

**KENDRIYA VIDYALAYA SANGATHAN**

**KOLKATA REGION**



तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन

**RESOURCE MATERIAL FOR STUDENTS (2023-2024)**

**CLASS XI SUBJECT: ENGLISH CORE**

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**ENGLISH CORE RATIONALISED CURRICULUM**  
**CODE NO. 301**  
**CLASS – XI**  
**2023-24**

**Section A – 26 Marks**  
**Reading Skills**

**I Reading Comprehension through Unseen Passages** **(10+8=18 Marks)**

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

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

Multiple Choice Questions / Objective Type Questions will be asked.

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

<b>i.</b>	Note Making:		<b>5 Marks</b>
	◦ Title:	1	
	◦ Numbering and indenting:	1	
	◦ Key/glossary:	1	
	◦ Notes:	2	
<b>ii.</b>	Summary (up to 50 words):		<b>3 Marks</b>
	◦ Content:	2	
	◦ Expression:	1	

**Section B – 23 Marks**  
**Grammar and Creative Writing Skills**

**II Grammar** **7 Marks**

4. Questions on Gap filling (Tenses, Clauses)
5. Questions on re-ordering/transformation of sentences

**(Total seven questions to be done out of the eight given).**

### III Creative Writing Skills

16 Marks

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

### Section C – 31 Marks Literature Text Book and Supplementary Reading Text

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

10. One Poetry extract out of two, from the book **Hornbill**, to assess comprehension, interpretation, analysis, inference and appreciation. **(3x1=3 Marks)**
11. One Prose extract out of two, from the book **Hornbill**, to assess comprehension, interpretation, analysis, evaluation and appreciation. **(3x1=3 Marks)**
12. One prose extract out of two, from the book **Snapshots**, to assess comprehension, interpretation, analysis, inference and appreciation. **(4x1=4 Marks)**
13. Two Short answer type questions (one from Prose and one from Poetry, from the book **Hornbill**), out of four, to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. **(3x2=6 Marks)**
14. One Short answer type question, from the book **Snapshots**, to be answered in 40- 50 words. Questions should elicit inferential responses through critical thinking. One out of two questions to be done. **(3x1=3 Marks)**
15. One Long answer type question, from **Prose/Poetry of Hornbill**, to be answered in 120-150 words. Questions can be based on incident / theme / passage / extract / event, as reference points to assess extrapolation beyond and across the text. The question will elicit analytical and evaluative response from the student. Any one out of two questions to be done. **(1x6=6 Marks)**
16. One Long answer type question, based on the chapters from the book **Snapshots**, to be answered in 120-150 words, to assess global comprehension and extrapolation beyond the text. Questions to provide analytical and evaluative responses, using incidents, events,

themes, as reference points. Any one out of two questions to be done. **(1x6=6 Marks)**

### **Prescribed Books**

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

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

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

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

### **INTERNAL ASSESSMENT**

Assessment of Listening Skills - 05 marks.  
Assessment of Speaking Skills – 05 Marks  
Project Work - 10 Marks

# READING SECTION

**UNSEEN PASSAGE TO ASSESS COMPREHENSION, INTERPRETATION, ANALYSIS, INFERENCE AND VOCABULARY**

<b>1</b>	<b>Read the following text. (Discursive passage1 )</b>	<b>Q TYPE</b>	<b>12M</b>
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1. It is an unfortunate fact that our food is not always absolutely pure. It may be contaminated with foreign matter either by accident or by design. However careful the manufacturer may be in, say the preparation of cocoa, some dust, some waste vegetable matter, perhaps even a few stray dried insects may occur as impurities. They are out of place certainly but, at the worst, they are a sign of lack of care on the part of the manufacturer. There is another, more serious side to the question of food adulteration, where the foreign matter is added purposely, either because it is cheap, because it weighs heavily, imparts a pleasing colour or an agreeable aroma. Such adulteration is a form of fraud and the microscope is an invaluable aid in its detection.
2. In many respects the microscope is a better informant than the tests of the chemists; in some cases, however, it merely supplements and confirms the chemical results. Let us consider, for a moment,[138] the advantages possessed by the microscope and also where chemistry scores.
3. Very frequently the results of costly law cases hang on the reports of expert food examiners; every care, therefore, must be taken to avoid error. This being the case, whenever possible, chemical tests should be carried out to confirm the results of microscopic examination. When both microscopist and chemist come to the same conclusion, there is not likely to be any mistake. There are tests which the microscope cannot perform, there are some, also, which are beyond the powers of the chemist and many which are very difficult for him. A drop of milk, for example, examined under the microscope shows a number of fat globules floating in a watery liquid. However clever the microscopist and however accurate his instrument, he cannot tell if there is an excessive quantity of water, yet a simple chemical test will answer the question. This is a case in which the microscope is of little use, although it is only fair to add that microscopic examination would reveal the presence of blood, hair and dirt, to mention three common impurities, which the chemist in his test for watered milk would quite overlook. With a little care and the use of suitable stains, any bacteria which might be present would also show plainly under a powerful microscope.

[https://www.gutenberg.org/cache/epub/49505/pg49505-images.html#Page\\_137/388](https://www.gutenberg.org/cache/epub/49505/pg49505-images.html#Page_137/388) words

Answer the following questions, based on the passage above.

i	According to the passage which of the following impurities is not a part of cocoa production? A. Dust particles B. Vegetable waste C. hair D. Insects	MCQ	1
ii	Select the option that is NOT similar in meaning to 'by design' A. Prepensely B. Studiously	MCQ	1



	C. Unwittingly D. Without qualms		
iii	Explain, in about 40 words, why food adulteration is done?	SA	2
iv	Complete the sentence appropriately. A microscopist cannot tell accurately about milk if _____	GAP FILLING	1
v	Which of the following can be inferred from the passage? A. Food manufacturing is a fraud B. We can conclude that microscopic tests and chemist tests are the same C. Microscopic tests are of no use in the case of milk adulteration D. Microscopic tests are valuable for the detection of adulteration	MCQ	1
vi	Share evidence from the text, in about 40 words to support the view that chemical test surpasses a microscope in testing a drop of milk.	SA	2
vii	After reading the passage why do you think adulteration is a fraud.	VSA	1
viii	Explain, in about 40 words, why both microscopic study and chemical test is vital for testing the purity of milk.	SA	2
ix	Read the titles given below a) MICROSCOPE AS A DETECTIVE b) MICROSCOPE AIDS ADULTERATION c) BIOLOGY VS CHEMISTRY d) EVER EVOLVING MICROSCOPE  Identify the passage that best suits the given passage. A. Both (c) and (d) B. Only (a) C. Only (c) D. (b), (c),(d)	MCQ	1






2	Read the following text. (Discursive passage 2)	Q TYPE	1 2 M
<p>1. Increasing production of more and more processed food, rapid urbanization, and changing lifestyles are transforming dietary patterns. Highly processed foods are increasing in availability and becoming more affordable. People around the world are consuming more energy-dense foods that are high in saturated fats, trans fats, sugars, and salt. Salt is the primary source of sodium and increased consumption of sodium is associated with hypertension and increased risk of heart disease and stroke.</p> <p>2. At the same time, as their eating patterns shift, people are consuming fewer fruits and vegetables and less dietary fibre (such as whole grains), which are key components of a healthy diet. Fruits and vegetables contain potassium, which contributes to reduce blood pressure.</p> <p>3. Salt in the diet can come from processed foods, either because they are particularly high in salt (such as ready meals, processed meats) or because they are consumed frequently in large amounts (such as bread and processed cereal products). Salt is also added to food during cooking (bouillon and stock cubes) or at the table (soy sauce, fish sauce and table salt). However, some manufacturers are reformulating recipes to reduce the salt content of their products and consumers should read food labels and choose products low in sodium.</p> <p>4. Government policies and strategies should create environments that enable populations to consume adequate quantities of safe and nutritious foods that make up a healthy diet including low salt. Improving dietary habits is a societal as well as an individual responsibility. It demands a population-based, multisectoral, and culturally relevant approach. Key broad strategies for salt reduction may include appropriate fiscal policies and regulation to ensure food manufacturers and retailers produce healthier foods or make healthy products available and affordable and consumer awareness and empowerment of populations through social marketing and mobilization to raise awareness of the need to reduce salt intake consumption.</p> <p>5. There are several misperceptions about salt reduction like <b><i>“On a hot and humid day when you sweat, you need more salt in the diet.”</i></b> But in reality there is little salt lost through sweat so there is no need for extra salt even on a hot and humid day, although it is important to drink a lot of water. Such misperceptions can be dealt with through extensive awareness programmes.</p> <p>6. WHO guidelines on sodium and potassium provide thresholds for healthy intake. The guidelines also outline measures for improving diets and preventing NCDs in adults and children. The “Global Strategy on Diet, Physical Activity and Health”, adopted in 2004 by the World Health Assembly (WHA), calls on governments, WHO, international partners etc to take action at global, regional and local levels to support healthy diets and physical activity. In 2010, the WHA endorsed a set of recommendations on the marketing of foods and non-alcoholic beverages to children. These guide countries in designing new policies and strengthening existing ones to reduce the impact on children</p>			

of the marketing of unhealthy food. WHO is also helping develop a nutrient profile model that countries can use as a tool to implement the marketing recommendations.

SOURCE OF THE PASSAGE: (Edited) “Salt reduction” [https://www.who.int/news-](https://www.who.int/news-room/fact-sheets/detail/salt-reduction)

[room/fact-sheets/detail/salt-reduction](https://www.who.int/news-room/fact-sheets/detail/salt-reduction) (509 words)

Answer the following questions, based on the passage above.

i	<p>“People around the world are consuming more energy-dense foods...”</p> <p>Look at the images given below and select the food items that can be categorised as ‘energy dense food’</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div> <p style="text-align: center;"> <span>Fig I</span>      <span>Fig II</span>      <span>Fig III</span>      <span>Fig IV</span>      <span>Fig V</span> </p> <p> a) Fig I , III and IV  b) Fig II, IV and V  c) Fig II, III and IV  d) Fig I, II and IV </p>	MCQ	1
ii	<p>Jonathan has been recently diagnosed with hypertension and high blood pressure. What advice would his doctor give him to restore his health and well being?</p> <p> I      Get more sodium in your diet  II      Reduce stress and do more breathing exercises  III      Take sufficient Salami, cheese and ham in breakfast  IV      Cut back on caffeine  V      Eat less salt and more sugar </p> <p> a) I AND III  b) II AND IV  c) II AND V  d) IV AND V </p>	MCQ	1
iii	<p>‘Government policies and strategies should create environments that enable populations to consume adequate quantities of safe and nutritious foods that make up a healthy diet including low salt.’</p> <p>Imagine that you are a leading manufacturer of potato chips in India.</p> <p>What changes would you need to bring in your products in order to honour the policies of the government without compromising the consumer needs? Mention any TWO.</p>	SA	2

iv	<p>Complete the given sentence with 4-5 words:</p> <p>The set of recommendations by WHA on the marketing of foods and non-alcoholic beverages to children indicate that the world leaders are committed to _____</p>	GAP FILLING	1
v	<p>“In many countries, about 80% of salt in the diet comes from processed foods.”</p> <p>Which of the following misperception does the above statement break?</p> <p>a) Sea salt is not ‘better’ than manufactured salt simply because it is ‘natural’</p> <p>b) Foods high in salt taste salty</p> <p>c) Salt added during cooking is not the main source of salt intake</p> <p>d) Reducing salt could be bad for my health</p>	MCQ	1
vi	<p>Suggest any TWO strategies that could be undertaken by the people to reduce salt intake at home.</p>	SA	2
vii	<p>The silhouette was geometric but soft, <b>reworking</b> masculine pieces for women is something for which the designer is renowned.</p> <p>Replace the highlighted word with a synonym from Paragraph 3</p>	VSA VOCAB	1
viii	<p>What purpose will a nutrient profile model serve according to WHO?</p>	SA	1
ix	<p>You have decided to launch a campaign to create awareness regarding reduction of salt intake. Which slogan will you NOT use for the campaign?</p> <p>a) Take a pinch, not a pound.</p> <p>b) Put it in the waste – not on your waist.</p> <p>c) Salt belongs on the beach, not in your diet.</p> <p>d) Savour the flavour without salt.</p>	MCQ	1

<b>3</b>	<b>Read the following text. (Discursive passage 3)</b>	<b>Q TYPE</b>	<b>12M</b>
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The goal of human life is not enjoyment but knowledge—is the unequivocal message of all wise men that the world has seen. It is knowledge which differentiates humans from animals; it is knowledge which removes ignorance, the root cause of misery and suffering. Ancient seers of this holy land of Bharata have classified knowledge into Aparā Vidya and Para Vidya -non-transcendental and transcendental knowledge. Aparā Vidya is the knowledge of the objective universe, whereas Para Vidya is the knowledge of the Subject--- the Knower, not as an agent of the process of knowing but as the eternal subject.

Materialistic sciences which are nurtured and developed in the West, concern themselves with the objective reality-- that which is perceived and experienced. Spiritual Science which is fostered in the East deals with the subjective Reality, the perceiver, or the experiencer.

Swami Vivekananda had a vision of a new order of civilization in which the best elements of both worlds are harmoniously blended through the lever of education he wanted to create a band of men and women who would combine in their lives the spirituality of the East and the material prosperity of the West. To achieve this, he envisioned starting various educational institutions to teach secular subjects like science and technology, vocational skills, arts, English and the like as well as spiritual texts like the Upanishads, Sanskrit and Vedic literature. This scheme of education was aimed at metamorphosing a person into a complete human being through the overall development of the heart, head and hand the heart to feel, the brain to conceive and the hands to work- all with the power of concentration.

Swamiji's scheme of education should be understood in the light of the vision of a new world order.

Swamiji had cherished a vision of educated men and women of impeccable character, with head ,hand and heart harmoniously developed, with a new ethos of self-abandonment rather than self aggrandisement, thereby resuscitating India to her past glory. To mould the character and tune their minds to purity, dedication, unselfishness and devotion, students had to live with an exemplary Guru. This was the main purpose of Guru-griha-vasa ( living in Guru's dwelling) as seen in the Vedic Times.

The monks exert a conscious influence on the boys residing with them. As valuable means of acquiring knowledge, the residential students are taught concentration of mind through silent prayer contemplation and chanting of Vedic hymns. The boys are also trained to do almost all

the work of the Home- from sanitation and campus cleaning to worship. That technical institute of the Home trains the boys at the diploma level. By teaching the Upanishads, the Bhagavad Gita and Swamiji's works, spirituality is inculcated in the boys. Students participate in the missions philanthropic activities like relief work and free coaching of poor boys.

Swami Vivekananda said there is no chance for the welfare of the world unless the condition of women is improved. It is not possible for a bird to fly on only one wing... 'Educate your women first then they will tell you what reforms are necessary for them.' Sister Nivedita-trained by Swamiji himself with great care was a Pioneer in educating Indian women.

Swamiji's intention of educating the masses was to bring the great spiritual ideas stored in our ancient books written in Sanskrit within the reach of laymen. To achieve this purpose he emphasized the spread of Sanskrit education. He wanted to propagate the spiritual wealth of the Vedas to all people without any distinction to eradicate superstition and ill feeling from people's minds and to promote brotherhood on spiritual basis. The study of Vedic and Sanskrit literature creates awareness about India's unique contribution to the world at an impressionable age. The students have access to computer education too. The students are generally drawn from economically backward families in rural areas. All their expenses are borne by the Vidyalaya.

The work of the Ramakrishna Mission among the Harijans in the field of integrated slum development is an international recognised model for all. The Ramakrishna Mission's Educational and Research Institute, deemed University, is another major landmark of the Ramakrishna Mission it provides opportunities for education and research in the discipline of arts, science and spiritual subjects. The supplementary and interdependent character of these three disciplines receives special emphasis.

Vivekananda institute for human excellence at Hyderabad was founded to counter the continuing erosion of moral and spiritual values in society and to impart life –building, man-making and nation- building education as per Swamiji's scheme. The institute conducts various programs to cater to the needs of a representative cross section of society like the youth, students, Government employees, teachers , corporate employees, and executive and professionals like engineers, doctors and others.

Some of the major programs are values orientation programs, courses on confidence building, communication skills, the art of self-improvement and meditation, courses to develop leadership qualities, parents' motivation courses , training in classical instrumental and devotional music and the like.

SOURCE OF THE PASSAGE : Prabuddha Bharat Annual Magazine, Pub.-Adwaita Ashram, Mayawati

Answer the following questions, based on the passage above.

i	The root cause of misery and suffering is – a) Ancient seers b) Apara Vidya c) Ignorance d) Para Vidya	MCQ	1
ii	Find the odd one regarding Swami Vivekananda’s vision- a) Vocational skill b) Vedic Literature c) Robotics d) Character Development	MCQ	1
iii	Swami Vivekananda had the vision to blend the two world. What were they?	SA	2
iv	Complete the sentence: ‘Educate your women first _____’	GAP FILLING	1
v	Find the incorrect statement- a) Students had to live with a Guru. b) Students are taught concentration of mind through loud prayers. c) Students are trained to do almost all the work of the home d) All the above.	MCQ	1
vi	Specify the purpose of Sanskrit Education.	SA	2
vii	Select a word from the passage that is opposite to “fault”.	VSA VOCAB	1
viii	Mention the two Institution that counter the continuing erosion of moral values in society.Justify.	SA	2
ix	“It is not possible for a bird to fly on only one wing.”- select the speaker a) Mahatma Gandhi b) Sister Nivedita c) Swami Vivekananda d) None of the above	MCQ	1



<b>4</b>	<b>Read the following text (Discursive passage 4)</b>	<b>Q TYPE</b>	<b>12M</b>
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The Kipeto Wind Power Project, the second largest wind power plant in Kenya, hosts 60 turbines that together generate 100 megawatts for the national grid—enough to power tens of thousands of homes. This is noteworthy that wind power is already Kenya’s third-largest electricity producer, representing 16% of total generation.

Every day, Joseph Mureesi leaves his house in Enarau and walks to Kipeto to watch over the birds that share this landscape. His job at the wind farm—he is a biodiversity monitor at Kipeto—is to protect the thousands of birds that risk colliding with the turbines as they fly through the area.

“We are here because of the wind,” says Mureesi. “It is the wind that brings us fortune, and it is the same wind that soaring birds use to aid their flight along these terrains.”

But conservationists—though supportive of renewable energy as a solution in the global race against climate change—have strong concerns. Many windy areas across the country, including the Rift Valley region, are critical for migratory birds that live in and pass through Kenya every year. Wind farms like Kipeto sit in a delicate spot trying to balance development and conservation in a country where energy demand is constantly rising.

As interest in local wind development grew, the International Union for Conservation of Nature in 2015 classified two local bird species—the white-backed vulture and Ruppell’s griffon vulture—as critically endangered. These large birds serve as the clean-up crews for Kenya’s vast open landscapes, and they are built for this task: They spend most daylight hours circling high over the savannas; they have excellent vision at long distances, and their bodies are adapted to survive in the low-oxygen atmosphere of high altitudes. They descend to feed on carrion, the carcasses of dead animals.

Local vulture populations had been declining for years before the Kipeto wind farm was made operational in 2021. Poisoning was a major culprit: Local herders sometimes leave poisoned animal carcasses in open areas to kill the predators that hunted their goats and cattle. But vultures would often descend on these lethal traps.

