have their roots in his life experiences, from which he would only at times break away for sudden incursions into the realms of fantasy.

Following the sudden financial ruin of his father in 1857, the young, impoverished Daudet was forced to seek work in a school at Alès, in the south of France, where he spent six unhappy months, later described in his semi-autobiographical novel *Le Petit Chose* (“The Little Thing”). In his unhappiness, he joined his equally poor brother in Paris and tried to support himself by writing.

During the Franco-German War, Daudet fled from Paris. His novel *Les Aventures prodigieuses de Tartarin de Tarascon* (1872) (“The Prodigious Adventures of Tartarin de Tarascon”) was initially not well received, but its hero was later widely celebrated as a humorous and adventurous caricature. His next novel, *Fromont jeune et Risler aîné* (1874) (“Fromont the Younger and Risler the Elder”), won an award from the French Academy, and for a few years, Daudet enjoyed prosperity and fame.

In his last years, Daudet suffered from an agonizing illness of the spinal cord, which he painstakingly described in *La Doulou* (“In the Land of Pain”), posthumously published in 1930. He died suddenly in Paris on December 16, 1897.

INTRODUCTION

‘The last lesson’ stresses on the importance of education and the necessity to respect and learn one's own language. This story draws our attention to the unfair practice of linguistic chauvinism. It refers to an unreasonable pride in one's own language while disregarding all the other languages as inferior.

BACKGROUND OF THE STORY

The story, ‘The Last Lesson’ has been set in the background of the Franco-Prussian war that was fought in 1870- 71 between Prussia and France. The Prussians captured the districts of Alsace and Lorraine. New orders were issued according to which German language was to be taught in place of French in these two districts.

SUMMARY OF THE STORY

The narration of this story is by a French boy, Franz. Franz is a lazy boy. However, in spite of his laziness, Franz likes to play and is of a sensitive nature. Furthermore, Franz hates his teacher M. Hamel in his school and has no interest in studying French.

An order has come from Berlin after taking over the districts of Alsace and Lorraine in France that the German language rather than the French should be taught in the schools there.

Furthermore, it is the school French teacher M. Hamel's last day. This teacher has been working there for forty years. Moreover, the teacher has feelings of patriotism. He is also full of nostalgia and grief. The village men also attend his 'last lesson' so as to honour and respect him. The village is regretting and is sad that they didn't learn their mother tongue in their childhood.

Franz receives a big shock when he learns that this is his last lesson in French. He is shocked because he does not know French. Furthermore, on learning about the last lesson, a sudden interest arises in him for learning French. Moreover, he pays careful attention and learns everything taught on this last day.

Instantly, he develops a liking for the teacher M. Hamel. His feelings of hatred for him suddenly came to an end. Moreover, Franz develops respect for the hard work and sincerity of his teacher. Franz is sad and ashamed for being unable to recite his lesson.

Hamel explains that they all are at fault for lacking eagerness to learn. Furthermore, he also includes himself in this fault. He blames himself for lack of sincerity in teaching them.

There is a reflection of his patriotism in his praise for the French language. He says that the French language is the most logical and beautiful language in the world. It seems that M. Hamel got emotional on this occasion. Furthermore, he asks the class to guard their language. He says that being close to one's language is a way to escape the clutches of slavery. This language will assist them in attaining freedom from the Germans. The people realize the significance of their mother tongue. Moreover, they feel the reason for their defeat is illiteracy.

Franz feels that it is impossible to remove one's language from a person. This is because it is something that is natural to a person. This means that no matter how hard the opposition may try, they will fail to remove one's language.

MAIN POINTS

The story covers the times when French districts of Alsace and Lorraine were taken over by Prussia. The language German was imposed on French people. People were deeply shattered. They realized what they had lost.