As development plans for the wind farm moved forward in the late 2010s, conservation groups became alarmed about its placement within flying range of vulture colonies. Organizations like Nature Kenya, The Peregrine Fund and Kenya Bird of Prey Trust partnered to engage with the energy company about the risks posed by the wind firm.  
(Edited)

**SOURCE** <https://www.nature.org/en-us/magazine/magazine-articles/winds-of-change/>

Answer the following questions, based on the passage above.

a.	<p>Assertion(A): Local vulture populations had been declining.</p> <p>Reason(R): Kipeto Wind Farm is a major culprit for this decline.</p> <p>i. Both Assertion (A) and Reason (R) are the true and Reason (R) is a correct explanation of Assertion (A).</p> <p>ii. Both Assertion (A) and Reason (R) are the true but Reason is not a correct explanation of Assertion (A).</p> <p>iii. Assertion (A) is true and Reason (R) is false.</p>	MCQ	1
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	iv. Assertion (A) is false and Reason (R) is true.		
b.	<p>What is the best thing that Joseph Mureesi can do when he would view the migratory birds around Kipeto Wind Farm?</p> <p>i. He would order over a walkie-talkie to shut down individual turbines to keep the sky clear.</p> <p>ii. He would click photos of the migratory birds for better identification.</p> <p>iii. He would experience the wonderful flight of the migratory birds.</p> <p>iv. He would check how much damage is done by the wind farm to those birds.</p>	MCQ	1
c.	Why and how do some local herders try to kill vultures?	SA	2
d.	The vultures serve as the clean-up crews for Kenya's vast open landscapes because _____.	GAP FILLING	1
e.	<p>Kenya Bird of Prey: Protection for the vultures::Kipeto Wind Farm: _____.</p> <p>Choose the most apt option to fill up the blank:</p> <p>i. Killer of migratory birds</p> <p>ii. Protection for the migratory birds</p> <p>iii. Protection for the environment</p> <p>iv. None of these</p>	MCQ	1
f.	"Wind farms like Kipeto sit in a delicate spot trying to balance development and conservation..." Explain.	SA	2
g.	<p>Replace the underlined word using one of its synonyms which can be found in the 5<sup>th</sup>/ 6<sup>th</sup> paragraph.</p> <p>During a press conference, the police shared a sketch of the <u>miscreant</u> believed to be responsible for a series of burglaries.</p>	VSA VOCAB	1
h.	"We are here because of the wind," says Mureesi. Why does he say so? Mention two reasons.	SA	2
i.	<p>Statement (1): Kenya, a lower middle income country, can greatly be helped by projects like Kipeto.</p> <p>Statement (2): Wind power is already Kenya's third-largest electricity producer, representing 16% of total generation.</p> <p>i. Both statements are true and statement 2 is the correct explanation of statement 1.</p> <p>ii. Both statements are true but statement 2 is not the correct explanation of statement 1.</p> <p>iii. Statement 1 is false and statement 2 is true.</p> <p>iv. Statement 2 is false and statement 1 is true.</p>	MCQ	1

5	Read the following text. (Discursive passage 5)	Q TYPE	12M
	<ol style="list-style-type: none"> <li>1. The Hangul deer or the Kashmiri stag is a species of red deer. The Hangul is one of the most famous animals in Jammu and Kashmir. It inhabits the dense forests of the state. Striking in appearance, the Hangul derives its name from ‘han’, which is the local name for the horse chestnut tree, the fruit on which the deer feed on.</li> <li>2. Scientifically known as Cervuselaphus hangul, Hangul is the only surviving race of the red deer family of Europe in the sub-continent. The Hangul deer’s coat is brown with slight speckles, and each of its antlers consists of five points.</li> <li>3. Much at home in the forest, the deer can be seen in the lower valleys of Dachigam National Park on the foothills of the Zabarwan range on the outskirts of Srinagar for most of the year, though a more significant number of their species, can be seen from October to March. Typically found in small groups of two to eighteen, Hanguls use the forests of the Dachigam Valley as an essential feeding ground and move to the higher slopes to graze. Individual stags are more likely to be seen feeding on the hill slopes. They move about quite a lot from one area to another in their search for good forage. Hangul eat various plants such as Fraximushockeri, Jasminum humile, Hemerocallisfulva and perennial herbs, depending on the season.</li> <li>4. In March and April, the stags shed their antlers and begin moving up the mountains to the alpine meadows and pine forests of Upper Dachigam between 2500 to 3500 meters. They return to the lower valley in September, by when a new set of antlers begin to grow. The natural predators that attack Hanguls are leopards and Himalayan black bears.</li> <li>5. In the past, Jammu and Kashmir had a large and vibrant population of Hangul deer. However, hunting and loss of habitat from deforestation and the building of dams have significantly curbed the wild population of Hangul deer. During the 1940s, their number was believed to be around 3,000 – 5,000. As per the latest census in 2008, only 160 are left. A captive breeding center is planned to be commissioned at Shikargah, Tral in south Kashmir, for the captive breeding of Hangul, which will be eventually released in the wild.</li> <li>6. In the last few years, the government has spent crores of rupees on different projects related to the conservation of Hangul in Jammu and Kashmir. A Habitat Research Study has been initiated in Kashmir in which satellite collaring of Hangul will be used to understand their movement patterns and habitat, both in and outside the Dachigam National Park. In addition, a massive improvement in conducting the census program of Hangul has been undertaken whereby satellite telemetry and high-definition field cameras are placed in the Park. Besides, an important research program has been launched to study the relic population of Hangul outside Dachigam National Park in collaboration with the Wildlife Trust of India.</li> <li>7. The strict enforcement of wildlife acts and the setting up of new initiatives are anticipated to replenish this highly endangered species.</li> </ol>		
SOURCE OF THE PASSAGE: <a href="https://www.iswkoman.com/uploads/work-sheet/1631634894.pdf">https://www.iswkoman.com/uploads/work-sheet/1631634894.pdf</a>			
Answer the following questions, based on the passage above.			
i	<p>What is the local name for the horse chestnut tree on which the Hangul deer feed?</p> <p>A) Cedar B) Han C) Zabarwan D) Pine</p>	MCQ	1

ii	Which months see a significant number of Hangul deer in the lower valleys of Dachigam National Park? A) June to September B) October to March C) April to June D) December to February	MCQ	1
iii	Where is the planned location for the captive breeding centre for Hangul deer, and what is its purpose?	SA	2
iv	Individual stags are more likely to be seen _____ (use synonym of 'feeding on') the hill slopes.	GAP FILLING	1
v	How has the Hangul deer population been affected in Jammu and Kashmir over the years? A) The population has increased significantly. B) The population has remained stable. C) The population has decreased due to hunting and habitat loss. D) The population has migrated to other regions.	MCQ	1
vi	What recent conservation efforts have been mentioned in the passage to protect the Hangul deer population in Jammu and Kashmir?	SA	2
vii	'striking in appearance' in para 1, means: a) fabulous b) emaciated c) unusual d) dubious	VSA VOCAB	1
viii	What is 'han' in the above passage, from which the Hangul deer derives its name?	SA	2
ix	What is the natural predator of Hangul deer mentioned in the passage? A) Leopards B) Wolves C) Eagles D) Snakes	MCQ	1

<b>6</b>	<b>Read the following text. (Discursive passage 6)</b>	<b>Q TYPE</b>	<b>12M</b>
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When Scrooge awoke it was so dark, that, looking out of bed, he could scarcely distinguish the transparent window from the opaque walls of his chamber. He was endeavouring to pierce the darkness with his ferret eyes, when the chimes of a neighbouring church struck the four quarters. So he listened for the hour.

To his great astonishment, the heavy bell went on from six to seven, and from seven to eight, and regularly up to twelve; then stopped. Twelve! It was past two when he went to bed. The clock was wrong. An icicle must have got into the works. Twelve!

He touched the spring of his repeater, to correct this most preposterous clock. Its rapid little pulse beat twelve, and stopped.

'Why, it isn't possible,' said Scrooge, 'that I can have slept through a whole day and far into another night. It isn't possible that anything has happened to the sun, and this is twelve at noon!'

The idea being an alarming one, he scrambled out of bed, and groped his way to the window. He was obliged to rub the frost off with the sleeve of his dressing-gown before he could see anything; and could see very little then. All he could make out was, that it was still very foggy and extremely cold, and that there was no noise of people running to and fro, and making a great stir, as there unquestionably would have been if night had beaten off bright day, and taken possession of the world. This was a great relief, because 'Three days after sight of this First of Exchange pay to Mr. Ebenezer Scrooge or his order,' and so forth, would have become a mere United States security if there were no days to count by.

Scrooge went to bed again, and thought, and thought, and thought it over and over, and could make nothing of it. The more he thought, the more perplexed he was; and, the more he endeavoured not to think, the more he thought.

Marley's Ghost bothered him exceedingly. Every time he resolved within himself, after mature inquiry that it was all a dream, his mind flew back again, like a strong spring released, to its first position, and presented the same problem to be worked all through, Was it a dream or not?

Scrooge lay in this state until the chime had gone three-quarters more, when he remembered, on a sudden, that the Ghost had warned him of a visitation when the bell tolled one. He resolved to lie awake until the hour was passed; and, considering that he could no more go to sleep than go to heaven, this was, perhaps, the wisest resolution in his power.

**SOURCE OF THE PASSAGE: *A Christmas Carol* by Charles Dickens**

Answer the following questions, based on the passage above.

i	Scrooge could not distinguish between two things when he woke up. What are they?  a) Fog and frost b) Window and wall c) Sound of rain and sound of clock d) All of the above	MCQ	1
ii	What time did the church clock announce?  a) one b) four	MCQ	1

	c) twelve d) eight		
iii	What did Scrooge do when his own clock showed the same time as the church clock announced? (40 words)	SA	2
iv	Complete the sentence using information from the passage: Scrooge could not convince himself that Marley's ghost was a dream because _____. _____.	GAP FILLING	1
v	Select a sentence which has the same meaning of "scramble" as in the passage.  a) The journalist tried to scramble for the latest news on the political scandal. b) The stress of the upcoming exam caused her thoughts to scramble. c) The hikers had to scramble up the steep mountain to reach the summit. d) I decided to scramble some eggs for breakfast.	MCQ	1
vi	Why did Scrooge resolve to lie awake? (40 words)	SA	2
vii	Pick up the line/ words in the passage which mean: the more he tried to keep this thought at bay, the thoughts poured in more in his mind.	VSA VOCAB	1
viii	There is a pair of opposite words in the first paragraph. What are they?	SA	1
ix	Read the following four lines. A. Scrooge awoke when it was midnight. B. He heard the church bells. C. He went off to sleep. D. He feared that the ghost would come.  Now point out which of the above actually occur. a) A, B b) B, C c) A, B, D d) B, C, D	MCQ	1

1. No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'We'. Grammar is universal and plays a part in every language, no matter how widespread it is. So, the question which has baffled many linguists is—who created grammar?

2. At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages started from scratch. Amazingly, however, this is possible.

3. Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since, they had no opportunity to learn each other's languages; they developed a make-shift language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases, it is difficult for a listener to deduce when an event happened, and who did what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders; they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed creoles and they are invented by children.

4. Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilise the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way? A new creole was born.


5. Some linguists believe that many of the world's most established languages were creoles at first. The English past tense -ed ending may have evolved from the verb 'do'. 'It ended' may

once have been 'It end-did'. Therefore, it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option:

i	Complexity in language is inherent to..... a. all the languages b. English c. tribal languages d. primitive languages	MCQ	1
ii	The Cherokee pronoun system can distinguish between..... a. You and I b. Several other people and I c. You, another person and I d. All of these	MCQ	1
iii	Based on your understanding of the passage, choose the option that lists the correct sequence of the sentences associated with the formation/creation of grammar. 1. In order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages started from scratch. 2. Slaves developed a make-shift language called a pidgin. 3. Some linguists believe that many of the world's most established languages were creoles at first. 4. To find out how grammar is created; someone needs to be present at the time of a language's creation. a. 1, 2, 3, 4 b. 3, 4, 1, 2 c. 4, 1, 2, 3 d. 2, 1, 3, 4	MCQ	1
iv	All the following sentences about Nicaraguan sign language are true except: a. the language has been created since 1979 b. the language is based on speech and lip reading c. the language incorporates signs which children used at home d. the language was perfected by younger children	MCQ	1



v	<p>Which option represents who partly invented the complex grammar system even for the most widespread languages?</p>  <p>(1) (2) (3) (4)</p> <p>a. image 1 b. image 2 c. image 3 d. image 4</p>	MCQ	1
vi	<p>Some of the most recent languages evolved due to the.....</p> <p>a. Atlantic slave trade b. complex grammar system c. weak pronunciation d. none of these</p>	MCQ	1
vii	<p>What is common to all languages?</p> <p>a. basic grammar b. the sign rules c. grammar is common to all languages d. series of gestures</p>	MCQ	1
viii	<p>According to the passage what can be attributed as a consequence of the Atlantic slave trade?</p> <p>a. language's creation and documenting its emergence b. evolution of some of the most recent languages c. many word tricks can be performed to convey subtle differences in meaning d. a statement can be turned into a question</p>	MCQ	1
ix	<p>What are creoles?</p> <p>a. sign languages of deaf b. complex grammar systems which emerge from pidgins c. strings of words copied from the language of the landowner d. logical grammar invented by children</p>	MCQ	1
x	<p>Explain, in about 40 words how a new creole was born.</p>	SA	2

xi	Pick the option that correctly tells how the younger children's mind work in the absence of grammatical knowledge. 1. They create logical structures. 2. They imitate others. 3. They have innate grammatical machinery in their brains. 4. They learn other languages. a. 2 and 3 b. 1 and 3 c. 2 and 4 d. 3 and 4	MCQ	1
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(1) I recently had submitted an article- 'Reforming our Education System' - wherein the need for our educational system to shift its focus from insisting upon remembering to emphasising or understanding was stressed upon.

(2) This article brought back the memory of an interesting conversation between my daughter and myself in the recent times, wherein I had learnt that Economics and Physics were a few of the most difficult subjects for her as she had to mug up the answers. Though I offered to help her out with the immediate problem on hand. I learnt subsequently that many a time it pays to mug up the answer properly, because the teachers find it easier to evaluate that way. It seems, the more deviation there is from the way the sentences are framed in the textbook, the more risk one runs of losing marks.

(3) This reminded me of a training session I had attended at work, where we were required to carry out an exercise of joining the dots that were drawn in rows of three without lifting the pen and without crossing the trodden path more than once. Though the exercise seemed quite simple, almost 95 per cent of us failed to achieve the required result, no matter how hard we tried. The instructor then informed us cheerily that it happened all the time because the dots that appeared to fit into a box-like formation do not allow us to think out of the box. That was when I realised that all of us carry these imaginary boxes in our minds. Thanks to our stereotyped upbringing that forces our thinking to conform to a set of patterns.

(4) "What is the harm in conforming as long as it is towards setting up a good practice? , someone might want to ask. Perhaps, no harm done to others but to the person being confined to "think by rote" may mean being deprived of rising to the height he/she is capable of rising to, even without the person being aware of the same.

(5) If we instil too much fear of failure in the children right from the young age, to conform and play safe, starts stifling the creative urge which dares to explore, make a mistake and explore again. As we know, most of the great inventions were initially considered to be the most outrageous and highly impractical. It is because the people inventing the same were not bothered about being ridiculed and brave enough to think of the unthinkable that these inventions came into being.

(6) For many children, studies are the most boring aspect of their lives. Learning, instead of fun is being considered the most mundane and avoidable activity. Thanks to the propagators of an educational system which is more information-oriented than knowledge-oriented. Too much of syllabus, too many students per teacher, lack of enough hands-on exercises, teaching as a routine with the aim of completing the syllabus in time rather than with the goal of imparting knowledge, the curriculum more often than not designed keeping in view the most intelligent student rather than the average student are the important factors in this regard. Peer pressure, high expectations of the parents in an extremely competitive environment, the multitude of distractions in an era of technological revolution are adding further to the burden on the young minds.

(7) For a change, can we have some English/Hindi poems like ickle, tickle and pickle for the young minds and send them on a wild goose chase for the pot of gold at the end of a rainbow? Can we have lessons in History that make the child feel proud of his heritage, instead of asking him to mug up the years of the events? Can physics and chemistry lessons be taught more in the laboratories than in the classrooms? Can a system be devised so as to make the educational excursions compulsory for schools, so that visits to historical/botanical places are ensured without fail? Can the educational institutes start off inter-school projects on the internet, the schools in abroad do, so as to encourage the child to explore on her own and sum way the up her/his findings in the form of a report?

(8) Finally, can we make the wonder of the childhood lost and get carried forward into the adulthood, instead of forcing pre-mature adulthood on children? I, for one, have realised that it is worth doing so, hence, I have asked child to go ahead by choosing to write the answers on her own, in her own language by giving vent to her most fanciful imagination!

**SOURCE OF THE PASSAGE : The Hindu**

Answer the following questions, based on the passage above.

i	What stifles the creative urge in children? a. The urge to be always right b. The urge to do well in everything c. The urge to conform and play safe d. The urge to take risks	MCQ	1
ii	How does the writer want Physics and Chemistry to be taught? a. More in the classrooms b. More in the laboratories c. More in the historical places d. More in the botanical places	MCQ	1
iii	<b>"Many a time it pays to mug up answer properly."</b> Why does the writer say so?	SA	2
iv	The article 'Reforming our Education System' is giving emphasise upon _____	GAP FILLING	1
v	What have made learning a very boring process? a. Too much syllabus b. Too many students per teacher c. No hands-on exercise d. All of these	MCQ	1
vi	Identify the factors that make studies, for many children, the most boring aspect of their lives.	SA	2
vii	What are the 'imaginary boxes' referred in the passage?	VSA VOCAB	1
viii	What is adding further to the burden on the young minds?	SA	2
ix	<b>"Thanks to our stereotyped upbringing that forces our thinking to conform to a set of patterns."</b> Pick the option in which the meaning of 'conform' is the same as it is in the passage. a) Flout b) Follow c) Ignore d) Oppose	MCQ	1

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9	Read the following text. (Discursive passage 9)	Q TYPE	12M
<p>Betting big on the growing electric vehicle market in India, luxury car maker Mercedes-Benz is expecting its EV portfolio (present and future) to make up 25 per cent of its total car sales in the next three years, growing from the current levels of three to four per cent.</p> <p>Mercedes-Benz on Thursday launched the GLC, its new petrol/diesel SUV, in Hyderabad. Managing Director and CEO of Mercedes-Benz India Santosh Iyer said the automaker is planning to launch three to four EVs in the coming 12 to 18 months in India.</p> <p>According to him, it would be easier for Mercedes-Benz car users to adopt electric vehicles as most of them already have charging facilities at home or office and may not depend on public infrastructure.</p> <p>He hoped that some states which are still levying road tax on EVs would give an exemption to the segment.</p> <p>He further said the German car maker's plant spread over 100 acres in Pune has the capacity to produce 20,000 units annually, which can be ramped up to 40,000.</p> <p>"Our current investments are close to Rs 2,700 crore in the plant. With GLC (car model launched recently) we have invested an additional Rs 100 crore.</p> <p>On sales figures, Iyer said the high-end automobiles maker sold over 8,500 cars during the first half of the current year and expects double digit growth for the full year. Iyer said the new petrol/diesel SUV launched today has already garnered over 1,500 bookings so far across the country, and there is a waiting period of about four months for new bookings.</p>			
<b>SOURCE OF THE PASSAGE</b>			
Answer the following questions, based on the passage above.			
i	<p>How much does luxury car maker Mercedes-Benz expect its EV portfolio in the next three years?</p> <p>a) 50%</p> <p>b) 25%</p> <p>c) 100%</p> <p>d) 60%</p>	MCQ	1
ii	<p>Where is the car maker's plant located in India?</p> <p>a) Hyderabad</p> <p>b) Pune</p> <p>c) New Delhi</p> <p>d) None of the above</p>	MCQ	1
iii	<p>What does Mercedes Benz want to do in the next three years in India?</p>	SA	2
iv	<p>It would be easier for Mercedes Benz car users to adopt EV as.....</p>	GAP FILLING	1
v	<p>The phrase betting big mean?</p>	MCQ	1

	<ul style="list-style-type: none"> <li>a) Significant risk</li> <li>b) Donning the role of a bookie</li> <li>c) Gambling</li> <li>d) Playing cards</li> </ul>		
vi	What does the CEO expect from certain states?	SA	2
vii	Which word from the passage mean the same as relief/exception?	VSA VOCAB	1
viii	The CEO said that the new petrol/diesel SUV launched today has already garnered over 1,500 bookings so far across the country. What does this imply?	SA	2
ix	<p>Which among the following underlined words <b>does not</b> mean investment?</p> <ul style="list-style-type: none"> <li>a) The company decided to pursue its <u>financing</u> option to lauch new products in the market.</li> <li>b) The start-up successfully secured <u>funding</u> from bank to invest in its Mobile App.</li> <li>c) The company has decided to <u>revoke</u> its policies to mitigate its losses.</li> <li>d) The initial <u>outlay</u> for the new manufacturing equipment was substantial, but the company expected it result in increased production.</li> </ul>	MCQ	1

10.	Read the following text. (Discursive passage 10)	12m
5	<p>"Do you believe in ghosts?" he asks. It's not the first time a patient has asked me this. People can have unusual experiences when they reach the end of life: visitations from spiritual beings, messages delivered in dreams, synchronicities or strange behaviours by animals, birds, even insects.</p> <p>"There are all kinds of ghosts," I respond seriously.</p> <p>"What kind are you talking about?"</p> <p>"You remember me telling you about the war?" he asks.</p> <p>How could I forget? He'd traced his long-standing depression to his time as a supply officer for a World War II combat hospital.</p> <p>"I remember."</p>	
10	<p>"There's something I left out," he says. "Something I can't explain." He goes on to describe one horrific, ice- cold autumn day: Casualties were coming in non-stop. He and others scrambled to transport blood-soaked men on stretchers to triage.</p>	
	<p>"I'd been hustling all day. My back felt broken, and my hands were numb from the cold."</p>	
	<p>He grimaces and swallows hard.</p>	
15	<p>"We were hauling one guy, and my grip on the stretcher slipped." Tears roll down his face. "When he hit the ground, his intestines oozed out. Steam rose up from them as he died."</p>	
	<p>Evan rubs his hands as though they were still cold.</p>	
	<p>"Later that night I was on my cot crying. Couldn't stop crying about that poor guy, and all the others I'd seen die. My cot was creaking, I was shaking so hard."</p>	
	<p>I nod, waiting for him to continue.</p>	
20	<p>"Then I looked up," he says. "Saw a guy sitting on the end of my cot. He was wearing a World War I uniform, with one of those funny helmets."</p>	
	<p>Evan starts crying and laughing at the same time. "He was looking at me with love. I could feel it. I'd never felt that kind of love before." "What was it like?"</p>	
	<p>He pauses. "I guess I just felt like all the pain and cruelty wasn't what was real."</p>	
25	<p>"What was real?"</p>	



30	<p>"Knowing that no matter how cruel the world looks, on some level, somehow, we are all loved. We are all connected."</p> <p>This turned out to be the first of several paranormal visits. Each time the spectre arrived, he would wordlessly express love and leave</p> <p>Evan with a sense of peace and calm. "After the war, the visits stopped," he says. "Years later I was cleaning out Mom's stuff after she died, and I found an old photograph. It was the same guy. I looked on the back, and Mom had written the words 'Uncle Calvin, killed during World War I, 1918.'"</p> <p>We talk some more, then I ask, "What does this have to do with your being in a better mood?"</p>	
35	<p>"He's back," he whispers. "Saw him last night on the foot of my bed. He spoke this time."</p>	

Source - Reader's Digest, Aug 2023 (Words - 465)

**Answer the following questions, based on the passage above.**

i	<p>Why did he respond seriously to the question on ghosts?</p> <p>A. He believed in ghosts.</p> <p>B. He was talking to a patient.</p> <p>C. He didn't want the patient to talk about ghosts</p> <p>D. He didn't wish to make the ghosts angry</p>	1
ii	<p>What sort of unusual experiences can people have after reaching the end of their life?</p> <p>A. See spirits</p> <p>B. Have evocative dreams</p> <p>C. Witness manifestation through animals</p> <p>D. Paranormal hallucinations and illusions</p>	1
iii	<p>The writer normalises the paranormal. Justify this statement in 40 words in the context of the above passage.</p>	2
iv	<p>Complete the sentence appropriately with a characteristic or its description.</p> <p>Based on the information given in the excerpt, one can infer that the ghost is _____.</p>	1

v	<p>Select the option that is similar in meaning to the writer's expression , “swallows hard”.</p> <p>A. His food is hard to chew.</p> <p>B. His food is hard to find.</p> <p>C. He is swallowing something hard.</p> <p>D. He is nervous and agitated.</p>	1
vi	<p>Explain, in about 40 words, why Evan starts crying and laughing at the same time.</p>	2
vii	<p>In the line, “...he would wordlessly express love...”, what does the word “wordlessly ” refer to?</p>	1
viii	<p>How does the following impact the reader, even though they know the ghosts don’t exist?</p> <p>"Knowing that no matter how cruel the world looks, on some level, somehow, we are all loved. We are all connected." Answer in about 40 words.</p>	2
ix	<p>Read the five headlines (a) -(e), given below:</p> <p>(a) SOLDIERS OFTEN SEE GHOSTS</p> <p>(b) GHOSTS ARE COMMON IN HOSPITALS</p> <p>(c) GHOSTS LOVE US</p> <p>(d) GUILT MAKES US SEE GHOSTS</p> <p>(e) WAR KILLS, LOVE HEALS</p> <p>Identify the option that displays the headline/s that DOES/ DO NOT correspond with occurrences in the passage.</p> <p>A. Only (a)</p> <p>B. (c) (d) and (e)</p> <p>C. Only (b)</p> <p>D. (a) and (e)</p>	1

**UNSEEN PASSAGE TO ASSESS COMPREHENSION, INTERPRETATION,  
ANALYSIS, INFERENCE AND VOCABULARY**

**MARKING SCHEME PASSAGE 1**

i	C. hair	1 No partial credit
ii	C. unwittingly	1 No partial credit
iii	<ul style="list-style-type: none"> <li>• As it is cheap,</li> <li>• because it weighs heavily</li> <li>• imparts a pleasing colour</li> <li>• an agreeable aroma</li> </ul>	2 Full credit 2, to two relevant reason -partial credit 1, to one relevant reason -No ½ credit
iv	It has excess quantity of water	1 No partial credit
v	D. Microscopic tests are valuable for the detection of adulteration	1 No partial credit
vi	microscopic examination would reveal the presence of blood, hair and dirt, which the chemist in his test for watered milk would quite overlook.	2 Full credit 2, to two relevant reason -partial credit 1, to one relevant reason -No ½ credit
vii	<ul style="list-style-type: none"> <li>• Reduces the quality of the food</li> <li>• fools the customers</li> <li>• any other relevant point</li> </ul>	1 Full credit 1, to at least 1 relevant reason
viii	<p><b>MICROSCOPIC STUDY:</b></p> <ul style="list-style-type: none"> <li>• Fat globules</li> <li>• Presence of blood, hair and dirt</li> <li>• bacteria</li> </ul> <p><b>CHEMICAL TEST:</b></p> <ul style="list-style-type: none"> <li>• Quantity of water</li> </ul>	2 -2 for correct identification -1 for correct identification of either -No ½ credit
ix	B. Only (a)	1 No partial credit

## MARKING SCHEME PASSAGE 2

2	Read the following text. (Discursive passage)	12M
i	c) Fig II, III and IV	1
ii	b) II AND IV	1
iii	<p>Actions by the manufacturer should include:</p> <ul style="list-style-type: none"> <li>• incrementally reducing salt in products over time so that consumers adapt to the taste and don't switch to alternative products;</li> <li>• promoting the benefits of eating reduced salt foods through consumer awareness activities in food outlets;</li> <li>• publish information related to the calorie count and salt intake on the product package</li> <li>• mention the long term hazards of product intake on the package</li> </ul>	2 (ANY TWO)
iv	reducing people's exposure to unhealthy diets	1
v	c) <b>Salt added during cooking is not the main source of salt intake</b>	1
vi	<p>Salt consumption at home can be reduced by:</p> <ul style="list-style-type: none"> <li>• not adding salt during the preparation of food;</li> <li>• not having a salt shaker on the table;</li> <li>• limiting the consumption of salty snacks;</li> <li>• choosing products with lower sodium content.</li> </ul>	2 (ANY TWO)
vii	reformulating	1
viii	<p>as a tool to implement the marketing recommendations</p> <p>understand the importance of various dietary parts</p>	1 (ANY ONE)
ix	b) Put it in the waste – not on your waist.	1

**MARKING SCHEME PASSAGE. 3**

i	Option ( c)	1 No partial credit
ii	Option (c)	1 No partial credit
iii	Materialistic Science of West & Spiritual Science of East	2 Full credit 2, to two relevant reason -partial credit 1, to one relevant reason -No ½ credit
iv	then they will tell you what reforms are necessary for them	1 No partial credit
v	Option (b) Students are taught concentration of mind through loud prayers	1 No partial credit
vi	Sanskrit education helps propagate Spiritual wealth of the Vedas, promote brotherhood eradicate superstition among masses.	2 Full credit 2, to two relevant reason -partial credit 1, to one relevant reason -No ½ credit
vii	Impeccable	1 Full credit 1
viii	Ramakrishna Mission Educational and Research Institute & Vivekananda Institute for Human Excellence, Hyderabad.	2 -2 for correct identification -1 for correct identification of either -No ½ credit
ix	c) Swami Vivekananda	1 No partial credit

<b>MARKING SCHEME PASSAGE 4</b>		12M
a.	iii. Assertion (A) is true and Reason (R) is false.	1
b.	i. He would order over a walkie-talkie to shut down individual turbines to keep the sky clear.	1
c.	Key words: Local herders sometimes leave poisoned animal carcasses in open areas to kill the vultures that hunted their goats and cattle.	2
d.	Key words: feed on carrion, the carcasses of dead animals	1
e.	iii. Protection for the environment	1
f.	Kipeto Wind Farm helps to generate renewable energy. It is eco-friendly. But it may kill migratory birds also. So to conserve the life of the birds, the Farm needs to be very cautious while generating power. So it sits in a delicate spot trying to balance development and conservation.	2
g.	Culprit	1
h.	Kipeto Wind Farm gives employment to people like Joseph Mureesi and this farm helps to generate renewable energy which contributes to the wind power which is already Kenya's third-largest electricity producer, representing 16% of total generation.	2
i.	i. Both statements are true and statement 2 is the correct explanation of statement 1.	1

### MARKING SCHEME PASSAGE 5

i	<b>B) Han</b>	1 No partial credit
ii	<b>B) October to March.</b>	1 No partial credit
iii	The planned location for the captive breeding center for Hangul deer is <b>Shikargah, Tral in south Kashmir</b> , and its purpose is <b>captive breeding of Hangul, which will be eventually released in the wild.</b>	2 Full credit 2, to two relevant reason -partial credit 1, to one relevant reason -No ½ credit
iv	grazing on	1 No partial credit
v	C) The population has decreased due to hunting and habitat loss.	1 No partial credit
vi	Some recent conservation efforts mentioned in the passage to protect the Hangul deer population in Jammu and Kashmir include: <ul style="list-style-type: none"> <li>● A Habitat Research Study using satellite collaring to understand their movement patterns and habitat.</li> <li>● Conducting the census program of Hangul using satellite telemetry and high-definition field cameras.</li> <li>● Collaborative research with the Wildlife Trust of India to study the relic population of Hangul outside Dachigam National Park.</li> </ul>	2 Full credit 2, to two relevant reason -partial credit 1, to one relevant reason -No ½ credit
vii	<b>c) unusual.</b>	1 Full credit 1, to at least 1 relevant reason

viii	'Han' in the passage is <b>the local name for the horse chestnut tree.</b>	2 -2 for correct identification -1 for correct identification of either -No ½ credit
ix	<b>A) Leopards.</b>	1 No partial credit



## MARKING SCHEME PASSAGE 6

- i. b. Window and wall
- ii. c. twelve
- iii. He tried to correct his clock but could not. Then he groped his way out of bed to the window, wiped it with his gown's sleeve, but could find the street foggy and cold, without any rush of people.
- iv. every time he tried to convince himself that it was a dream, his mind flew back to the ghost's existence.
- v. c. The hikers had to scramble up the steep mountain to reach the summit.
- vi. The ghost had told that it would come at one in the night and he thought if he was not awake, it would kill him.
- vii. the more he endeavoured not to think, the more he thought.
- viii. transparent-opaque
- ix. c. A,B,D

## MARKING SCHEME PASSAGE 7

- i) (a) all the languages
- ii) (d) all of above
- iii) (c) 4, 1, 2, 3
- iv) (a) the language has been created since 1979.
- v) (c) image 3
- vi) (a) Atlantic slave trade
- vii) (c) grammar is common to all languages.
- viii) (b) evolution of some of the most recent languages
- ix) (b) complex Grammar systems which emerge from pidgins
- x) It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way? A new creole was born.
- xi) (b) 1 and 3

**MARKING SCHEME PASSAGE 8**

i	(c) The urge to conform and play safe.	1 No partial credit
ii	(a) More in the laboratories	1 No partial credit
iii	The writer realised that many a time it pays to mug up the answer properly because the teachers find it easier to evaluate that way. It seems the more deviation there is from the way the sentences are framed in the textbook, the more risk one runs of losing marks.	2 -2 for correct explanation -Partial credit 1 for partially addressing the Q - No ½ credit
iv	The article emphasises on the need for shifting education from remembering to understanding.	1 No partial credit
v	(d) All of these	1 No partial credit
vi	Too much syllabus, too many students per teacher, lack of enough hands-on exercises, teaching as a routine with an aim of completing the syllabus in time rather than with the goal of imparting knowledge, and the curriculum designed keeping in view the most intelligent student rather than average student are the most important factors.	2 -2 for correct explanation -Partial credit 1 for partially addressing the Q - No ½ credit
vii	The 'imaginary boxes' refers to the ways of thinking that we cannot change	1 No partial credit
viii	Peer pressure, high expectations of the parents in an extremely competitive environment, the multitude of distractions in an era of technological revolution are adding further to the burden on the minds. young	2 -2 for correct explanation -Partial credit 1 for partially addressing the Q - No ½ credit
ix	(b) Follow	1 No partial credit

<b>MARKING SCHEME PASSAGE 9</b>		
i	b)25%	1 No partial credit
ii	b)Pune	1 No partial credit
iii	planning to launch three to four EVs in the coming 12 to 18 months in India.	2 -2 for correct explanation - Partial credit 1 for partially addressing the Q - No ½ credit
iv	Most already have charging facilities at home or office and may not depend on public infrastructure.	1 No partial credit
v	a) Significant risk	1 No partial credit
vi	states which are still levying road tax on EVs would give an exemption to the segment.	2 -2 for correct explanation - Partial credit 1 for partially addressing the Q - No ½ credit
vii	exemption	1 No partial credit
viii	It implies that that market for SUVs is expanding in India.	2 -2 for correct explanation - Partial credit 1 for partially addressing the Q - No ½ credit
ix	c)The company has decided to <u>revoke</u> its policies to mitigate its losses	1 No partial credit

	<b>MARKING SCHEME PASSAGE 10</b>	<b>12m</b>
i	B. He was talking to a patient.	1 No partial credit
ii	D. Paranormal hallucinations and illusions	1 No partial credit
iii	<p>The writer normalises the paranormal by making the ghost behave and talk like a normal human and display positive human emotions.</p> <p>Point 1 - Ghost behaves like a normal human being. The ghost sits on the bed and doesn't indulge in any violence or bullying.</p> <p>Point 2 - Ghost is emotionally supportive and empathetic. The ghost is presented as benevolent, having emotions, being supportive. The ghost is not trying to spread fear but reassurance.</p>	2 -Full credit 2, when correct response for both is stated - Partial credit 1, when correct response for either is stated -No credit of ½
iv	<p>(Any one)</p> <p>Based on the information given in the excerpt, one can infer that the ghost is -</p> <ul style="list-style-type: none"> <li>- not at all fearsome or bloodthirsty</li> <li>- benevolent and caring</li> <li>- empathetic and sensitive</li> </ul> <p>(Any other relevant answer/ point based on the passage)</p>	1 No partial credit
v	D. He is nervous and agitated.	1 No partial credit
vi	Evan starts crying and laughing at the same time because he is both sad and happy.	2 -Full credit 2,

	<p>Point 1 - He is saddened by the loss of life resulting from the war. War is a mindless monster.</p> <p>Point 2 - He is happy because a ghost is not as menacing as war. Ghost is an empathetic spirit.</p>	<p>when correct response for both is stated - Partial credit 1, when correct response for either is stated -No credit of ½</p>
vii	<p>(Any one)</p> <ul style="list-style-type: none"> <li>- Silently by means of gestures</li> <li>- Without using a verbal inputs/ words</li> <li>- By means of emotions and not verbal expressions</li> </ul> <p>(Any other relevant answer/ point based on the passage)</p>	<p>1</p> <p>No partial credit</p>
viii	<p>(Any one)</p> <p>Human beings are social animals. We can't exist alone. We depend on each other. We want to be loved. We value care and compassion. We need to communicate and express our emotions.</p> <p>When we are troubled by traumatic experiences, sharing with others helps us in coping with those experiences. We want someone to listen to our woes. The very act of listening is support giving.</p> <p>The ghost plays the role of a counsellor. The ghost sits there and provides invaluable emotional support. The ghost doesn't cause fear but helps in taking away the fear.</p> <p>(Any other relevant answer/ point based on the passage)</p>	<p>2</p> <p>-2 for correct interpretation and explanation - Partial credit 1 for partially addressing the Q - No ½ credit</p>
ix	<p>B. (c) (d) and (e)</p>	<p>1</p> <p>No partial credit</p>

**UNSEEN CASE-BASED FACTUAL PASSAGE WITH VERBAL/VISUAL INPUTS LIKE STATISTICAL DATA, CHARTS ETC. TO ASSESS COMPREHENSION, INTERPRETATION, ANALYSIS, INFERENCE AND EVALUATION.**

**1. Read the following text. (CASE BASED PASSAGE 1)**

Since 2008, the program has conducted 38 expeditions, produced 30 documentaries, and published more than 250 peer-reviewed studies that have upended longheld assumptions about marine ecosystems, including the power of highly protected areas to rapidly restore depleted fish, coral reefs, and kelp forests in adjacent waters. In a 2021 paper for Nature, Sala demonstrated that protecting 30% of the ocean would also deliver benefits for commercial fisheries and carbon sequestration. He identified key areas that, if protected, would provide the most benefit in terms of nature conservation, food production, and climate mitigation, a kind of more-bang-for-your-protection-buck checklist that he is now trying to persuade local governments to implement. Overall, Pristine Seas has helped midwife a total of 26 MPAs (marine Protected areas) into existence, raising the percentage of protected ocean from 1% to 8%.

That’s still significantly less than the 30% that — scientists say is necessary to protect ocean biodiversity. Sala visibly flinches when reminded of that shortfall, and acknowledges the pressures piling up since he started 15 years ago, from a quadrupling of plastic waste to higher temperatures and increased fishing pressures. “Now I’m working on the cure, but the patient is getting worse and worse,” he concedes. “We fix the lungs. But oh, now there’s something wrong with the liver. Oh, and there is a blood clot. So yeah, it’s a Sisyphean task. But that’s what makes me keep going. I don’t see a bigger purpose than working to save life on earth.”

In a 2009 expedition to Kiribati’s Southern Line Islands, a chain of uninhabited atolls 1,800 miles southwest of Hawaii, Sala found reefs that had never seen pressure from commercial fisheries, a “thriving coral jungle full of large fish.” Before then, he says, scientists “had no idea what pristine reefs looked like.” In 2015 and 2016, disaster struck. A marine heat wave triggered coral bleaching in more than half the reef. Sala thought he was witnessing the destruction of one of the ocean’s last intact coral colonies. But a return visit in 2022 demonstrated a “miraculous” recovery. Coral was growing back, and the fish were as plentiful as they had ever been. “It recovered like a phoenix,” says Sala.

Source: TIME Magazine, Sep, 2023

Answer the following questions, based on given passage.

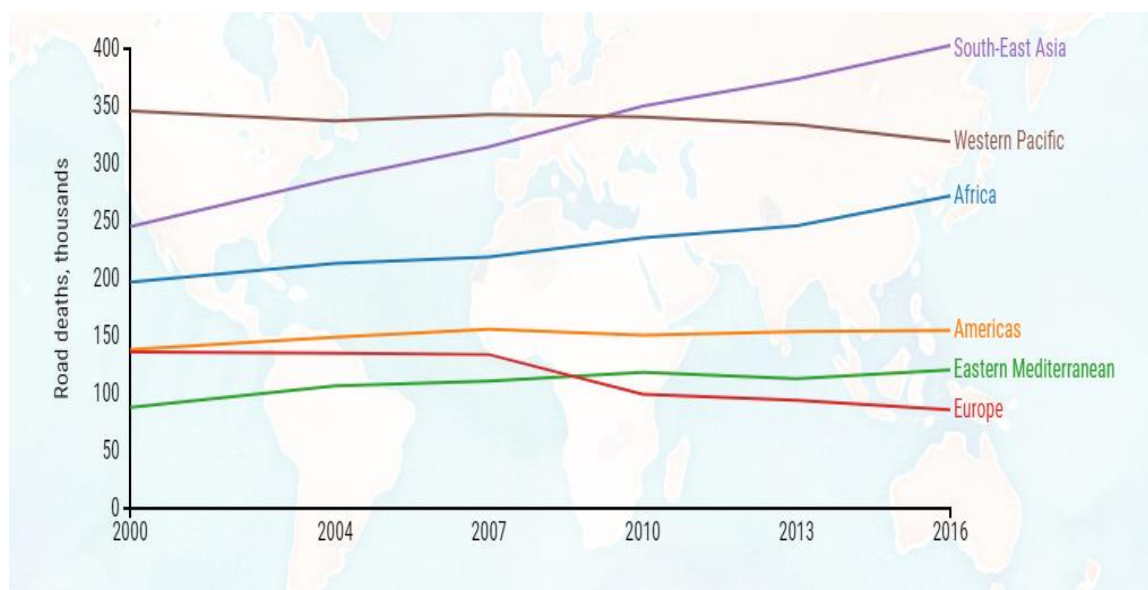
i	Share evidence from the text, in about 40 words to support the view that Sala compares the oceans ecosystem to a critical human patient.	SA	2
ii	According to Sala, which long held assumptions have the peer- reviewed studies upended? A. Power of protected areas to rapidly restore depleted fish B. Protecting 30% of the ocean would also deliver benefits for fisheries C. Pristine seas have raised the percentage of protected ocean from 1 to 8% D. None	MCQ	1

iii	What does 'pristine reef' mean in the given passage?	VSA	1
iv	What are the "pressures piling up since he started 15 years ago" A. Quadrupling of plastic waste B. Higher temperatures C. Increased fishing pressures D. All of the above	MCQ	1
v	According to the study, what has triggered the coral bleaching in 2015 and 2016. A. Acidic rainfall B. Marine heat wave C. Cyclonic storms D. Extreme winters	MCQ	1
vi	Explain, in about 40 words, what have the pristine seas done to rejuvenate marine ecosystems.	SA	2
vii	Complete the sentence appropriately. We can infer from the passage that Sala through his work is trying to protect _____	GAP FILLING	1
viii	State TRUE or FALSE. Sala calls his work Sisyphean as he has increased the percentage of protected ocean from 1% to 8%.	VSA TRUE/FALSE	1







**2. Read the following text. (CASE BASED PASSAGE 2)**






1. Every year the lives of approximately 1.3 million people are cut short as a result of a road traffic crash. Between 20 and 50 million more people suffer non-fatal injuries, with many incurring a disability as a result of their injury.
2. Road traffic injuries cause considerable economic losses to individuals, their families, and to nations as a whole. These losses arise from the cost of treatment as well as lost productivity for those killed or disabled by their injuries, and for family members who need to take time off work or school to care for the injured. Road traffic crashes cost most countries 3% of their gross domestic product.
3. More than 90% of road traffic deaths occur in low- and middle-income countries. Road traffic injury death rates are highest in the African region and lowest in the European region. Even within high-income countries, people from lower socio-economic backgrounds are more likely to be involved in road traffic crashes. Road traffic injuries are the leading cause of death for children and young adults aged 5-29 years. From a young age, males are more likely to be involved in road traffic crashes than females. About three quarters (73%) of all road traffic deaths occur among young males under the age of 25 years who are almost 3 times as likely to be killed in a road traffic crash as young females.
4. The safe system approach to road safety aims to ensure a safe transport system for all road users. Such an approach takes into account people's vulnerability to serious injuries in road traffic crashes and recognizes that the system should be designed to be forgiving of human error. The cornerstones of this approach are safe roads and roadsides, safe speeds, safe vehicles, and safe road users, all of which must be addressed in order to eliminate fatal crashes and reduce serious injuries. An increase in average speed is directly related both to the likelihood of a crash occurring and to the severity of the consequences of the crash. Driving under the influence of alcohol and any psychoactive substance or drug increases the risk of a crash that results in death or serious injuries.
5. If traffic laws on drink-driving, seat-belt wearing, speed limits, helmets, and child restraints are not enforced, they cannot bring about the expected reduction in road traffic fatalities and injuries related to specific behaviours.