Franz notices the changes around him and in the school:

- ❖ It was a bright day; birds were chirping and the Prussian soldiers were drilling
- ❖ A crowd was gathered around the bulletin board
- ❖ School was unusually quiet- No sound of desks opening
- ❖ No Sound of lessons repeated
- ❖ No Sound of rapping of teacher's ruler
- ❖ Mr. Hamel didn't scold him
- ❖ Mr. Hamel was wearing his Sunday dress -green coat, frilled shirt and black silk hat
- ❖ The backbenches were occupied by the adults of the village-Hauser, postmaster and others
- ❖ Mr. Hamel announced about that being the last lesson in French

Franz's reaction to the last lesson in French:

- ❖ He was shocked.
- ❖ He realized his deficiency in the language and wished that he had not wasted his time.
- ❖ He repented wasting his time in fruitless activities (chasing bird's eggs, sliding on the saar)
- ❖ He appreciated the efforts of Mr. Hamel and accepted him with all his faults
- ❖ He suddenly wanted to impress Mr. Hamel with his knowledge in French
- ❖ He understood why the villagers had come to the school
- ❖ To thank the Master for his services • To show solidarity for the country that no longer was theirs
- ❖ To express their repentance for not attending school and making themselves proficient in their language
- ❖ Mr. Hamel laments and reflects upon the reasons for the students' deficiency in the language
 - ❖ The Germans will laugh at their inability to speak their language
 - ❖ This is all because of their habit of postponing learning to tomorrow
 - ❖ It's too late to make amends that is there is no time to make up for the lost time
 - ❖ They are all to blame for the situation • Parents preferred sending them to work at farms than to school
 - ❖ He himself sent them to water the plants whenever he wanted to go fishing, he declared a holiday.

Theme

- ❖ The story beautifully highlights the human tendency to postpone learning of things for one feels that there is plenty of time to do so. One never knows when the doomsday will dawn and bring an end to all our plans, hopes and aspirations.
- ❖ The natives of Alsace realize their folly of not giving importance to the study of French in their school days. So, they become victims of Linguistic Chauvinism with the acquisition of their districts by Prussia.
- ❖ The story also brings to light the brutality of war which makes man insensitive to human feelings and sentiments.

EXTRACT BASED QUESTIONS:

1. Reading the bulletin, called after me, —Don't go so fast, bub; you'll get to your school in plenty of time! "I thought he was making fun of me and reached M. Hamel's little garden all out of breath.

A. Who was reading the bulletin & with whom?

- (i) M. Hamel with his pupils
- (ii) Mr. Hauser with the former postmaster

- (iii) Mr. Watcher with his apprentice
- (iv) Franz alone

B. Identify the tone in which the speaker said the words, — “*Don’t go so fast, bub; you’ll get to your school in plenty of time!*”?

- (i) sarcastic
- (ii) humorous
- (iii) depressive
- (iv) cheerful

C. Choose the most appropriate option with reference to the following statements

Statement 1. The speaker was out of breath when he reached M Hamel’s garden.

Statement 2. He was being chased by a ferocious dog.

- (i) Both the statements are true
- (ii) Statement 1 is true, statement 2 is wrong
- (iii) Neither of the statements is true
- (iv) Statement 1 is wrong, statement 2 is right

D. The speaker was in a hurry to

- (i) read the bulletin board
- (ii) to escape from a ferocious dog
- (iii) to water the garden of his teacher, M Hamel
- (iv) to reach his school

2. Usually, when school began, there was a great bustle, which could be heard out in the street, the opening and closing of desks, lessons repeated in unison, very loud, with our hands over our ears to understand better, and the teacher’s great ruler rapping on the table. But now it was all so still! I had counted on the commotion to get to my desk without being seen; but, of course, that day everything had to be as quiet as Sunday morning. Through the window I saw my classmates, already in their places, and M. Hamel walking up and down up and down with his terrible iron ruler under his arm.