Source: Road Traffic Injuries (Edited) <https://www.who.int/news-room/fact-sheets/detail/road-traffic-injuries> (393 words)

Answer the following questions, based on given passage.

i	<p>What could be the various reasons behind increase in the number of road accidents in developing or under developed countries as compared to developed nations? State any TWO reasons.</p>	SA	2
ii	<p>An increase in average speed is directly related both to the likelihood of a crash occurring and to the severity of the consequences of the crash.</p> <p>In view of the above statement, what advice would you give to your sibling who has recently got his/her driver's license?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>A</p> </div> <div style="text-align: center;">  <p>B</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>C</p> </div> <div style="text-align: center;">  <p>D</p> </div> </div> <p>a) Option A b) Option B c) Option C d) Option D</p>	MCQ	1
iii	<p>Road traffic injuries cause considerable economic losses to individuals and their families. What can be done to reduce their loss?</p>	VSA	1
iv	<p>According to a study by the National Highway Traffic Safety Administration, males get into more car accidents than women every year.</p> <p>Which among the following is NOT a justifiable reason behind the fact?</p>	MCQ	1

	<p>a) Men drive more miles as compared to women.</p> <p>b) Men are more likely to engage in risky driving behaviour, including driving under the influence, not wearing seat belts, and speeding.</p> <p>c) Females are naturally cautious and follow rules promptly.</p> <p>d) Men typically drive heavier vehicles than women</p>		
v	<p>You have decided to take a long drive in the hills. Which signs will you heed the most to ensure road safety?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Fig I</p> </div> <div style="text-align: center;">  <p>Fig II</p> </div> <div style="text-align: center;">  <p>Fig III</p> </div> <div style="text-align: center;">  <p>Fig IV</p> </div> <div style="text-align: center;">  <p>Fig V</p> </div> </div> <p>a) Fig I, III and V</p> <p>b) Fig II, III and IV</p> <p>c) Fig II, III and V</p> <p>d) Fig I, II and V</p>	MCQ	1
vi	<p>Enumerate any TWO road safety approaches you would like to adopt in your area to reduce death rate due to road accidents in your area.</p>	SA	2
vii	<p>Complete the given sentence in ONE word</p> <p>According to the graph, in the past _____ years, the death rate in Americas due to road accidents has remained unchanged.</p>	GAP FILLING	1
viii	<p>State TRUE or FALSE.</p> <p>In countries like Italy, Germany, France, UK there has been 33% reduction in the number of road deaths in the first decade of the 21<sup>st</sup> century.</p>	VSA TRUE/FALSE	1

**3. Read the following text. (CASE BASED PASSAGE 3)**

The protection of wildlife has a long tradition in India. Many stories of Panchtantra and Jungle Books, etc. have stood the test of time relating to the love for wildlife. These have a profound impact on young minds.

In 1972, a comprehensive Wildlife Act was enacted, which provides the main legal framework for conservation and protection of wildlife in India. The two main objectives of the Act are; to provide protection to the endangered.

species listed in the schedule of the Act and to provide legal support to the conservation areas of the country classified as National parks, sanctuaries and closed areas. This Act has been comprehensively amended in 1991, making punishments more stringent and has also made provisions for the protection of specified plant species and conservation of endangered species of wild animals.

There are 101 National parks and 553 wildlife sanctuaries in the country (Appendix V).

Wildlife conservation has a very large ambit with unbounded potential for the well-being of humankind. However, this can be achieved only when every individual understands its significance and contributes his bit.

For the purpose of effective conservation of flora and fauna, special steps have been initiated by the Government of India in collaboration with for UNESCO's 'Man and Biosphere Programme'.

Special schemes like Project Tiger (1973) and Project Elephant (1992) have been launched to conserve these species and their habitat in a sustainable manner.

Project Tiger has been implemented since 1973. The main objective of the scheme is to ensure maintenance of viable population of tigers in India for scientific, aesthetic, cultural and ecological values, and to preserve areas of biological importance as natural heritage for the benefit, education and enjoyment of the people. Initially, the Project Tiger was launched in nine tiger reserves, covering an area of 16,339 sq. km, which has now increased to 50 tiger reserves, encompassing 71,027.10 sq. km of core tiger habitats distributed in 18 states. The tiger population in the country has registered an increase from 1,411 in 2006 to 2,967 in 2020 which is 70 per cent of the global tiger population.

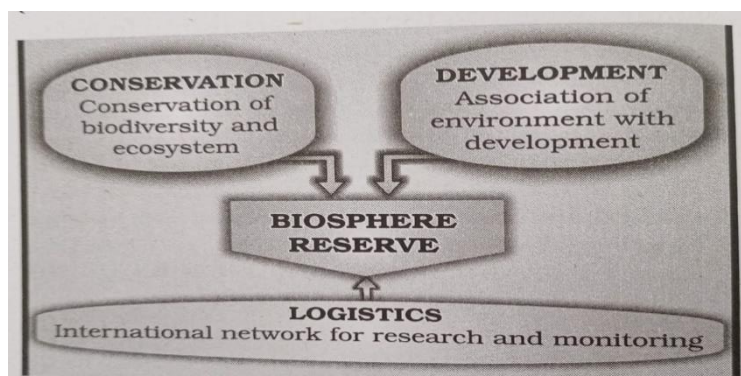
Project Elephant was launched in 1992 to assist states having free ranging population of wild elephants. It was aimed at ensuring long- term survival of identified viable population of elephants in their natural habitat.

The project is being implemented in 16 states.

Apart from this, some other projects such of as Crocodile Breeding Project, Project Hangul e and conservation of Himalayan Musk deer have also been launched by the Government of India.

A Biosphere Reserve is a unique and representative ecosystem of terrestrial and coastal areas which are internationally recognised within the framework of UNESCO's Man and Biosphere (MAB) Programme. The Biosphere Reserve aims at achieving the three objectives as depicted in Figure.

Nilgiri Biosphere Reserve, Nanda Devi Biosphere Reserve , Sunderban Biosphere Reserve, Gulf of Mannar Biosphere Reserve are some of the important Reserves of India .



Source: India Physical Environment Textbook in Geography for class XI (Natural Vegetation)

Answer the following questions, based on given passage.

i	You are to deliver a speech in the morning assembly. Which two objectives would you highlight in support of Wildlife Act?	SA	2
ii	For effective conservation of flora and fauna which program would be helpful? 1 a) Jungle Book b) Man and biosphere c) Panchatantra d) None of these	MCQ	1
iii	Locate a sentence that clarifies the connection between wildlife and human kind.	VSA	1
iv	Which of these is not true about Project Tiger? a) Its objective is to ensure maintenance b) It was implemented since 1973. c) It has been launched in 50 Tiger reserves.	MCQ	1

	d) It improves cultural and ecological values.		
v	Choose the odd one out regarding Biosphere Reserve : a) it deals with air masses ,irrigation and cloud burst b) it deals with conservation of biodiversity and ecosystem c) it is international network for research and monitoring d) it is an association of environment with development	MCQ	1
vi	Why did it become necessary to protect animals ? Give valid reasons in 40 words.	SA	2
vii	The global Tiger population in 2020 shows an _____ ( increase/ decrease) of 70% .	GAP FILLING	1
viii	Projects like Crocodile Breeding, Mosquito Breeding, Musk Deer conservation, Project Hangul have been launched by Govt. of India.	VSA TRUE/FA LSE	1

**4 Read the following text (CASE BASED PASSAGE 4) (10 Marks)**

Extremes weather changes surpassing their usual statistical ranges and tumbling records in India could be an early warning bell of global warming. Extreme weather events like the recent record setting in western Indian city of Mumbai or all time high fatalities due to the heat wave in southern Indian states or increasing vulnerability of eastern Indian states to flood could all be a manifestation of climate change in the Asian subcontinent. While the sceptics may be inclined to dismiss these events as simple local aberrations, when viewed in an epidemiological paradigm in terms of person, time and space couple with frequency, intensity and fatalities, it could well be an early manifestation of climate change. Global warming poses serious challenge to the health sector and hence warrants emergency health preparedness and response. Climate-sensitive diseases are among the largest global killers, hence major brunt of global climate change in terms of adverse health impact will be mostly borne by the developing countries in Asia.

The Indian metropolitan city of Mumbai was besieged with India's heaviest downpour of the century in July 2005, killing nearly 600 people. According to the Indian Meteorological department, it was the heaviest ever rainfall received in a single day, anywhere in India recording 94.4 cm in the last 100 years. It broke the record of previous highest rainfall at one place in India at Cherrapunjee in Meghalaya of 83.82 cm recorded on July 12th, 1910. Cherrapunjee in the North Eastern state of Meghalaya is a generally well known for being the wettest place in the world.

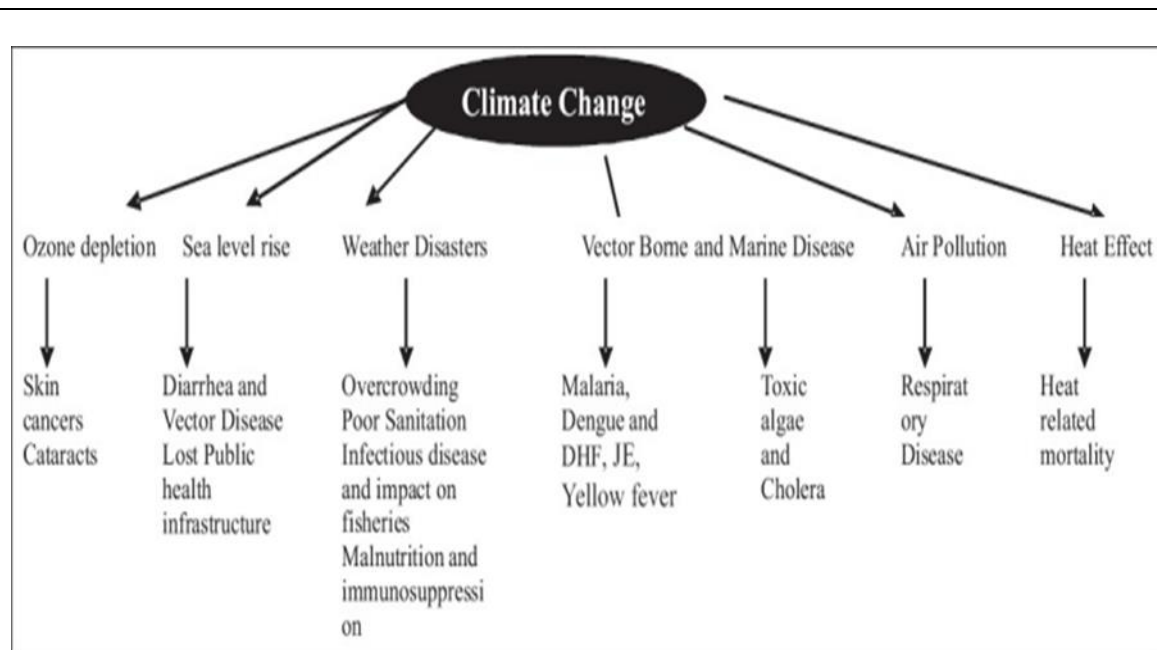
In the same year, there was another record broken in Eastern Indian state of Orissa, for unusual mercurial rise in summer, June 2005 recorded the highest temperature of 46.3 degree Celsius in Bhubaneswar of the last 33 years which is 10 degrees above normal, leading to a heatwave. Speaking of heat wave, the 1998 heat wave in Orissa was recorded as one of the worst, claiming more than 2000 lives. 1998 was the warmest year globally.

Extremes of climatic changes surpassing their usual statistical ranges and tumbling records in India should be an early alarm to all of us to sit back and take notice. Extreme weather could be a manifestation of global climate change and global warming.

We are not insisting that the record-breaking Mumbai rain or heat waves in Orissa have a direct causal association with global warming /global climate change but at the same time, we should also not ignore them as "simple local aberrations". Extreme weather events such as severe storms, floods and drought have claimed thousands of lives during last few years and have adversely affected the lives of millions and cost significantly in terms of economic losses and damage to property.

Orissa is no stranger to cyclones but the 1999 cyclone was again unprecedented for the sheer severity with wind speed reaching over 300 km per hour leaving nearly 10000 dead and has gone down in history as the Super cyclone. Cheerrapunjee, the world's wettest place is going through a rare rain crisis and is experiencing dry spells. This year while Mumbai was being flooded, Cherrapunjee received less than average rainfall in June and July with distressing situation subsequently.

In addition to changing weather patterns, climatic conditions affect diseases transmitted through water and via vectors such as mosquitoes. Climate-sensitive diseases are among the largest global killers. Diarrhoea, malaria and protein-energy malnutrition alone caused more than 3.3 million deaths globally in 2002, with 29% of these deaths occurring in the Region of Africa.



Let's face it; the major brunt of global climate change in terms of adverse health impact will be mostly borne by poor and developing countries, even though rich and industrialized countries account for maximum greenhouse gas emission.

(Edited)

Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3168167/>

Answer the following questions, based on given passage.

a.	Climate sensitive diseases affect many countries in Asia because of these reasons: a. poverty b. landslides c. lack of greenery d. poor health infrastructure e. poor nutritional level i. Options a, b, d ii. Options b, d, e iii. Options b, c, e iv. Options a, d, e	MCQ	1
b.	What do you understand by the word 'sceptics'?	VSA VOCAB	1
c.	Mumbai will one day beat Cherrapunjee and become the wettest place on earth. The figure of speech that can be found here is i. Understatement ii. Metaphor iii. Sarcasm iv. Humour	MCQ	1
d.	As an environmentalist you are worried about Cherrapunjee and therefore you are writing an article on the present crisis of rain at Cherrapunjee. Provide a suitable title for the article.	VSA	1



e.	Fill up the blank: 1998: Orissa :: _____: Mumbai	GAP FILLING	1
f.	During the heat wave, Orissa Govt. might have declared this: i. All must wear cotton clothes mandatorily. ii. There will be subsidy on AC and Cooler. iii. All must install solar panel at their homes. iv. School timing for children will be reduced.	MCQ	1
g.	We are being alarmed about the climate change through various ways. Mention about two such alarms which are mentioned in the passage.	SA	2
h.	Explain the phrase “simple local aberrations” according to your understanding of the passage.	SA	2
i.	Mention two diseases that might spread in Mumbai because of excessive rainfall and increased sea level.	VSA	1
j.	“करे कोई भरे कोई” This Hindi proverb finds its reflection in one sentence from the given passage. Find out that sentence.	(As extra question for option) SA	2

**Read the following text. (CASE BASED PASSAGE 5)**

**Chandrayaan-2: Historic mission to the moon-**

**By T.S. Subramanian**

IT was a moment of delirious joy not only for about 7,500 people gathered at the newly built Viewers' Gallery outside the Sriharikota spaceport but also for the rocket and spacecraft engineers intently looking at their consoles in the Mission Control Centre (MCC) inside the spaceport. As a voice from the MCC boomed around 3 p.m. on July 22 that the Geosynchronous Satellite Launch Vehicle-Mark III (GSLV-Mk III M-1) had put Chandrayaan-2 into orbit, loud applause reverberated in the MCC. The Indian Space Research Organisation (ISRO) Chairman, K. Sivan, and rocket and spacecraft technologists did not hide their joy.

Among those who travelled to Sriharikota to watch the launch was a couple from Gondia near Nagpur in Maharashtra, Niraj Verma and Rashmi Verma, who proudly cradled in their hands a model of the GSLV-Mk III rocket they had made themselves.

“ISRO bounced back with flying colours,” Sivan declared, soon after the Chandrayaan-2 composite module went into orbit. There was reason for him to be delighted because a technical snag in the vehicle had forced ISRO to cancel the lift-off on July 15, 56 minutes before ignition at 2:51 a.m. The snag was tackled on a war-footing and the launch was rescheduled for 2:43 p.m. on July 22.

On that day, when the GSLV-Mk III M-1 put the Chandrayaan-2 composite module into a perfect orbit, more than 16 minutes after lift-off at 2:43 p.m., it signalled the beginning of India's 48-day journey to the moon. But it will be a journey replete with technological challenges, because ISRO will not only put a spacecraft/orbiter called Chandrayaan-2 into orbit around the moon but land a contraption called lander at the South Pole of the moon. The lander, named Vikram after Vikram Sarabhai, the charismatic founder of India's space programme, will touch down gently on the moon on September 7. From the lander will emerge a rover called Pragyaan (“knowledge”) and it will roll out to the lunar surface. This robotic vehicle will wander to a maximum distance of 500 metres on the south polar region of the

moon. Both Vikram and Pragyaan will perform experiments on the moon for 14 earth days, or one lunar day, with their science payloads. Simultaneously, the Chandrayaan-2 orbiter, from its orbital perch 100 kilometres above the moon, will take pictures of the lunar surface. Its instruments will look for minerals and buried water on the moon. The orbiter's life span is one year.

On July 24, a second success came ISRO's way. ISRO Telemetry, Tracking and Command Network (ISTRAC) fired Chandrayaan-2's onboard propulsion for about 48 seconds and raised the composite module's orbit to 241.5 km x 45,162 km around the earth. On July 26, the propulsion systems were fired again for more than 883 seconds and Chandrayaan-2's orbit raised to 251 km x 54,829 km.

Source: **Published in The Hindu : Aug 03, 2019 07:00 IST**

Answer the following questions, based on given passage.

i	Who were Niraj Verma and Rashmi Verma, and why were they mentioned in the passage?	SA	2
ii	1. What was the reason for the delay in the Chandrayaan-2 launch on July 15, 2019? a) Weather conditions b) Technical snag c) Fuel shortage d) Lunar eclipse	MCQ	1
iii	What did ISRO Telemetry, Tracking, and Command Network (ISTRAC) do on July 26 as part of the Chandrayaan-2 mission?	VSA	1
iv	1. What is the primary mission of the Chandrayaan-2 orbiter? a) To land on the moon's South Pole b) To deploy the Pragyaan rover c) To take pictures of the lunar surface d) To conduct experiments on Earth	MCQ	1
v	What was the role of the Chandrayaan-2 orbiter in the mission? A) To land on the moon B) To explore the lunar surface with a rover C) To capture images of the lunar surface and analyse it D) To conduct experiments on the moon's surface	MCQ	1
vi	In your opinion, why do you think stories like Niraj Verma and Rashmi Verma creating a model of the GSLV-	SA	2

	Mk III rocket are important for inspiring students to pursue careers in science and technology?		
vii	"In the Chandrayaan-2 mission, ISRO aimed to land the _____ (synonym for 'spacecraft designed to land on the moon') named Vikram at the moon's South Pole.	GAP FILLING	1
viii	Determine whether the given statement is <b>True or False</b> : The Chandrayaan-2 orbiter will primarily conduct experiments on the lunar surface, while the lander and rover will observe the moon from its orbital position.	VSA TRUE/FA LSE	1

**6. Read the following text. (CASE BASED PASSAGE 6)**

The UN's 2017 International Year tells that sustainable tourism is an important tool for development, most importantly in poor communities and countries. Today sustainability — environmental, social, and economic — is increasingly recognised as the benchmark for all tourism business. As noted by the UN World Tourism Organisation, 57% of international tourist arrivals will be in emerging economies, by 2030. The various 'Tourism Terms' are defined as follows:

Category	Definition
Ecotourism	Responsible travel to natural areas that conserves the environment, socially and economically sustains the well-being of local people, and creates knowledge and understanding through interpretation and education of all involved (including staff, travellers, and community residents).
Ethical Tourism	Tourism in a destination where ethical issues are the key driver, e.g. social injustice, human rights, animal welfare, or the environment.
Geotourism	Tourism that sustains or enhances the geographical character of a place — its environment, heritage, aesthetics, culture, and well-being of its residents.
Pro-Poor Tourism	Tourism that results in increased net benefit for the poor people in a destination.
Responsible Tourism	Tourism that maximises the benefits to local communities, minimises negative social or environmental impacts, and helps local people conserve fragile cultures and habitats or species.
Sustainable Tourism	Tourism that leads to the management of all resources in such a way that economic, social, and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes, biological diversity, and life-support systems.

**Based on data collected by a survey by Travel Bureau, the following market profile of an eco tourist was constructed:**

**Age:** 35 – 54 years old, although age varied with activity and other factors such as cost.

**Gender:** 50% female and 50% male, although clear differences based on activity were found.

**Education:** 82% were college graduates, a shift in interest in ecotourism from those who have high levels of education to those with less education was also found, indicating an expansion into mainstream markets.

**Household composition:** No major differences were found between general tourists and experienced eco tourists.

**Party composition:** A majority (60%) of experienced ecotourism respondents stated they prefer to travel as a couple, with only 15% stating they preferred to travel with their families, and 13% preferring to travel alone.

(Experienced eco tourists = Tourists that had been on at least one "ecotourism" oriented trip.)

**Trip duration:** The largest group of experienced eco tourists— (50%) preferred trips lasting 8-14 days.

**Expenditure:** Experienced eco tourists were willing to spend more than general tourists, the largest

group (26%).

**Important elements of trip:** Experienced Eco tourists top three responses were: (a) wilderness setting, (b) wildlife viewing, (c) hiking/trekking.

**Motivations for taking next trip:** Experienced eco tourists top two responses were (a) enjoy scenery/ nature, (b) new experiences/places.

Source: Internet

Answer the following questions, based on the given passage.