A. Which of the following sounds could be heard at Franz’s school usually?

- 1) banging of desks
- 2) voices of students
- 3) tapping on wood
- 4) screams of students
- 5) swishing of rulers
- 6) rustle of paper

- (a) (1), (2), & (3)
- (b) (4), (5) & (6)
- (c) (1), (3) & (5)
- (d) (2), (5) & (6)

B. Choose another word that means ‘bustle’ and ‘commotion’.

- a. tranquility
- b. serenity
- c. mess
- d. furore

C. How did Franz usually slip into class?

- a. By using magical powers
- b. By hiding his face behind his satchel
- c. By sneaking in through the window exploiting the noisy confusion
- d. By taking advantage of his teacher's carelessness

D. Why does Franz call M. Hamel's iron ruler 'terrible'?

- a. The iron ruler was gigantic and sharp.
- b. Franz was used to seeing the iron ruler.
- c. The ruler was used as a drilling tool.
- d. Franz might have been at the receiving end of it.

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

A. Which of the following can be attributed to M. Hamel's declaration about the French language?

- a. subject expertise
- b. nostalgic pride
- c. factual accuracy
- d. patriotic magnification

B. Read the quotes given below. Choose the option that might best describe M. Hamel's viewpoint

(i) Those who know nothing of foreign languages know nothing of their own— Johann Wolfgang von Goethe 92 88

(ii) Language is the road map It tells you where people come from and where they are going. – Rita Mae Brown

(iii) A poor man is like a foreigner in his own country- Ali Ibn Abi Talib

(iv) The greatest propaganda in the world is our mother tongue, that is what learn as children, and which we learn –unconsciously. That shapes our perceptions for life. – Marshal McLuhan

- (a) Option (i)
- (b) Option (ii)
- (c) Option (iii)
- (d) Option (iv)

C. "I was amazed to see how well I understood it." Select the option that does NOT explain why Franz found the grammar lesson — "easy".

- a. Franz was paying careful attention in class this time.
- b. M. Hamel was being extremely patient and calm in his teaching.
- c. Franz was inspired and had found a new meaning and purpose to learning
- d. Franz had realized that French was the clearest and most logical language

D. Franz was able to understand the grammar lesson easily because he was -

- a. Receptive.
- b. Appreciative.
- c. Introspective.
- d. Competitive

4. After the grammar, we had a lesson in writing. That day M. Hamel had new copies for us, written in a beautiful round hand-France, Alsace, France, Alsace. They looked like little flags flooded everywhere in the school-room, hung from the rod at the top of our desks. You ought to have seen how everyone set to work, and how quiet it was! The only sound was the scratching of

the pens over the paper. Once some beetles flew in but nobody paid any attention to them not even the littlest ones, who worked right on tracing their fish-hooks, as if that was French, too. On the roof the pigeons cooed very low, and I thought to myself, "Will they make them sing in German, even the pigeons."

A. Why does the author compare the copies of writing to flags?

- 1) Because they were colourful and large.
- 2) Because they were in the colours of the French flag.
- 3) Because they were hung on the rod above the desks.
- 4) Because flag is an aspect of a nation's identity.

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

B. Why did M. Hamel give the writing exercise 'France, Alsace, France, Alsace'?

- 1) to instill feelings of patriotism towards France.
- 2) to create a sense of unity and harmony
- 3) to make sure students know where they are from
- 4) to make them proud of belonging to Prussia

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

C. Which of the following French letters show what 'a fish hook' is?

Ç â é ü

- (a) (b) (c) (d)

D. "Will they make them sing in German, even the pigeons?" Who is referred to as 'they' here?

- a. the French government
- b. the Prussian government
- c. the village elders
- d. the school students

SHORT ANS. TYPE QUESTIONS-SOLVED (40-50 WORDS.)

1. Why according to you, was little Franz afraid of being scolded?

Ans. Franz was afraid of being scolded that day because he had not prepared his lesson on participles which Mr. Hamel was going to test that day. Secondly, he had reached the school very late that morning.

2. What three things in school surprised Franz the most that day?

Ans. Franz was surprised to note that the school was unusually calm and quiet as Sunday morning. Mr. Hamel wore his beautiful occasional dress and thirdly the village elders sat quietly like school children on the back benches that usually remained empty.