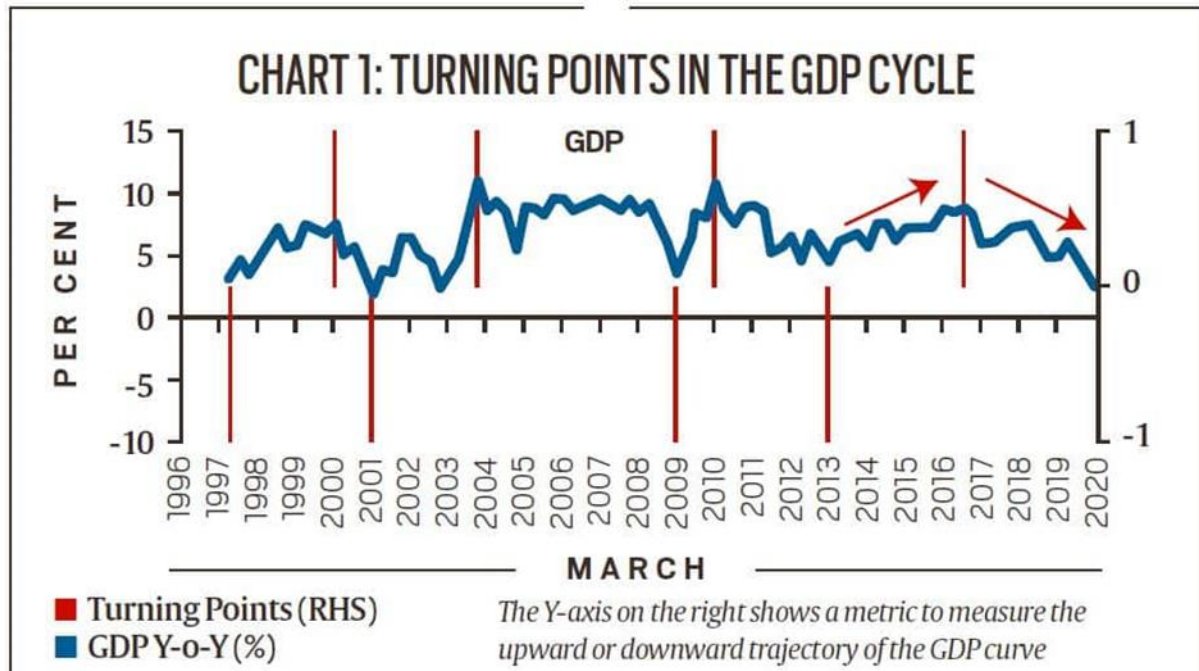
i	Mention inherent qualities of geotourism.	SA	2
ii	In the line “..... recognised as the benchmark”, the word “benchmark” does not refer to: (a) a basis for something. (b) the criterion required. (c) the ability to launch something new. (d) a standard point of reference.	MCQ	1
iii	What does the survey say about the age range of eco-tourists?	VSA	1
iv	The World Tourism Organisation of the UN, in an observation, shared that: (a) emerging economies of the world will gain 57% of their annual profits from international tourists. (b) countries with upcoming economies shall see maximum tourist footfall from all over the world in the next decade. (c) many international tourists in 2030 will be from developing countries. (d) barely any tourist in the next decade shall travel from an economically strong nation to a weak one.	MCQ	1
v	Choose the option that lists the correct answers for the following: 1. Asha Mathew, an NRI, loves animals and wishes to travel to places that safeguard their rights and inculcate awareness of their rights. What kind of tourist is she? 2. Gurdeep Singh from UK is an environmental scientist and has always chosen to travel to places that are examples of a symbiotic relationship between man and nature. What kind of tourist is he?	MCQ	1

	<p>(a) (1) is an ecotourist and (2) is a geotourist.</p> <p>(b) (1) is an ethical tourist and (2) is a geotourist.</p> <p>(c) (1) is a sustainable tourist and (2) is a pro-poor tourist.</p> <p>(d) (1) is a geotourist and (2) is a responsible tourist.</p>		
vi	Mention one of the most powerful driving forces leading experienced eco tourists to invest in new trips.	SA	2
vii	According to the survey conducted by the Travel Bureau, the total percentage of experienced eco tourist who did not prefer to travel was.....	GAP FILLIN G	1
viii	The education aspect in the market profile of the eco tourist revealed that ecotourism was no more limited to the small group of highly educated travellers. (True/False)	VSA TRUE/F ALSE	1

**7. CASE BASED PASSAGE (CASE BASED PASSAGE 7)**

Read the following passage:

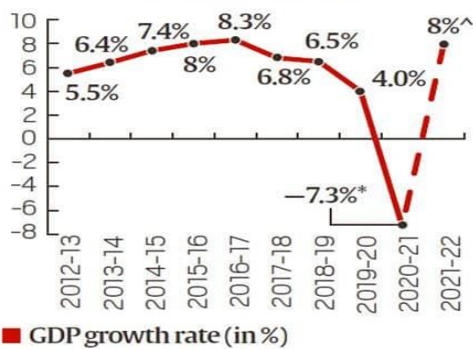
India's GDP Fall in Covid-19 Pandemic :The Indian government has released its latest estimates of economic growth for the last financial year that ended in March 2021. India's Gross Domestic Product (GDP) contracted by 7.3% in 2020-21. To understand this fall in perspective, remember that between the early 1990s until the pandemic hit the country, India grew at an average of around 7% every year. Gross Domestic Product Let us look at Chart 1, provided in the Reserve Bank of India or RBI's Annual Report for FY21 that was released on May 27. The chart maps the turning points in India's growth story.



Two things stand out. After the decline in the wake of the Global Financial Crisis, the Indian economy started its recovery in March 2013 — more than a year before the present government took charge. The government's decision to demonetize 86% of India's currency overnight on November 8, 2016 is seen by many experts as the trigger that set India's growth into a downward spiral. As the ripples of demonetization and hastily implemented Goods and Services Tax (GST) spread through an economy that was already struggling with massive bad loans in the banking system, the GDP growth rate steadily fell from over 8% in FY17 to about 4% in FY20, just before Covid-19 hit the country. As an analysis of key variables suggests, the fundamentals of the Indian economy were already quite weak even in January last year — well before the pandemic. For example, if one looks at the recent past (Chart 2), India's GDP growth pattern resembled an —inverted V|| even before Covid-19 hit the economy. Fiscal deficit The fiscal deficit is essentially a marker of the health of government finances and tracks the amount of money that a government has to borrow from the market to meet its expenses.

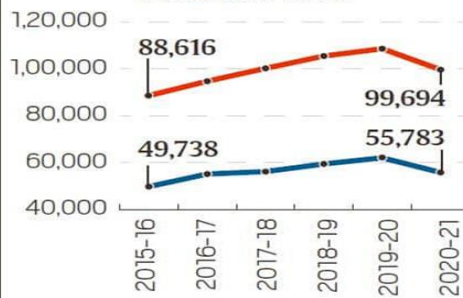


**CHART 2: GDP GROWTH RATE — AN 'INVERTED V'**



■ GDP growth rate (in %)  
 \* Provisional Estimates  
 ^ SBI forecast  
 Source: MoSPI; Express Research

**CHART 3: FALLING PER CAPITA GDP AND PER CAPITA PRIVATE CONSUMPTION**



■ Per Capita GDP in Rs (constant prices)  
 ■ Per Capita PFCE in Rs (constant prices)  
 Source: MoSPI

Rupee vs. dollar : The exchange rate of the domestic currency with the US dollar is a robust metric to capture the relative strength of the economy. A US dollar was worth Rs 59 in 2014. Seven years later, it is closer to Rs 73. The relative weakness of the rupee reflects the reduced purchasing power of the Indian currency. What's the outlook on growth? The biggest engine for growth in India is the expenditure by common people in their private capacity. This —demands for goods accounts for 55% of all GDP. In Chart 3, the blue curve shows the per capita level of this private consumption expenditure, which has fallen to levels last seen in 2016-17.

Source: The Indian Express, 12th September 2021

Answer the following questions, based on given passage.

i	Select the correct inference with reference to the following: The fiscal deficit is essentially a marker of the health of government finances.... a) India's fiscal deficit levels were just a tad more than the norms set. b) It tracks the amount of money that a government has to borrow from the market to meet its expenses. c) It provides the realistic data on planning. d) iv. It proves that economy is very strong.	MCQ	1
ii	What is the outlook on growth?	SA	2
iii	What was the average growth rate of our GDP during the last 30 years?	VSA	1
iv	What is the biggest engine for growth in India?	SA	2
v	Choose the correct statement: - a) Indian economy was very strong just before the pandemic. b) the fundamentals of the Indian economy were already quite weak before covid-19 c) the pandemic had no effect on the economy. d) iv. Both i & iii.	MCQ	1

vi	What does the blue curve show in chart-3?	VSA	1
vii	The exchange rate of the domestic currency with the US dollar shows....	GAP FILLING	1
viii	What is the central idea of this article?	SA	2

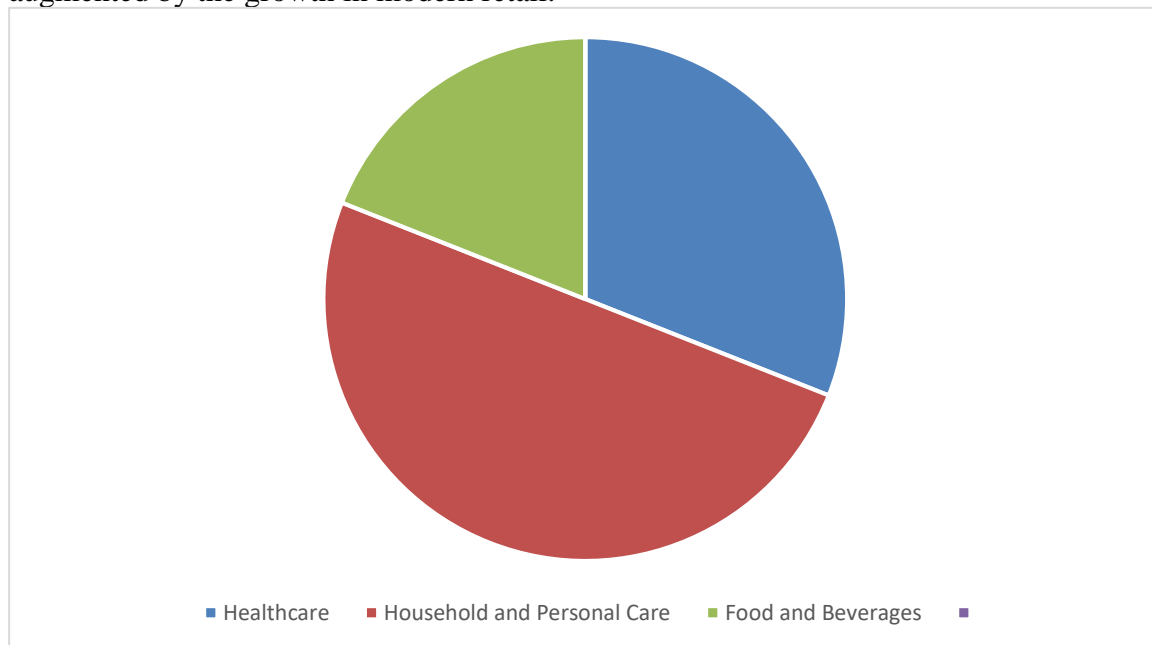
**8. Read the following text. (CASE BASED PASSAGE 8)**

(1) Fast-Moving Consumer Goods (FMCG) are products that sell quickly at cost. FMCG is the fourth-largest sector in the Indian economy. There are three main segments in the sector - food and beverages, which account for 19% of the healthcare, which accounts for 31% of the share; and household and personal care which account for the remaining 50% share. The urban segment contributes to about 55% of the revenue share, while the rural segment accounts for 45%. Rise in rural consumption will drive the FMCG market. The Indian processed food market is projected to expand to US \$470 billion by 2025, up from US\$ 263 billion in 2019-20.

(2) The Indian FMCG industry grew by 16% in 2021, a 9-year high, despite nationwide lockdowns, supported by consumption-led growth and value expansion from higher product prices, particularly for staples. Real household spending is projected to increase 9.1% after 2021, after a decrease of 9.3% in 2020 due to the economic impact of the pandemic. Price increase across product categories will offset the impact of rising raw material prices, along with volume growth and resurgence of demand for discretionary items.

(3) The FMCG sector has received good investments and support from the Government in the recent past. The sector witnessed healthy FDI inflows from April 2000 - March 2022. Furthermore, as per the Union Budget 2022-23, a substantial amount has been allocated to the Department of Consumer Affairs, an increased amount has been allocated to the Department of Food, and Public Distribution. In 2021-22, the Government approved Production-Linked Incentive Scheme for Food Processing Industry (PLISFPI) with an outlay of a larger amount to help Indian brands of food products in the international markets.

(4) The Government's Production-Linked Incentive (PLI) Scheme gives companies a major opportunity to boost exports. The future outlook of the FMCG rural sector looks on track now. Rural consumption has increased, led by a combination of increasing income and higher aspiration levels. There is an increased demand for branded products in rural India. The growth of organised sector in FMCG is expected to rise with an increased level of brand consciousness, augmented by the growth in modern retail.



**Table 1. FMCG Products**

1. **Processed foods:** Cheese products, cereals
2. **Prepared meals:** Ready-to-eat meals
3. **Beverages:** Bottled water, aerated drinks, and juices
4. **Baked foods:** Biscuits, bread
5. **Fresh foods, frozen foods, and dry foods:** Fruits, vegetables, milk, butter, frozen food, and nuts
6. **Medicines:** Aspirin, pain relievers, and over-the-counter medication that can be purchased without a prescription
7. **Cleaning products:** Baking soda, washing powder
8. **Cosmetics and toiletries:** Beauty products, soaps, toothpastes
9. **Office supplies:** Pens, pencils

Source: The Statesman

Answer the following questions, based on given passage.

i	Describe the market shares of the three main segments in the FMCG field?	SA	2
ii	Select the option that displays the most likely reason for FMCG rural sector being on track. <ol style="list-style-type: none"> <li>a. FMCG sector has been unable to get investments from the Government.</li> <li>b. PLI schemes do not reach the rural sector.</li> <li>c. Gross Merchandise Value (GMV) of the online grocery segment in India is expected to double in the next five years.</li> <li>d. There is a desire to buy branded products in the villages too.</li> </ol>	MCQ	1
iii	What do you think gives opportunities to boost exports?	VSA	1
iv	What is the largest segment within the Indian FMCG sector? <ol style="list-style-type: none"> <li>a. Food and beverages</li> <li>b. Healthcare</li> <li>c. Household and personal care</li> <li>d. Electronics and technology</li> </ol>	MCQ	1
v	Complete the sentence based on the following statement:  <b>The Indian FMCG industry grew by 16% in 2021, a 9-year high, despite nationwide lockdowns because</b> <ol style="list-style-type: none"> <li>a) The Government taking a direct interest</li> <li>b) The demand for branded products.</li> <li>c) Price increases across product categories</li> <li>d) The fall of supply in urban areas.</li> </ol>	MCQ	1

vi	What will be the impact of increased level of brand consciousness?	SA	2
vii	<p>Complete the sentence based on the following statement:</p> <p>The Indian FMCG industry grew by 16% in 2021, a 9-year high, despite nationwide lockdowns because _____</p>	GAP FILLING	1
viii	<p>Does the following statement agree with the information given in para 1?</p> <p><b>Food and beverages segment dominates the Global FMCG market and is expected to retain its dominance.</b></p> <p>Select from the following:  True: If the statement agrees with the information.  False: If the statement contradicts the information.  Not Given: If there is no information on this.</p>	VSA TRUE/FALSE	1

**9. Read the following text. (Case- Based Passage 9)**

The story of Joanne Kathleen Rowling's near magical rise to fame is almost as well known as the characters she creates.

Rowling was constantly writing and telling stories to her younger sister Dianne. "The first story I ever wrote down was about a rabbit called Rabbit." Rowling said in an interview. "He got the measles and was visited by his friends including a giant bee called Miss Bee. And ever since Rabbit and Miss Bee, I have always wanted to be a writer, though I rarely told anyone so.

However, my parents, both of whom come from impoverished backgrounds and neither of whom had been to college, took the view that my overactive imagination was an amusing personal quirk that would never pay a mortgage or secure a pension.

A writer from the age of six, with two unpublished novels in the \* drawer, she was stuck on a train when Harry walked into her mind fully formed. She spent the next five years constructing the plots of seven books, one for every year of his secondary school life.

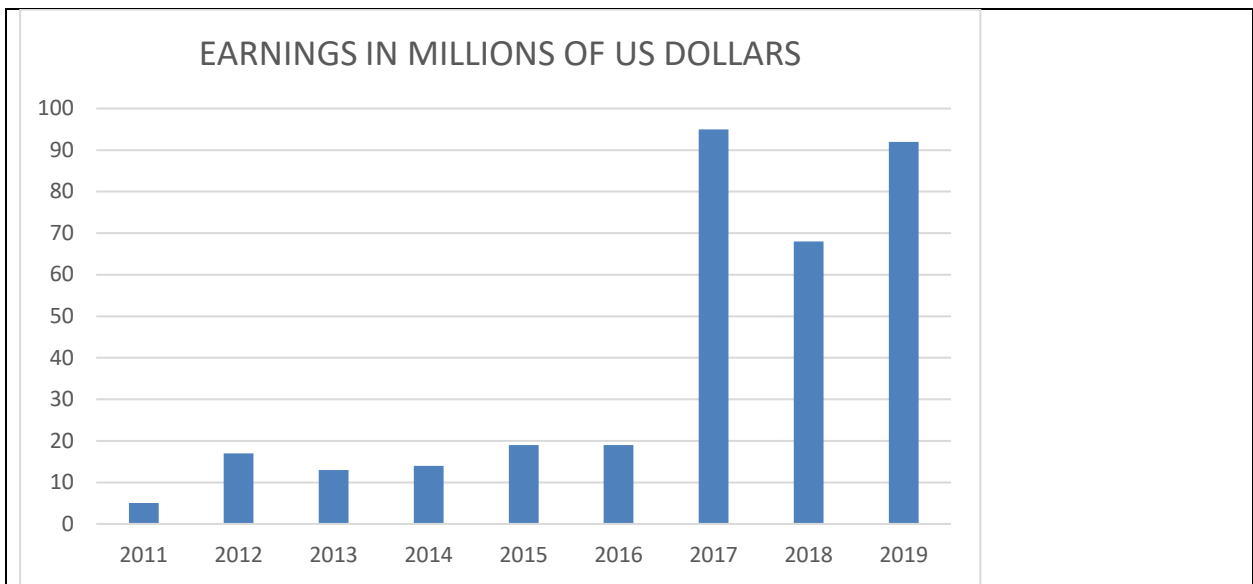
Rowling says she started writing the first book, Harry' Potter and the Sorcerer's Stone, in Portugal, where she was teaching English.

At first nobody wanted to publish Harry Potter. She was told that plot was too complex. Refusing to compromise, she found a publisher.

n 1997 Rowling received her first royalty cheque. By book three, she had sky rocketed to the top of the publishing world. A row of zeroes appeared on the author's bank balance and her life was turned upside down. Day and night she had journalists knocking on the unanswered door of her flat.

Rowling's quality control has become legendary, as her obsession with accuracy. She's thrilled with Stephen Fry's taped version of the books and outraged that an Italian dust jacket showed Harry minus his glasses. "Don't they understand that the glasses are the clue to his vulnerability."

Annual earnings of J.K. Rowling from 2010 to 2019



Source:

Answer the following questions, based on given passage.

i	Explain J.K. Rowling's 'near magical rise to fame'.	SA	2
ii	According to the graph, how many years did it take Rowling to become very successful?  a)6 b)7 c)8 d)9	MCQ	1
iii	What reason did the publishers give for rejecting Rowling's book?	VSA	1
iv	In which year did Rowling earn highest amount of money? a)2019 b)2018 c)2017 d)2016	MCQ	1
v	What was her income in the year 2011? a)1 Million b)5 Million c)10 Million d)15million	MCQ	1
vi	What was the drawback of achieving fame?	SA	2
vii	A row of zeroes appeared on the author's bank balance as.....	GAP FILLING	1
viii	J.K Rowling had a steady income through out the years from 2011 to 2019?	VSA TRUE/FALSE	1

10.	Read the following text. (CASE BASED PASSAGE 10)	10m
(1)	<p>The G20 group of countries under India's presidency flagged concerns about "insufficient" global action to address climate change and the need for enhanced finance, including \$5.8 trillion to \$5.9 trillion by 2030 for climate actions by developing countries.</p>	
(2)	<p>The G20 "leaders' declaration" released at the bloc's New Delhi summit on Saturday also noted that the world needs an annual investment of \$4 billion per year for clean energy technologies by 2030 to reach net-zero emissions by 2050.</p>	
(3)	<p>The declaration, in sections on climate and energy, said the bloc would encourage efforts to triple renewable energy capacity globally by 2030 and accelerate efforts towards phasedown of unabated coal power, in line with national circumstances.</p>	
(4)	<p>Climate policy analysts noted that the declaration has maintained status quo on coal, not introducing any new language from the last G20 meeting. Some said this was not surprising given that G20 accounts for 93 percent of global operating coal power plants and 88 per cent of new unabated coal-fired plants,</p>	
(5)	<p>The declaration has "reiterated" the G20 bloc's resolve to pursue further efforts to limit the rise in the global average temperature to 1.5 degrees Celsius above pre-industrial levels. This, the declaration said, would require "rapid, deep and sustained reductions" in Earth-warming greenhouse gas emissions of 43 per cent by 2030, relative to the 2019 levels.</p>	
	<p>Amid scientific consensus that global emissions need to peak by 2025 to limit warming to 1.5 degrees Celsius, the declaration also noted that timeframes for peaking may be shaped by sustainable development, poverty eradication needs, equity and in line with different national circumstances.</p>	
Source - The Telegraph, Sunday, 10 Sep 2023 (Words 284)		
<b>Answer the following questions, based on the passage above.</b>		



i	What are the two concerns of the G20 group of countries mentioned in paragraph (1). Answer in about 40 words.	2
ii	What is the relation between our actions till 2030 and climate in 2050? A. Investment and New Technology B. Zero Emission and Green Technology C. \$4 billion per year and Zero Carbon footprint D. Investment in Green Technology and Carbon Neutral Environment	1
iii	With regard to coal, why hasn't the present G20 policy language changed from that of the previous G20 meeting?	1
iv	Identify the climate activist from the following three policy makers: (a) Rahim - I don't think we need to do anything about burning coal. (b) Reema - I'm happy that we are planning to triple clean energy. (c) Daniel - I'm worried about the huge investment needed..	1
v	Which of the following is a viable factor to determine the timeframe for peaking of emission? A. Economic development B. Sustainable development C. Equitable development D. All the above	1
vi	How might the differences in budget priorities between different nations impact the target of zero emission by 2050?	2
vii	Complete the sentence appropriately. Limiting global average temperature to 1.5 degrees Celsius above pre-industrial levels can be done by _____.	1
viii	State TRUE or FALSE. The title, "G20 Oblivious Of Obvious Climate Change", is appropriate for this passage.	1

## READING SECTION- A

**UNSEEN CASE-BASED FACTUAL PASSAGE WITH VERBAL/VISUAL INPUTS LIKE STATISTICAL DATA, CHARTS ETC.TO ASSESS COMPREHENSION, INTERPRETATION, ANALYSIS, INFERENCE AND EVALUATION.**