3. What used to be the usual scene at Franz's school?

Ans. Usually, when the school began, there would be great hustle and bustle, opening and closing of desks, lessons repeated loudly in unison, teacher's ruler rapping on the table. The noise could be heard even out in the street.

4. How was the learning of the boys like Franz neglected in Alsace?

Ans. The people of Alsace would put off learning till tomorrow. Parents put their children to work on a farm or at mills in order to have more money. Mr. Hamel got his flowers watered or gave them a holiday.

5. Those who were in class, suddenly realised the importance of French language. Why did this happen?

Ans. Mr. Hamel called French language as the most beautiful, the most logical and the clearest language in the world. He said that their language was the key to their prison. Then the people realised the importance of French language.

SHORT ANS. TYPE QUESTIONS-UNSOLVED. 40-50 WORDS.

1. Franz was very late for school that morning. What was he tempted to do on being late?

2. Why were even the villagers present in the school room on the last lesson morning?

3. What was put up on the town hall bulletin board on the morning of 'The Last lesson'?

4. How did the opinion of Franz about his teacher change?

LONG ANSWER TYPE QUESTIONS-SOLVED. 120-150 WORDS

1. What in your opinion, is the main theme of the story 'The Last Lesson'? Do you think it has a universal appeal?

Ans. The main theme of the story is linguistic chauvinism of the proud conquerors who show an excessive or prejudiced support for their own language. It also shows the pain that is inflicted on the people of a territory conquered by them by taking away the right to study or speak their own language and make them prisoners in their own land of birth. The story also highlights the attitudes of the students and teachers to learning and teaching. The story theme has a universal appeal even though the story is located in a particular village of Alsace in France which had passed into Prussian hands. Taking away mother tongue from the people is the harshest punishment

2. Describe the feelings, emotions and behaviour of Mr. Hamel on the day of 'Last Lesson'.

Ans.

❖ Mr. Hamel in the dress for ceremonial occasions.

❖ Talked of the French language as a proud French man.

❖ Explained everything with great patience grammar, writing, lesson in History.

❖ Sat motionless in the chair fixing everything around in his mind.

❖ Thought of leaving next day made him sad, choked, his voice became emotional.

❖ Mustered courage and wrote "Vive La France!" leaning sadly against the wall dismissed the Class with a gesture

3. What Order had come from Berlin that day? How did it effect the life at school?

Ans.

❖ The order was - only German would be taught in the schools of Alsace and Lorraine.

❖ Had far reaching effect on the life at school.

❖ Mr. Hamel teaching French for the last forty years would deliver his last lesson that day. The teacher dressed in his best clothes.

❖ Old villagers quietly sitting at the back of class room.

- ❖ Everybody in class realised the importance of French language.
- ❖ Mr. Hamel solemn and used gentle tone.
- ❖ Those present in class very attentive and eager to learn.
- ❖ Mr. Hamel's appeal to preserve French language. Mr. Hamel overwhelmed with emotions in the end.

4. Comment on the significance of the villagers sitting at the back in M. Hamel's classroom.
Ans.

- ❖ As a sign of repentance for not attending school often.
- ❖ They wanted to thank M. Hamel for his 40 years of dedicated service.
- ❖ As a mark of respect for the country which was no longer theirs.

5. Who did M. Hamel blame when Franz was unable to answer a question on French participles?
Ans. M. Hamel blames:

- ❖ People of Alsace for postponing learning.
- ❖ Parents who preferred to send their children to work in fields and mills instead of sending them to school.
- ❖ Himself for not fulfilling his duty as a teacher sincerely - by sending the children to water the plants in the garden & declaring a holiday whenever he wanted to go fishing.

EXTRA QUESTIONS: UNSOLVED

1. How and why was M. Hamel dressed differently that day?
2. Why was Franz surprised by the school's atmosphere on that day?
3. Why was Little Franz scared to go to school that morning?
4. What were the usual sounds heard out at the street when school began?
5. What was like a thunderclap to Little Franz?
6. What was M.Hamel's view on the French language?



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