### MARKING SCHEME PASSAGE 1

i	When the lungs are fixed, there is something wrong with the liver or there is a blood clot.	2 -2 for correct interpretation and explanation -Partial credit 1 for partially addressing the Q - No ½ credit
ii	A. Power of protected areas to rapidly restore depleted fish	1 No partial credit
iii	reefs that had never seen pressure from commercial fisheries,	1 No partial credit
iv	D. All of the above	1 No partial credit
v	B. Marine heat wave	1 No partial credit
vi	<ul style="list-style-type: none"><li>• Coral was growing back,</li><li>• fish were as plentiful as they had ever been.</li></ul>	2 Full credit 2, to two relevant reasons -partial credit 1, to one relevant reason -No ½ credit
vii	Ocean biodiversity	1 No partial credit
viii	FALSE	1 No partial credit

## MARKING SCHEME PASSAGE 2

i	<p>Unsafe road infrastructure</p> <p>Unsafe vehicles</p> <p>Inadequate post-crash care</p> <p>Inadequate law enforcement of traffic laws</p> <p>Distracted driving</p> <p>Non use of motorcycle helmets, seat-belts, and child restraints</p> <p>Driving under the influence of alcohol and other psychoactive substances</p> <p>Speeding</p>	2 (ANY TWO)
ii	a) Option A (because it specifically takes about Over Speeding)	1
iii	<p>Better health care from government aided agencies</p> <p>Free rehabilitation programmes</p> <p>Accessible trauma centres for the victim/ families</p> <p>Socio-economic support from the community</p> <p>Any other suitable recommendation</p>	1 (ANY ONE)
iv	d) Females are naturally cautious and follow rules promptly.	1
v	c)Fig II, III and V	1
vi	<p>designing safer infrastructure and incorporating road safety features into land-use and transport planning,</p> <p>improving the safety features of vehicles;</p> <p>enhancing post-crash care for victims of road traffic crashes;</p> <p>setting and enforcing laws relating to key risks,</p> <p>raising public awareness.</p>	2 (ANY TWO)
vii	six	1
viii	TRUE	1

### MARKING SCHEME PASSAGE. 3

i	Protection to endangered species/provide legal support to conservation areas/stringent punishment. (Any two)	2 -2 for correct interpretation and explanation -Partial credit 1 for partially addressing the Q - No ½ credit
ii	Option( b) Man & Biosphere	1 No partial credit
iii	Wildlife conservation has a very large ambit with unbounded potential for the wellbeing of humankind.	1 No partial credit
iv	Option (c) It was implemented since 1973.....50 Tiger reserves.	1 No partial credit
v	Option (a) it deals with air mass, irrigation & cloud burst	1 No partial credit
vi	Wildlife needs to be protected as Poaching, hunting, cutting of trees, forest fire etc. are making them endangered. Killing of animals for using their parts for commercial purposes lead to their becoming extinct	2 Full credit 2, to two relevant reasons -partial credit 1, to one relevant reason -No ½ credit
vii	Increase	1 No partial credit
viii	False	1 No partial credit

4.	<b>MARKING SCHEME PASSAGE 4</b>	10 M
a.	iv. Options a, d, e	1
b.	People who doubt	1
c.	iii. Sarcasm	1
d.	According to the creative skill of the learners (examples: Rain Rain, Come Again/ World's Wettest Place Requires RainWater)	1
e.	2005	1
f.	iv. School timing for children will be reduced.	1
g.	Cyclone/ Heatwave in Orissa, Expressive Rain causing flood in Mumbai	2
h.	Aberrations are deviations from normal standards. Some people, who still have doubts about the various alarms of climate change, believe that occurrences such as excessive rainfall in Mumbai are local deviations and those have nothing to do with the climate change.	2
i.	Cholera, Diarrhoea etc.	1
j.	"...the major brunt of global climate change in terms of adverse health impact will be mostly borne by poor and developing countries, even though rich and industrialized countries account for maximum greenhouse gas emission."	2

## MARKING SCHEME PASSAGE 5

i	Niraj Verma and Rashmi Verma were mentioned in the passage because they were a couple from Gondia near Nagpur in Maharashtra who had made a model of the GSLV-Mk III rocket themselves. They attended the launch at Sriharikota, showcasing public interest and enthusiasm for space missions.	2 -2 for correct interpretation and explanation -Partial credit 1 for partially addressing the Q - No ½ credit
ii	<b>b) Technical snag.</b>	1 No partial credit
iii	On July 26, as part of the Chandrayaan-2 mission, ISRO Telemetry, Tracking, and Command Network (ISTRAC) <b>fi red the propulsion systems for more than 883 seconds</b> to raise Chandrayaan-2's orbit.	1 No partial credit
iv	<b>c) To capture images of the lunar surface and analyze it.</b>	1 No partial credit
v	<b>C) To capture images of the lunar surface and analyze it.</b>	1 No partial credit
vi	Stories like Niraj Verma and Rashmi Verma creating a model of the GSLV-Mk III rocket are important for inspiring students to pursue careers in science and technology because they demonstrate that individuals, even students or hobbyists, can engage with and contribute to space exploration and scientific endeavors. Such stories can inspire young minds to take an interest in STEM (Science, Technology, Engineering, and Mathematics) fields and pursue careers in science and technology.	2 Full credit 2, to two relevant reasons -partial credit 1, to one relevant reason -No ½ credit

vii	In the Chandrayaan-2 mission, ISRO aimed to land the " <b>lander</b> " named Vikram at the moon's South Pole.	1 No partial credit
viii	The statement is <b>False</b> . The Chandrayaan-2 orbiter's primary mission is to capture images of the lunar surface and analyze it from its orbital position, while the lander and rover are designed to conduct experiments on the moon's surface.	1 No partial credit

## MARKING SCHEME PASSAGE 6

- i. Tourism that sustains or enhances the geographical character of a place – its environment, heritage, aesthetics, culture, and well-being of its residents, is geotourism.
- ii. c.the ability to launch something new
- iii. Ecotourists are 35 – 54 years old, although age varied with activity and other factors such as cost.
- iv. a.emerging economies of the world will gain 57% of their annual profits from international tourists
- v. b. (1) is an ethical tourist and (2) is a geotourist
- vi. enjoying nature; experiencing new places
- vii. 12%
- viii. True



### MARKING SCHEME PASSAGE 7

- i. b) It tracks the amount of money that a government has to borrow from the market to meet its expenses.
- ii. Per capita level of private consumption expenditure fell since 2016-2017.
- iii. 7% 5—10%
- iv. Private consumption expenditure.
- v. b). the fundamentals of the Indian economy were already quite weak before covid-19
- vi. per capita PFCE in Rs.
- vii. It shows reduced purchasing power of Indian currency.
- viii. GDP of India faced a negative growth rate between 2016 and 2020 but is improving since 2021.

**MARKING SCHEME PASSAGE 8**

i	There are three main segments in the sector - food and beverages, which account for 19% of the healthcare, which accounts for 31% of the share; and household and personal care which account for the remaining 50% share.	2 -2 for correct explanation -Partial credit 1 for partially addressing the Q - No ½ credit
ii	(d) There is a desire to buy branded products in the villages too.	1 No partial credit
iii	The Government's Production-Linked Incentive (PLI) scheme gives companies a major opportunity to boost exports.	1 No partial credit
iv	(c) Household and personal care	1 No partial credit
v	(b) the demand for branded products	1 No partial credit
vi	There is an increased demand for branded products in rural India. The growth of organised sector in FMCG is expected to rise with an increased level of increased consciousness, augmented by the growth in modern retail.	2 -2 for correct explanation -Partial credit 1 for partially addressing the Q - No ½ credit
vii	it was supported by consumption-led growth and value expansion from higher product prices, particularly for staples.	1 No partial credit
viii	False	1 No partial credit

<b>MARKING SCHEME PASSAGE 9</b>		
i	Indicates her dramatic rise in popularity though initially her book was rejected by the publishers.	2 -2 for correct explanation - Partial credit 1 for partially addressing the Q - No ½ credit
ii	a) 6	1 No partial credit
iii	Plot was too complicated	1 No partial credit
iv	e) 2017	1 No partial credit
v	b) 5 Million	1 No partial credit
vi	Constantly pestered by reporters	2 -2 for correct explanation - Partial credit 1 for partially addressing the Q - No ½ credit
vii	..as her popularity skyrocketed	1 No partial credit
viii	False	1 No partial credit

10.	MARKING SCHEME PASSAGE 10	10m
i	<ul style="list-style-type: none"> <li>- Financial commitment/ Pledging of funds</li> <li>- Sincere involvement/ Policy formulation</li> </ul> <p>The countries need to commit more financial resources to mitigate and minimise the impact of climate change. A more concerted effort towards that end will yield more effective results. The developing countries also need to share the financial burden and by 2030 they have to increase their contribution marginally.</p> <p>(Any other relevant answer/ point based on the passage)</p>	<p>2</p> <p>-Full credit 2, when correct response for both is stated -Partial credit 1, when correct response for either is stated -No credit of ½</p>
ii	D. Investment in Green Technology and Carbon Neutral Environment	<p>1</p> <p>No partial credit</p>
iii	<p>(Any one)</p> <p>Coal as a source of energy is used by many nations.</p> <p>G20 accounts for 93 percent of global operating coal power plants.</p> <p>G20 accounts for 88 percent of new unabated coal-fired plants,</p> <p>(Any other relevant)</p>	<p>1</p> <p>No partial credit</p>
iv	(b) Reema - I'm happy that we are planning to triple clean energy.	<p>1</p> <p>No partial credit</p>
v	D. All the above	<p>1</p> <p>No partial credit</p>
vi	Climate can't be divided as per political boundaries. The actions of one country or nation will have an impact on the climate of the world. All countries must give equal importance to the purpose of preventing climate change. All countries must allocate a portion of their budget to implement new	<p>2</p> <p>-2 for correct interpretation and</p>

	technologies and to embrace renewable sources of energy. (Any other relevant answer/ point based on the passage)	explanation - Partial credit 1 for partially addressing the Q - No ½ credit
vii	"rapid, deep and sustained reductions" in Earth-warming greenhouse gas emissions of 43 per cent by 2030, relative to the 2019 levels. (Any other relevant answer/ point based on the passage)	1 No partial credit
viii	FALSE. Oblivious means not aware. However, G20 was fully aware of climate change and its impact.	1 No partial credit

## **NOTE-MAKING AND SUMMARIZATION**

Note-making is an creative writing skill which is gaining importance due to knowledge explosion. There is a need to remember at least the main points of any given subject. Making notes is a complex activity which combines several skills.

### **I. How to make notes:**

**1. Read the passage carefully.**

**2. Give a heading to your work. The heading will be based on the following considerations.**

- (i) What is the main idea of the passage?
- (ii) Frame a heading based on the main idea.
- (iii) Write it in the middle of the page.

**3. Give subheadings**

- (i) How has the main idea been presented and developed?
- (ii) Are there two or three subordinate/associated ideas?
- (iii) Frame subheadings based on these.

**4. Points are to be noted under each subheading.**

Are there further details or points of the subtitles that you wish to keep in these notes?  
These are called points. Points may have subpoints.

**5. All subheadings should be at a uniform distance from the margin.**

**6. Indenting — Points should also be at the same distance away from the margin.**

**7. Do not write complete sentences.**

**8. Abbreviations should be used.**

### **II. Help with abbreviations:**

**1. Use standard abbreviations and symbols as far as possible.**

- (i) Capitalise the first letters of the names of states, countries or organisations. For example: UP, USA, UK and UNO.

(ii) Common abbreviations

Sc. (for science), Mr, Mrs, Dr, govt, BSc, etc.

(iii) Common symbols such as i.e., e.g., Rx, /, +ve, -ve, →(leading to) ↑ (rising), ↓(falling), =, >, <

(iv) Measurements and figures — 100", 100', 100 kg, 100 mm, 100 mL.

## **2. Make your own abbreviations.**

(i) Keep the main sounds of the words: edn (education), prog. (programme).

(ii) It is a good practice to keep the first few and the last letters of the word such as education — edu'n, developing — dev'ing. Retain the suffix so that later when you are going over the notes, you may recall the full form of the word, for example: ed'nal (educational), prog've (progressive).

## **3. Take the following caution:**

(i) Do not get overenthusiastic about abbreviations.

(ii) You should not abbreviate every word.

(iii) One abbreviation in one point is enough.

(iv) As a general rule, the heading should not be abbreviated.

(v) You may use abbreviations in subheadings.

## **III. Your notes should look like this:**

(i) Indenting is essential.

Heading; \_\_\_\_\_

### **1. Subheading**

1.1. Point

1.2. Point

1.3. Point

1.3.1. Sub-point

1.3.2. Sub-point

### **2. Subheading**

2.1. Point

2.2. Point

### **3. Subheading**

3.1. Point

3.2. Point

➤ Notice that indenting, i.e. shifting from the margin, has been used to clearly indicate subheadings, points and subpoints. Subheadings, though separated by points, occur below one

another. Similarly, points and subpoints should also come below one another. Such use of indenting gives your notes a visual character. At a glance, you can see the main idea and its various aspects.

1	NOTE MAKING 1	8M
	<p>It is surprising that sometimes we don't listen to what people say to us. We hear them, but we don't listen to them. I was curious to know how hearing is different from listening. I had thought both were synonyms, but gradually, I realised there is a big difference between the two words. realised there is a big difference between the two words.</p> <p>Hearing is a physical phenomenon. Whenever somebody speaks, the sound waves generated reach you, and you definitely hear whatever is said to you. However, even if you hear something, it doesn't always mean that you actually understand whatever is being said. Paying attention to whatever you hear means you are really listening. Consciously using your mind to understand whatever is being said is listening.</p> <p>Diving deeper, I found that listening is not only hearing with attention, but is much more than that. Listening is hearing with full attention, and applying our mind. Most of the time, we listen to someone, but our minds are full of needless chatter and there doesn't seem to be enough space to accommodate what is being spoken.</p> <p>We come with a lot of prejudices and preconceived notions about the speaker or the subject on which he is talking. We pretend to listen to the speaker, but deep inside, we sit in judgement and are dying to pronounce right or wrong, true or false, yes or no. Sometimes, we even come prepared with a negative mindset of proving the speaker wrong. Even if the speaker says nothing harmful, we are ready to pounce on him with our own version of things.</p>	
	<b>Title:</b> Art of Listening / Hearing vs. Listening / any other relevant title	1M



	<p>1 Difference b/w Hearing &amp; Listening</p> <p>1.1 hearing diff. from listening</p> <p>1.2 hearing – phy</p> <p>1.2.1 sound waves</p> <p>1.2.2 may not understand</p> <p>1.3 listening – full attention</p> <p>1.4 applying mind</p> <p>2 Barriers to Listening / Obstacles</p> <p>2.1 prejudices / preconceived notions</p> <p>2.2 pretend to listen</p> <p>2.3 sit in judgement</p> <p>2.4 –ive mind-set</p>	3M
	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>KEY TO ABBREVIATIONS</p> <p>Phy- physical</p> <p>-ve- negative</p> <p>b/w- between</p> </div>	1M
	<p><b>Summary</b> The summary should include all the important points given in the notes.</p>	3M
2	<p><b>NOTE MAKING 2</b></p> <p>The most alarming of man’s assaults upon the environment is the contamination of air, earth, rivers, and sea with lethal materials. This pollution is for the most part irrevocable; the chain of evil it initiates is for the most part irreversible. In this contamination of the environment, chemicals are the sinister partners of radiation in changing the very nature of the world; radiation released through nuclear explosions into the air, comes to the earth in rain, lodges into the soil, enters the grass or corn, or wheat grown there and reaches the bones of a human being, there to remain until his death. Similarly, chemicals sprayed on crops lie long in soil, entering living organisms, passing from one to another in a chain of poisoning and death. Or they pass by underground streams until they emerge and combine into new forms that kill vegetation, sicken cattle, and harm those who drink from once pure wells.</p> <p>It took hundreds of millions of years to produce the life that now inhabits the earth and reached a stage of adjustment and balance with its surroundings. The environment contained elements that were hostile as well as supporting. Even within the light of the sun, there were short wave radiations with power to injure.</p>	8M

	<p>Given time, life has adjusted and a balance reached. For time is the essential ingredient, but in the modern world there is no time.</p> <p>The rapidity of change and the speed with which new situations are created follow the heedless pace of man rather than the deliberate pace of nature. Radiation is no longer the bombardment of cosmic rays; it is now the unnatural creation of man's tampering with the atom. The chemicals to which life is asked to make adjustments are no longer merely calcium and silica and copper and all the rest of the minerals washed out of the rocks and carried in the rivers to the sea; they are the synthetic creations of man's inventive mind, brewed in his laboratories, and having no counterparts in nature.</p>		
	Title: Destruction of environment		
	<p>1.Pollution of the environment  Pollution is, for the most part, irreversible.  Starts an unbreakable chain of evil.</p> <p>2.Chemicals are the nefarious companions of radiation  Radiations generated through nuclear exp.  Comes to Earth in the form of F. O. rain.  Enters human bodies and remains till death.</p> <p>2.1Chemicals and laying in the soil  Passes from one to another in F. C.  destroys vegetables, sickens cattle, and so on.</p> <p>3.beginning of life on Earth.  3.1 took hundreds of millions of yrs to complete.  3.2env featured both hostile and supportive elements.</p> <p>4.Changes in Earthly Life has adj. and attained a state of balance.  4.1Time is crucial, but the modern society lacks it.  4.2Man's inconsiderate pace  4.3Radiation - no longer defined as the bombardment of cosmic rays.  4.4Chemicals- no longer biodegradable.  4.5tainted to be synthetic</p>	3m	
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td> <p><b>KEY TO ABBREVIATIONS</b>  exp. – explosions  F.O. – form of  F.C. – food chain  yrs. – years  env. – environment  adj. – adjusted</p> </td> </tr> </table>	<p><b>KEY TO ABBREVIATIONS</b>  exp. – explosions  F.O. – form of  F.C. – food chain  yrs. – years  env. – environment  adj. – adjusted</p>	1m
<p><b>KEY TO ABBREVIATIONS</b>  exp. – explosions  F.O. – form of  F.C. – food chain  yrs. – years  env. – environment  adj. – adjusted</p>			
	<p>Summary:  Humans are gradually destroying our environment, with poisons and hazardous nuclear radiations being the main culprits. We are exposed to them as a result of a "poison and death chain." The pollutants enter our bodies after entering the soil via rain or repeated sprinkling on crops. The environment has always been subjected to these issues. Because these horrors were perpetrated by nature, everyone has battled and adapted to adapt. However, dealing with manmade obstacles is challenging.</p>	3m	
3	NOTE MAKING 3		

	<p>The evolution of Bharatanatyam derives from the invaluable contribution of The Tanjore Quartet. The four Pillai brothers – Chinnayya, Ponnayya, Sivanandam and Vadivelu – served as court musicians at the kingdom of Maratha king, Serfoji II in the early 19th century. Their legacy to Bharatanatyam has been their restructuring of the dance repertoire into the margam format and their vast and diverse music compositions set specifically for dance. Some of their descendants like Guru Meenakshisundaram Pillai evolved the famous Pandanallur bani (style) and trained many eminent dancers.</p> <p>From the temples, dance made its way into the courts of kings and dancers were not just devadasis, but also rajanartakis. By the early 17th century dance forms like sadir or chinna melam, precursors to Bharatanatyam as we know it today had become popular in the courts of the Maratha rulers in Thanjavur. However, in the 19th century, colonial propaganda perceived such dance as vulgar and immoral. It led to the Anti-Nautch Movement and legislation against temple dance and dancers. Divested of all patronage and temple support, devadasis were thrown into dire straits. In the early 20th century, thanks to enlightened visionaries like EV Krishna Iyer and later, Rukmini Devi Arundale, and the dedication of a handful of devadasis and nattuvanars, classical dance was resuscitated and revived as bharatanatyam. Today, apart from a few cultural festivals in some temples, dance has left the temple for the proscenium stage.</p>	
	<p><b>Title: Evolution of Bharatnatyam</b></p> <p>1. Tanjore Quartet</p> <p>1.1 evolution of <u>Bn</u> derives from The Tanjore Quartet-the four Pillai brothers – Chinnayya, Ponnayya, Sivanandam and Vadivelu</p> <p>1.2 served as court musicians at the kingdom of Maratha king, Serfoji II in the early 19th century.</p> <p>1.3 restructured the <u>Bn</u> dance repertoire into the margam format and their vast and diverse music compositions set specifically for dance.</p> <p>2 Bharatanatyam</p> <p>2.1 From temples, dance made its way into the courts of kings</p> <p>2.2 dancers were not just dd, but also rajanartakis.</p> <p>2.3 early 17th century dance forms like sadir or chinna melam, precursors to <u>Bn</u> had become popular in the courts of the Maratha rulers in Thanjavur.</p> <p>2.4 19th <u>C</u> , colonial propaganda perceived – vulgar,immoral. 2.5 led to the Anti-Nautch Movement</p> <p>2.6 early 20th <u>C</u> classical dance left the temple for the stage.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p><b>KEY TO ABBREVIATIONS</b>  <u>Bn</u>- bharatanatyam  <u>C</u>- century  <u>dd</u>- devadasis</p> </div>	
	<p><b>Summary</b> The summary should include all the important points given in the notes.</p>	

4	<p><b>NOTE MAKING 4</b></p> <p>1. It seems that there is never enough time in the day. But, since we all get the same 24 hours, why is it that some people achieve so much more with their time than others? The answer lies in good time management. “Time management” refers to the way that you organize and plan how long you spend on specific activities. Good time management requires an important shift in focus from activities to results: being busy isn’t the same as being effective. (Ironically, the opposite is often closer to the truth.) Spending your day in a frenzy of activity often achieves less, because you’re dividing your attention between so many different tasks. Good time management lets you work smarter – not harder – so you get more done in less time.</p> <p>2. It may seem counter-intuitive to dedicate precious time to learning about time management, instead of using it to get on with your work, but the benefits are enormous. It improves productivity and efficiency. Your reputation as a professional grows. The stress levels dip and the a world of opportunities opens up for you. Your career advances and important goals are reached.</p> <p>3. Failing to manage your time effectively can have some very undesirable consequences. Deadlines are missed and the work flow is not only inefficient but of poor quality. It dents your reputation as a professional and your career is in in danger of being stalled. As a result your stress level shoots up.</p> <p>4. Everyday interruptions at work can be a key barrier to managing your time effectively and, ultimately, can be a barrier to your success. Think back to your last workday, and consider for a minute the many interruptions that occurred. There may have been phone calls, emails, half way conversations, colleagues stopping by your office, or anything else that unexpectedly demanded your attention and, in doing so, distracted you from the task at-hand. Because your day only has so many hours in it, a handful of small interruptions can rob you of the time you need to achieve your goals and be successful in your work and life. More than this, they can break your focus, meaning that you have to spend time re-engaging with the thought processes needed to successfully complete complex work. The key to controlling interruptions is to know what they are and whether they are necessary, and to plan for them in your daily schedule. (403 words)</p> <p>a) On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary.</p> <p>b) Write a summary of the above in 80 words using the notes</p> <p>Note making and summary  NOTES  Title: What is Time Management 1 mark  Abbreviations  Content  1. Benefits  1.1 Greater productivity and efficiency.  1.2 A better professional reputation.  1.3 Less stress.  1.4 Increased opportunities for advancement.  1.5 Greater opportunities to achieve important life and career goals</p> <p>2. Consequences of poor time management  2.1 Missed deadlines.</p>
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	<ul style="list-style-type: none"><li>2.2 Inefficient work flow.</li><li>2.3 Poor work quality.</li><li>2.4 A poor professional reputation and a stalled career.</li><li>2.5 Higher stress levels.</li></ul> <ul style="list-style-type: none"><li>3 Interruptions at work<ul style="list-style-type: none"><li>3.1 key barrier to time management</li><li>3.2 break your focus</li><li>3.3 have to spend time re-engaging with the thought processes needed to successfully complete complex work.</li><li>3.4 key to controlling interruptions<ul style="list-style-type: none"><li>3.4.1 know what they are</li><li>3.4.2 whether they are necessary</li><li>3.4.3 plan for them in your daily schedule.</li></ul></li></ul></li></ul>
	<p><b>Summary</b> The summary should include all the important points given in the notes.</p>

5	<p><b>NOTE MAKING 5</b></p> <p>Read the passage given below:</p> <p>1. This isn't a mountain region of mere subjective beauty. Nor one, which claims its greatness, based on just an overwhelming opinion of a large majority. For Sikkim is a treasure that few know about. However, the facts of its remarkable geography bear enough testimony to pitch Sikkim in a slot that no other mountain region, anywhere in the world, could duplicate or rival. What Everest is to peaks, Sikkim is to the mountains. Tragically, a region so wild and exotic and with such geographic and climatic extremes, that its amazing wilds and not its unremarkable hill stations, ensure its accessibility to the adventurous only.</p> <p>2. Just delve on these facts a bit. From the plains, in a mere 80 kms as the crow flies, the altitude reaches 28,168 feet at the very top of Kangchenjunga, the third highest peak in the world. Such a sharp elevation is unrivalled anywhere else and is the first geographical claim of Sikkim.</p> <p>3. The second is an offshoot of the first. Nowhere else do so many 7,000 metre plus peaks crowd up such a confined space. And the third is really a consequence of the first and the second with the sharp gradation creating the most variegated flora and fauna possible anywhere in the mountains. The fourth uniqueness is also a consequence of the first and the second and lies in the extremes of the climate which ranges from the tropical to the typical arctic type. And the fifth claim is its thin permanent population and relatively fewer travellers by virtue of its remote far-eastern Himalayan location.</p> <p>4. The startling facts about Sikkim never seem to end. For starters, all of Sikkim lies in a mere 110 kms by 65 kms of mountains, peaks, glaciers, rivers and forests. A little dot on the map at a latitude 27 degrees North and longitude 88 degrees East. Its 7,000-sq kms make it about as large as the National Capital Region of India! To the North and extending to the East of Sikkim, is Tibet / China and to the West is Nepal. To the South are the Himalayan and sub Himalayan regions of West Bengal.</p> <p>5. It is, in fact these geographical extremes and the resulting ambience, that makes mountaineers trek here, when they are not climbing, besides fuelling mountaineering dreams in the minds of trekkers, what with the closest possible proximity to magnificent peaks while trekking.</p> <p>6. On the subject of trekking here, it is strange but true that acclimatisation is much tougher in Sikkim than elsewhere. It may have something to do with being closer in latitude to the Tropic of Cancer, besides the rather sharp stages involved in each day of trekking. The closeness to the Tropic of Cancer has meant that the snowline will always be much higher and therefore human settlements are seen even at altitudes of 16,000 feet! (473 words)</p> <p>Adapted from a travelogue by Ashish Kaul, Travel Writer</p> <p>(a) On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations (wherever necessary- minimum four) and a format you consider suitable. Also supply an appropriate title to it.</p> <p>(b) Write a summary of the passage in about 80 words.</p>
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Note making and summary

NOTES

Title: Sikkim 1 mark

Abbreviations 1 mark

Content 3 marks

1. Remarkable Geography

1.1 all of Sikkim lies in a mere 110 kms by 65 kms of mountains, peaks, glaciers, rivers and forests

1.2 A little dot on the map at a latitude 27 degrees N and longitude 88 degrees E

1.3 From the plains, in a mere 80 kms altitude reaches 28,168 feet

1.4 Kangchenjunga-3rd highest peak in the world

1.5 Its 7,000-sq kms make it about as large as the NCR of India

1.6 From N and extending to the E of Sikkim, is Tibet / China

1.7 To the W is Nepal

1.8 To the S are the Himalayan and sub Himalayan regions of West Bengal

2. Unique Features

2.1 7,000 meter + peaks crowd up such a confined space

2.2 most variegated flora and fauna possible anywhere in the mountains

2.3 extremes of the climate

2.4 ranges from the tropical to the typical arctic type

2.5 thin permanent population

3. Trekking in Sikkim

3.1 acclimatisation is much tougher here

3.1.1 being closer in latitude to the Tropic of Cancer

3.1.2 sharp stages involved in each day of trekking

3.2 snowline will always be much higher

3.3 human settlements are seen even at altitudes of 16,000 feet

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

6	NOTE MAKING 6
	<p>Read the passage given below:</p> <p>1. Colour Therapy is a complementary therapy for which there is evidence dating back thousands of years to the ancient cultures of Egypt, China and India. If we define it in simple terms, Colour is a light of varying wavelengths, thus each colour has its own particular wavelength and energy.</p> <p>2. Colours contribute energy. This energy may be motivational and encouraging. Each of the seven colours of the spectrum are associated with energy. The energy relating to each of the seven spectrum colours of red, orange, yellow, green, blue, indigo and violet, resonates with the energy of each of the seven main chakras/energy centres of the body. Colour therapy can help to re-balance and/or stimulate these energies by applying the appropriate colour to the body .</p> <p>3. Red relates to the base chakra, orange the sacral chakra, yellow the solar plexus chakra, green the heart chakra, blue the throat chakra, indigo the brow chakra (sometimes referred to as the third eye) and violet relates to the crown chakra.</p> <p>4. Colour is absorbed by the eyes, skin, skull our 'magnetic energy field' or aura and the energy of colour affects us on all levels, that is to say, physical, spiritual and emotional. Every cell in the body needs light energy - thus colour energy has widespread effects on the whole body. There are many different ways of giving colour, including; Solarised Water, Light boxes/lamps with colour filters, colour silks and hands on healing using colour.</p> <p>5. Colour therapy can be shown to help on a physical level, which is perhaps easier to quantify, however there are deeper issues around the colours on the psychological and spiritual levels. Our wellbeing is not, of course, purely a physical issue. Fortunately, many more practitioners, both orthodox and complementary are now treating patients in an holistic manner.</p> <p>6. Colour Therapy is a totally holistic and non-invasive therapy and, really, colour should be a part of our everyday life, not just something we experience for an hour or two with a therapist. Colour is all around us everywhere. This wonderful planet does not contain all the beautiful colours of the rainbow for no reason. Nothing on this earth is here just by chance; everything in nature is here for a purpose. Colour is no exception. All we need to do is to heighten our awareness of the energy of colour, absorb it and see how it can transform our lives.</p> <p>(a) On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations (wherever necessary- minimum four) and a format you consider suitable. Also supply an appropriate title to it.</p> <p>(b) Write a summary of the passage in about 80 words.</p>



## NOTE MAKING

Distribution of Marks

Title: Colour Therapy/Colours Transform Life/ Any other suitable title

NOTES:

1. Age old thereapy

1.1 Found in

1.1.1 Egypt

1.1.2 China

1.1.3 India

1.2 light of vary'ng wvelnngth & energy

2. colour relate to energy of chakras

2.1 red –base

2.2 orange – sacral

2.3 yellow – solar plexus

2.4 Green – heart

2.5 Blue – throat

2.6 Indigo – brow

2.7 Violet – crown

3. Holistic benefits

3.1 phy'1

3.2 Spirit'1

3.3 Emotion'1 k

(Any other relevant points accepted)

Key to Abbreviations

Vary'ng - varying

Wvingth – wavelength

& - and

Phy'l – physical

Spirit'l spiritual

Emotion'l - emotional

1 mark

Abbreviations / Symbols (with /without key) – any four: 1 mark

Content (minimum 3 headings and sub-headings, with proper indentation and notes): 3 marks If a student has attempted only summary or only notes, due credit should be given. 1 mark allotted for the title be given if a student has written the title either in (a) or (b) . Content must be divided into heading and sub headings . Any title, main points and sub points may be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviations. Complete sentences not to be accepted as notes. (In such cases ½ –1 mark may be deducted from marks awarded to content) Numbering of points may be indicated in different ways, as long as a consistent pattern is followed.

(b) Summary : It should include all the important point covered in the notes.

7	<p><b>NOTE MAKING 7</b></p> <p>Read the passage and answer the questions given below: (8)</p> <p>1. There is a clear dichotomy between Jayashankar Prasad’s daily life and the one that found expression in his literature. In his literary formulations, Prasad advocated an escape- frompersonality ideal and categorically stated: “An artist’s art, and not his person, is the touchstone to assess his work . . . it is only after losing his personality that he emerges in his art as an artist”.</p> <p>2. In Prasad’s works – his poems, short stories, novels, dramas etc. – what emerges is life as shaped in the writer’s inner self by his emotions, fancies, dreams, reveries . . . His writings are a record not of outer reality, but of the artist’s inner world. As such, of a proper appreciation and understanding of his works more emphasis needs to be placed on the working of his mind, than the events of his dayto-day life.</p> <p>3. Prasad was born in a renowned family of Varansi. His grand-father Shiv RatanSahu, a dealer in high quality perfumed tobacco (snuff). Besides being an astute businessman, he was endowed with a marked cultural taste. His home was the meeting place of the local poets, singers, artists, scholars and men of religion. Prasad’s father Devi Prasad Sahu carried forward this high tradition of family. Prasad, therefore, had a chance to study the various phases of human nature in the light of the business traditions, artistic taste and religious background of his family.</p> <p>4. When the business had somewhat recovered, Prasad planned the publication of a literary journal. Prasad started the “Indu”. The inaugural number appeared in July 1909. By this time Prasad’s notions of literature had crystalized into a credo. In the first issue of Indu, he proclaimed, „Literature has no fixed aim; it is not slave to rules; it is free and all-embracing genius, gives birth to genuine literature which is subservient to none. Whatever in the world is true and beautiful is its subject matter. By the dealing with the True and Beautiful it establishes the one and affects the full flowering of the others. Its force can be measured by the degree of pleasure it gives to the reader’s mind as also by criticism which is free of all prejudice”. The words sound like the manifesto of romanticism in literature.</p> <p>5. Even while recognizing the social relevance of literature, Prasad insisted, “The poet is a creator . . . he is not conditioned by his milieu; rather it is he who moulds it and gives it a new shape; he conjures up a new world of beauty where the reader for the time being, becomes oblivious of the outer world and passes his time in an eternal spring garden where golden lotuses blossom and the air is thick and pollen”. Thus, the chief aim of literature according to Prasad is to give joy to the reader and to create a state of bliss in him. Later under the impact of Shaivadvaitism, this faith of Prasad got further strengthened. (word length- 490) (Extract from ‘Jayashankar Prasad- His mind and Art’ by Dr. Nagendra)</p> <p>2.1 On the basis of your understanding of the above passage, make notes on it using headings and subheadings. Use recognizable abbreviations (wherever necessary- minimum four) and a format you consider suitable. Also supply an appropriate title to it.</p> <p>2.2 Write a summary of the passage in about 80 words.</p>
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## NOTEMAKING

Title 1 MARK

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

Abbreviations /Symbols (with/without key)–any four

NOTE Accept the notes and summary in the third person

Suggested Notes:

Title: Jayashankar Prasad- His life (any other suitable title)

1. His exp.n in lit.:

- 1.1 an escape
- 1.2 lose your personality
- 1.3 record of writer"s inner world
- 1.4 more emph.z on mind than body

2. personal life :

- 2.1 renowned family of Varansi
- 2.2 home- meeting place of the local poets, singers
- 2.3 grand-father- an astute businessman
- 2.4 had a chance to study phases of human nature

3. started the "Indu":

- 3.1 in July 1909
- 3.2 proclaimed
  - a) Lit. has no fixed aim
  - b) is free and all embra"ng genius
  - c) gives birth to genuine lit.

4. social relevance of literature

- 4.1 poet is a creator
- 4.2 moulds it
- 4.3 conjures up a new world of beauty
- 4.4 becomes oblivious of the outer world

5. chief aim of literature

- 5.1 give joy to the reader
- 5.2 create a state of bliss

Suggested Abbreviations:

- Lit. – literature  
Emph.z – emphasize  
Exp.n – expression  
Embra"ng – embracing

b) Summary- The summary should include all the important points given in the notes.

8	<p><b>NOTE MAKING 8</b></p> <p>Read the passage and answer the questions given below: (8)</p> <p>The construction of the Leaning Tower of Pisa began in August 1173. It was interrupted several times by wars, debt and while engineers worked on solutions to correct the lean. We now know that without these interruptions that allowed the soil to compress under the tower, it would have certainly toppled over.</p> <p>Pisa Tower was eventually completed in the mid-1300s. The Tower of Pisa is the churches bell tower. The city of Pisa was at the beginning a simple but important Italian seaport. With its growth, so did its religious buildings.</p> <p>Its fame and power grew gradually over the years, as the people of Pisa were involved in various military conflicts and trade agreements.</p> <p>The Pisans attacked the city of Palermo on the island of Sicily in 1063. The attack was successful and the conquerors returned to Pisa with a great deal of treasure.</p> <p>To show the world just how important the city was, the people of Pisa decided to build a great cathedral complex, the Field of Miracles. The plan included a cathedral, a baptistery, a bell tower (the Tower of Pisa) and a cemetery. The real identity of Tower of Pisa's architects is a mystery.</p> <p>The most accredited architects of this first phase of work are Bonanno P sano and Gherardo din Gherardo.</p> <p>The second phase of construction started in 1275, and the work is attributed to Giovanni di Simone. Tommaso Pisano (1350-1372) was the architect who finished the work.</p> <p>The leaning of the Tower of Pisa comes into the story in 1173, when constriction began.</p> <p>Thanks to the soft ground, it had begun to lean by the time its builders got to the third story, in 1178. Shifting soil had destabilized the tower's foundations. Over the next 800 years, it became clear the 55-metre tower wasn't just leaning but was actually falling at a rate of one to two millimeters per year.</p> <p>Today, the Leaning Tower of Pisa is more than five meters off perpendicular. Its architect and engineer tried to correct this by making the remaining stories shorter on the uphill side - but to no avail. It kept leaning more and more.</p> <p>The lean, first noted when three of the tower's eight stories had been built, resulted from the foundation stones being laid on soft ground consisting of clay, fine sand and shells. The next stories were built slightly taller on the short side of the tower in an attempt to compensate for the lean. However, the weight of the extra floors caused the edifice to sink further and lean more.</p> <p>A)On the basis of your reading of the passage above, make notes using appropriate format, use abbreviations wherever necessary. Supply a suitable title. B)Write a Summary of the passage in about 80 words</p>
---	---

Title : LEANING TOWER OF PISA

Suggested Notes:

1:Const. of Leaning Tower of Pisa

1.1 begin in Aug.1173

1.2 interrupted several times due to

1.2.1 war

1.2.2 debt

1.2.3 prbl of leaning

2. Reasons behind Const.of Tower

2.I to show their growth in

2.1.1 religion

2.1.2 power & fame.

2.2 to show the world their imp

3. People involved in making of Tower

3.1 first phase -Bonanno & Gherardo in 1173

3.2 second phase -Giovani di Simone in 1275

3.3 Third & final phase - Tommaso Pisano in 1350-1372

#### KEY FOR ABBREVIATIONS

1 Const.-construction

2 Aug -August

3 prbl-problem

4 &-and 5 imp =important

Summary should include all the important points covered in the notes.

9	NOTE MAKING 9
	<p data-bbox="279 190 1005 235">Read the passage and answer the questions given below: (8)</p> <p data-bbox="279 257 1332 1064">At some time you must have come across products produced by Multi National Corporations (MNCs). In the last ten years MNCs have played an Important role in the Indian economy. They have become a common feature of most developing economies in the world. MNCs as is evident from what we see around us. Are gigantic corporations which have their operations in a number of countries. They are characterised by their huge size, large number of products. Advanced technology, marketing strategies and network of operations all over the world. Global enterprises thus are huge industrial organisations which extend their industrial and marketing operations through a network of their branches in several countries. Their branches are also called Majority Owned Foreign Affiliates (MOFA). These enterprises operate in several areas producing multiple products with their business strategy extending over a number of countries. They do not aim at maximising profits from one or two products but instead spread their branches all over. They have an impact on the international economy also. This is evident from the fact that the sales of top 200 corporations were equivalent to 28.3 percent of the world's GDP in 1998. This shows that top 200 MNCS control over a quarter of the world economy. Therefore, MNCs are in a position to exercise massive control on the world economy because of their capital resources, latest technology and goodwill. By virtue of this, they are able to sell any product in different countries. Some of these corporations may be slightly exploitative in nature and concentrate more on selling consumer goods and luxury items which are not always desirable for developing countries.</p>

Title: MNC- A Global Enterprise

Suggested Notes:

1. MNC- MultiNational Corporation
  - 1.1 imp role in Indian economy
  - 1.2 opratn in several countries
  - 1.3 common feature in dvlpng economy
  
- 2 Characteristic features
  - 2.1 size, large no. products
  - 2.2 advanced techngy
  
  - 2.3marketing strategy
  - 2.4 network of oprntn all over the world
  
- 3 Impact on International economy
  - 3.1 Do not profit from one or two products
  - 3.2 spread branches all over
  - 3.3 top 200 MNC control ¼ th world economy
  - 3.4 sell products in diff countries

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Key to Abbreviation</li><li>2. Imp- important</li><li>3. Opratn-operation</li><li>4. Dvlpng- developing</li><li>5. Tchngy- technology</li><li>6. Diff- different</li></ol> |
|---|

Summary should include all the important points covered in the notes.

10	NOTE MAKING 10
	<p>Read the passage and answer the questions given below: (8)</p> <p>The nine-letter word “interview” can perspire the most knowledgeable and strong people in the world. That may be one reason, political leaders and corporate giants normally do not agree for an interview. But the popular ones, or those who want to make an impact, willingly give interviews. In modern times, whether or not you like interview, your prospects depend on its success. So you must know what an interviewer expects from you.</p> <p>First an academic question. What is an interview? It is a discussion in which an interviewer faces a candidate for a short while and asks questions to probe his knowledge and awareness on the subject. These are done to assess the personality of the interviewee. It is a very formal means of interaction with one person facing a group of persons, each of whom is a specialist in his or her field.</p> <p>Knowledge is an important component of success in an interview. It has two aspects: range and depth. The former implies that you should know a lot beyond your own specialization and the latter means an awareness of the various aspects of the topics under discussion. An in-depth knowledge is gained through reading and listening. Listening is more important than reading. Be a keen listener, store major facts in your mind and use them at the appropriate time.</p> <p>Next comes appearance, which means your dress for the interview. You must be elegantly attired for the occasion. Wear a simple outfit, that suits your physique and features. Women should wear sarees or any other sober dress. Casuals like kurta-pyjama should not feature in your selection of dresses.</p> <p>Conducting yourself in an apt way is equally significant. The way you move yourself, sit on the chair, place your hands and your briefcase and talk to the members reflect your behaviour. Walking sloppily, talking loudly or inaudibly, getting irritated easily, and showing documents insistently are symptoms of bad behaviour. A better way is to enter the room smartly, move forward with dignity, greet the board, sit when asked to, and thank at the end before you leave.</p> <p>Expression is the most important aspect of the interview. It conveys your views and opinions. For good expression, what you need is clarity of mind and speech. Show you balanced thinking to convey your views clearly.</p> <p>Convey your views effectively. In an interview, you may be asked questions when you have to either agree or disagree. Whatever your approach convince the board that is unbiased. The board may not agree with your view. Even if you disagree, let not you face show it. Create an impact through your expressions. Give an impression of being leader. Show that you can cooperate and get cooperation that you can share views and get people to accept your authority to reach decisions and implement them.</p> <p>Finally, never consider yourself to be a perfect man. Being a human being makes you susceptible to flaws. However, try to conform to the highest standards and reach close to perfection as possible</p>



Title: Interview an important prospect

Suggested points for Note-Making

1. Interview can make nervous:
  - 1.1. even knowledgbl. and strong peopl.
  - 1.2 Political leadrs. and Corporates :
  - 1.3 don't agree for interview
  
- 2 In modern times success depends:
  - 2.1. on interview's performance
  - 2.2 Interviewer and Interviewee
- 3 An interviewer probes
  - 3.1 interviewee's knowldg. and awareness
  - 3 2. Assess personlty. of interviewee
  - 3.3. Range and depth of knowldg. Measured
  - 3.4. In-depth knowldg. comes through readng, and listeng.
  - 3.5. Always be a good listener
  
4. Appearance and Conduct
  - 4.1. Elegantly dressed for interview
  - 4.2 Dress must suit body and featrs.
  - 4.3 No casual dress
  4. 4 Conducting gracefully significant 4.5. Sloppng and gettng. irritated
  - 4.6Conduct yourself with dignity
  
- 5 Convey Effectively
  - 5.1. Clear in approach
  - 5.2. Unbiased approach
  - 5.3. Create impact through expressn.
  - 5.4. Show leadership qualities of

Key to Abbreviation

- 1.knowledgbl.-knowledgeable
- 2.personlty.-personality
- 3.featr.-features
- 4.expressn.-expression
5. coopertn.-cooperation

Summary should include all the important points covered in the notes.

# WRITING SECTION

ADVERTISEMENT  
TYPES OF ADVERTISEMENT

I  
I

-----	
I	I
I	I
Classified Advertisement	Display / General Advertisement

**Main Characteristics of Classified Advertisement:**

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

Marking Scheme      3 Mark

Format-      1Mark

Content-      1Mark

Expression – 1Mark

Word limit 50 words

**Main Characteristics of Display/ General**

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

**Necessary Details**

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

## CLASSIFIED ADVERTISEMENT

1. Sample

### SITUATION VACANT

Unique Electronics (Regd.), Lucknow, a leading T.V. company requires smart young marketing personnel for marketing its brands. Draft an advertisement for a Walk-in –Interview to be published in a local Daily .

Answer

Walk-in-Interview

Having pleasing personality. Age below 30, with 2-3 years experience in sales. Good communication skills essential. Attractive incentives and salaries for the candidate. Walk in with your resume on 5<sup>th</sup> October 2023 between 8.00a.m to 5.p.m. Contact Ms Anuradha, Ass. Manager, Unique Electronics (Regd.) Aligange, Lucknow in 50 words

2 . Sample

### LOST AND FOUND

You are Riitesh Jain From Bhopal .Write a classifieds advertisement for ‘Lost and Found columns of a local newspaper stating your loss of books and important documents while travelling in a local bus.

Answer

Lost a black school bag while travelling in a local bus contains books and important documents on 26<sup>th</sup> September 2023. Anyone who finds the bag can contact or return it to Ritesh Jain. Finder will be suitably rewarded. Please contact 9423789725.

## DISPAY/COMMERCIAL ADVERTISEMENT

You have been asked to draft an advertisement for ‘Brilliant Courses’, a coaching centre providing extensive postal coaching for competitive examx such as IIT-JEE, CBSE- PMT, etc.

### EDUCATIONAL INSTITUTIONS

ANSWER

OPPORTUNITY TO REALIZE  
YOUR AMBITIONS

For success in  
IIT-JEE and CBSE-PMT

Join

BRILLIANT COURSES

Experienced faculty  
Affordable study material  
Highest success rate

Comprehensive contact program.

Admission open for 2023-24

Write for free prospectus and more details to Brilliant Courses, 4 Nehru Nagar, Allahabad.

## PRACTICE QUESTIONS WITH ANSWERS

1. TO -LET

You are running a real estate agency in Mumbai. You have to give an advertisement for tenements and apartments available for rent. Draft the advertisement in about 50 words

2. SITUATION WANTED

You are an electrical engineer in need of a job in or around Delhi. Write an advertisement for publication in the local daily.

3 . SALE/PURCHASE

You plan to sell your two wheeler. Draft a suitable advertisement in not more than 50 words to be inserted in the classified columns of a local daily, giving all necessary details of the two wheeler. You are Prayag , 15,Krishna Nagar, Delhi.

4. FOR SALE

You are Ram Sahai of 32-C, Rajendra Nagar Indore, wish to shift to a new residence at Bhopal . So want to sell your MIG flat in Indore. Advertise in the classified column 'For Sale' giving some details about your flat.

5. MISSING

You have lost your pet dog. Write a classified advertiment for the lost coloumn of a local daily. You are Nitin.

## ANSWERS

### 1. ANSWER TO-LET

AVAILABLE on rent at Pali Hill, Linking Road, Curzon Street 2,3,4,bedroom flats; with all amenities and parking space. Well-ventilated and Morden construction.24-hour water supply, power back-up, lift facility.For more details contact Cheema Property Dealers,4,Peddar Road, Mumbai. Cont no. 9543268177

### 2. ANSWER SITUATION WANTED

B.E( Electrical engineer)topper from Delhi University with an experience of 5 years in a multinational seeks a job in or around Delhi. Familiar with Java,C++. Expected salary 30,000p.m . contact: Amit Khanna ,342, Patel Nagar, New Delhi.

### 3. ANSWER FOR IMMEDIATE SALE

For immediate sale, Bajaj Super.20010 model. In excellent running condition. All necessary accessories inact.Average around 45 kms per liter. Documents complete in all respects. Price negotiable Interested persons may contact;Prayag,15 Krishna Nagar Delhi or Phone-9856743210

### 4. ANSWER FOR SALE

Available for sale an MIG flat in Tollygunge Kolkata. Two bedrooms, D/D ,attached bathrooms, East park facing with parking space.24hrs power and water supply,4 years old construction renowned Builders. Property sale is 80 lakhs.  
Contact no 9420882153  
E-mail [ramsahai@rkproperty.com](mailto:ramsahai@rkproperty.com)

### 5. ANSWER LOST

A black Pomeranian dog has been missing since 5<sup>th</sup> September,2023.Two years old male, tail with white tip, one paw of the forelimbs is white. Last seen near bus stand at Mall Road, Delhi. Finder will be suitably rewarded. Pleases contact Nitin any time at 9867543210

## TOPIC: POSTER WRITING

### WHAT IS A POSTER?

A poster is a means of making some announcement, advertisement, etc. to catch the attention of the passers-by. Generally a piece of printed paper designed to be attached to a wall or any such surface. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text.

### POSTER WRITING FORMAT:

NAME OF ISSUING AUTHORITY
<u>TAGLINE</u>
<u>TITLE/NAME OF THE EVENT</u> (exhibition, workshop, etc.)
SPECIAL ATTRACTIONS
ILLUSTRATION (WITH A CAPTION)
<u>WHEN</u> (date and time) <u>AND WHERE</u>
ENTRY FEES (if any) <u>AND OTHER RELEVANT INFORMATION</u>
CONTACT INFORMATION

Marking Scheme	
Format -	1 Mark
Content -	1 Mark
Expression -	1 Mark
TOTAL – 3 MARKS	
Word Limit: 50 Words	

### Important Tips to Remember

- Use eye catching presentation.
- Use persuasive language
  - catchy slogans
  - jingles
  - emotional appeal
- Give appropriate visual appeal.
- Give important information (e.g. venue, date, time, occasion, purpose)
- Use different sizes of letters and different placing.
- Make letters light or dark to create requisite effects.
- Draw simple sketches if you can.
- Mention the issuing authority at the end with address, telephone number, website etc.
- Present the matter in a BOX.


### 2 SAMPLE QUESTIONS WITH ANSWERS:

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

## **Books—Our Best Friends**

**BOOKS**

- ♦ inform
- ♦ instruct
- ♦ delight
- ♦ enrich



**Your School Library  
has ten thousand  
books**

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

***Reading makes a ready man***

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

*Read best*  
*Speak best*  
*Think best*

*Make reading  
a regular  
habit*





2. Prepare a poster advising people not to take alcoholic drinks illustrating the danger of consuming alcohol. Your illustration should be in conformity with the theme provided to you.

**SAY NO TO ALCOHOL  
SAY IT NOW !**

Addiction leads to :

- ❖ Ruined Health
- ❖ Ruined Family Life
- ❖ Ruined Self
- ❖ Finally....painful death





*Join De-addiction Camp  
Today.....!*

*Regain health Control  
and happiness*

Call at helpline **'Saathi'**  
Phone No. 25432152, 25654377

**PRACTICE QUESTIONS WITH ANSWERS:**

1. Ministry of Social Justice and Empowerment needs a poster for its 'Prevention of Drug Abuse' on the occasion of International Day Against Drug Abuse (26<sup>th</sup> June every year). Draft a poster to raise public awareness against drug abuse.

Ans:

**26th JUNE**  
**INTERNATIONAL DAY AGAINST DRUG ABUSE**  
*Let's pledge to root out this evil from our society.*

**GET HELP NOW**  
Don't wait until it's too late!

**SAY NO DRUGS**  
*even to trying them....*

**THINK HEALTH... NOT DRUGS**  
Drugs impair health, cause diseases like HIV/AIDS and result in loss of job/income & even life.

Issued in public interest by:  
**MINISTRY OF SOCIAL JUSTICE & EMPOWERMENT**  
Government of India  
Call Toll Free Drug Helpline: 1800-11-XXXX

2. incidents of road-rage are increasing day by day. Draft a poster on behalf of Delhi Traffic Police on Road Safety tips.

Ans:

**PRESCRIPTION**  
from Delhi Traffic Police

- ✓ Always drive in your lane.
- ✓ Never jump a traffic signal.
- ✓ Never exceed the prescribed speed limit.
- ✓ Never drive after drinking.
- ✓ Park only at authorised parking space.
- ✓ Never use mobile while driving.

*Delhi Traffic Police wishes you safe and accident free driving on the roads*

**DELHI TRAFFIC POLICE**  
Call 24 Hours Traffic Helpline at 23378XXX Fax 26190XX  
e-mail : dcpdlh@satyam.net.in  
Website : www.delhipolice.nic.in, www.delhitrafficpolice.nic.in

**ROAD SAFETY IS NO ACCIDENT**

**REMEMBER !  
ROAD SAFETY IS NO ACCIDENT**  
Follow safety tips,  
enjoy safe driving

**TRAFFIC POLICE DELHI**  
We Want You Safe

3. You are the Marketing Manager of Starbucks Coffee Products Company. To promote the sales of 'Starbucks Coffee' you have to plan an event for three days giving offers on several varieties of coffee. Design a suitable poster detailing the vast variety of Starbucks Coffee available in restaurants all over India.

Ans:

**Buy 1, Get 1 Free**  
Buy a Holiday Beverage, Get One Free at your Local **STARBUCKS**  
Nov 18-21, 2-5P.M.


**ENJOY THE TASTE OF THE SEASON WITH ANY OF THESE DELICIOUS DRINKS**

Caramel Brulee Latte, Peppermint Mocha, Peppermint White Chocolate Mocha, Peppermint Hot Chocolate, Gingerbread Latte, Eggnog Latte, Caramel

4. Design a poster to launch 'Tree Plantation Campaign' in the area surrounding your school.

Ans:

**PLANT TREES  
&  
LIVE LONGER**



*Join*

**TREE PLANTATION CAMPAIGN**

ON  
**SUNDAY, 5 OCTOBER 20XX**  
at 9 a.m.  
**ADARSH SR. SEC. SCHOOL, JODHPUR**

***Remember the Benefits of Trees***

- Release oxygen
- Bring rain
- Provide fruit, shade & greenery
- Suck carbon
- Check soil erosion

*Trees live for us. Let us protect our friends.*

5. You are making an effort to spread the message of communal harmony. Prepare a poster with catchy slogans to be displayed in the school premises.

Ans:

**COMMUNAL HARMONY**  
*the*  
**NEED OF THE HOUR**  
**AVOID**  
**DISTINCTIONS OF**  
**CASTE, CREED & SEX**  
**CURB**

**INDIA  
A  
SECULAR  
STATE**

**LIVE  
IN  
AMITY  
&  
PEACE**

*Communal Speeches/Writing*  
**RESPECT EACH OTHER'S RELIGION**  
**NO RELIGION TEACHES HATRED**  
**LOVE & LIVE**  
**TOGETHER**  
**AS**  
**BRETHREN**

*Issued in Public Interest by Friends of India Society*

## TOPIC: SPEECH

### 1. INTRODUCTION:

Speech is a very important writing composition. It is generally meant to be presented before audience/spectators by the speaker. It is highly interactive way of language. It includes the speaker's viewpoint together with supporting facts and evidences.

### 2. FORMAT:

- **Salutation:** Good morning, Hon`ble principal, respected teachers and my dear friends...
- **Introduction:** Today I (NAME) am standing before you to deliver a speech on the topic ie; -----
- **Content/communication** – includes causes and effects of the problem/issue  
Division of the topic into parts  
Ideas to have logical sequence  
Suit the matter to the occasion
- **Complimentary close-** concludes the speech reiterating the view on how to the situation or simple Thank you
- **Marks:** 5 marks (Format-1 Content-2 Expression-2)
- 

### 3. TIPS FOR THE STUDENTS:

- i) Thorough knowledge of the topic
- ii) Rough work with main points to be done before presentation
- iii) Relevant points to be included in speech and thus no beating about the bush
- iv) Communication part to be divided into three to four parts
- v) Flow of the ideas from former point to the latter ideas to be maintained
- vi) Ending maybe with some positive quotation or simply with` Thank you

1	SAMPLE QUESTION 1	MARKS
	You are Ravi/Ravina, head Boy/ head girl. Write a speech in 120-150 words on 'Benefits of early rising to be delivered by you in the morning assembly of your school.	5
2	SAMPLE QUESTION 2	MARKS
	Write a speech in 120-150 words on the topic, ` Importance of library in schools. It is to be delivered in the morning assembly. You are Animesh/Anima school captain of your school.	5

<b>PRACTICE QUESTIONS</b>		
<b>1.</b>	As Sanjay / Sandhya a student of DAV Public School, write a speech to be delivered in school assembly highlighting the importance of cleanliness (120-150 words)	<b>5</b>
<b>2.</b>	You are Priyanshu/Priya , head boy / head girl of your school. You are deeply disturbed at the rising cases of aggressive behavior of students in your school. You decide to speak during the morning assembly about it. Write a speech on 'Indiscipline in Schools'. (120 – 150 words)	<b>5</b>
<b>3.</b>	After the rainy season is over, mosquitoes start breeding. They cause malaria, dengue, chikungunya, etc. These diseases can sometimes prove to be fatal. As vice -captain of your school you have decided to deliver a speech on protection from mosquitoes. Write that speech in 120-150 words.	<b>5</b>
<b>4.</b>	Write a speech in about 120 -150 words on `importance of curbing child labor`, being a conscious student of your school, you have been greatly distressed at alarming number of child labor in the society.	<b>5</b>
<b>5.</b>	Regular practice of yoga is useful in maintaining good health. It is also important good concentration and peace of mind. You are Raghav/Rashmi , a student of Red Rose Public School. Write a speech in 120-150 words to be delivered in the morning assembly of your school, highlighting the impact of yoga in our life.	<b>5</b>

### MARKING SCHEME

<b>1</b>	<b>SAMPLE QUESTION 1</b>	<b>5 m</b>
	<p>Good morning, Hon`ble Principal sir, respected teachers and my dear friends. Today I, Ravi/Ravina, am standing before you to express my views on 'Benefits of early rising`. All of us have heard the famous saying by Benjamin Franklin`s saying "Early to bed and early to rise makes a man, healthy, wealthy and wise". But how exactly is rising early beneficial.</p> <p>An early riser has many advantages over the late riser. In early morning, nature is at its best. Early rising enables us to breathe fresh morning air and enjoy a variety of natural sights which a late riser can't even dream of. The early riser finds time to do exercises, yoga and meditation, which are most beneficial when done in the morning. It will keep the person calm, happy and energetic throughout the day. Early rising enables us to start our day's work early when the mind is fresh and there are no distractions. It also helps us plan out our day which is not possible for a late riser who would be virtually running to get things done. It is also said that whatever is studied early in the morning retains in our mind for a longer time. The early riser has no hurry to do his work. He has sufficient time to do his work thoroughly. You can also help your parents with household chores. With all these benefits of rising early, I am sure all of us should start rising early and take care of our day`s work. After all, it is the early bird that catches the worm.</p> <p>Thank you</p>	
<b>2</b>	<b>SAMPLE QUESTION 2</b>	<b>5 m</b>
	Good morning, Hon`ble principal sir, respected teachers and my dear friends. Today, I, Animesh /Anima, am standing before you to present my views on the importance of library in schools. The school library plays a very important role in students` life.	

	<p>A library in school provides academic reference but a wide range of fiction, digital and print resources. It enhances the students` intellectual, emotional, cultural and social skills. The modern trend in education is to encourage students to collect their own information from various sources. From this point of view, reading in a library itself is a part of school education.</p> <p>A library is indispensable to such modern methods of teaching as problem-solving method, project method, assignment methods supervised study, etc. Thus, a library is the hub of intellectual activity in a recognized school and plays the same part, for all subjects, as does a laboratory for science subjects, or a workshop for technical subjects. Not only for academic purposes, for earnest readers, school library is a boon. In today's age, where the reading habit is fast dying out , it helps in cultivating reading habits from a young age itself. Reading forms character of a person. What better place to start such a good habit, then our very own school library. Let us resolve to use our school library to the full, for that is what can make us not only intellectuals but also good individual beings. Thank you very much for patient listening.</p>	
<b>PRACTICE QUESTIONS</b>		
1.	<p>Good morning, respected principal sir, teachers, and my dear friends. Today I, Sanjay/Sandhya, standing before you all, to highlight the importance of cleanliness. Cleanliness is the state or quality of being clean or being kept clean. It is essential for everyone to learn about cleanliness, hygiene, sanitation and the various diseases that are caused due to poor hygienic conditions. It is crucial for physical well-being and maintaining a healthy environment at home and at school. An unclean environment is an invitation for a lot of mosquitoes to breed in and spread deadly diseases. On the other hand, not maintaining personal hygiene leads to a lot of skin problems and decreased immunity.</p> <p>The habits learnt at a young age get embedded into one's personality. Even if we inculcate certain habits like washing hands before and after meals, regular brushing and bathing from a young age, we are not bothered about keeping public places clean. For this, on 2nd October, 2014, the Indian Prime Minister launched a nation-wide cleanliness campaign, "Swachh Bharat" to provide sanitation facilities to every family, including toilets, solid and liquid waste disposal systems, village cleanliness, and safe and adequate drinking water supply. Teachers and students of schools are joining this 'Clean India Campaign' very actively with great fervor and joy.</p> <p>Good health will ensure a healthy mind, which will lead to increased overall productivity resulting in higher standards of living, thus developing the economy. It will boost India's international image. Thus, a clean environment is a green environment with less people falling ill. Cleanliness, hence, is defined to be the emblem of purity of mind.</p> <p>Thank you.</p>	

<p>2.</p>	<p>Good morning to one and all present here. Hon`ble principal sir, respected teachers and my dear friends. Today, I, Priyanshu/Priya, head boy/girl am standing before you to throw light upon the grave issue of “Increasing Indiscipline in Schools”.</p> <p>It has been brought into lime light that disobedience of teachers, bullying, fights with peers, truancy and insults is becoming a common trend in our school.. Not only this, there have been complaints of parents witnessing a shift in their children’s attitude. This is resulting in a lot of children getting hurt emotionally, mentally and physically. The impact this attitude is having on kids at early age is disastrous and irreversible.</p> <p>Not to forget the damage that has been done to the school property. Stealing chalks, scribbling on desks, walls and washroom doors, destroying CCTV cameras and the list goes on. By doing this, we are only letting us deprive ourselves of the amenities being provided to us.</p> <p>After a lot of meetings, lack of proper guidance, excessive use of social media and peer pressure have been observed as the root causes of the problem. The counsel is taking steps to improve the situation. Life skill classes and moral lessons are being made mandatory for everyone. Teachings will include counselling, motivation and inculcating moral values. Seminars for parents and students will be regularly organized. A counsellor to help you all share your feelings, grudges and sharing your personal problem is being made available. We are doing everything we can and expect the same from you.</p> <p>So, let’s join our hands together and build an environment where we encourage, motivate, help and be kind to each other for we are good and civilized beings capable of a lot of love.</p> <p>Thank you.</p>	
<p>3.</p>	<p>Good morning, hon`ble principal sir, respected teachers and my dear friends .I am standing before you to say a few words on the protection from mosquitoes.</p> <p>As you know rainy season is approaching and the number of mosquitoes bites increases dramatically during this season. This increase is accompanied by serious diseases like malaria, chikungunya, dengue and can even cause deaths. It is very important to undertake measures to protect ourselves from mosquitoes.</p> <p>Mosquitoes unleash horror in the minds of many, especially to those who have had a reaction to their bites, so the best way to protect yourself from mosquitoes is by all-round prevention. Mosquitoes are at their prime during dusk and dawn, however mosquitoes are highly active at all times of the day, especially on those warm, humid days.</p> <p>The best method to keep mosquitoes at bay is by frequently cleaning your house. Use mosquito repellent. Mosquitoes multiply in still or stagnant water, so look out for water build-ups around our house. Clear out cans, take care of blocked gutters and divert them towards empty plants pots and into any container that can hold water. Continue the good work by keeping tight covers over cisterns, septic tanks, cesspools, rain barrels and tubs where water generally gets accumulated. Also, dry out stagnant pools, puddles, ditches or swampy places close to our house as much as possible.</p> <p>The problem of mosquitoes and the spread of diseases can be minimized through increasing safety measures. We should always remember that `Prevention is better than cure`.</p>	



4.	<p>Good morning, Hon`ble principal sir, respected teachers and my dear friends. Today I am standing before you to give a speech on the issue of child labor in the society`. It is one of the biggest realities of our society. Child labor has existed for many years and is still an unresolved issue our society. It is unfortunate that the students who should be spending their day playing in schools, learning new things are working in factories ,dhabas and shops. They are compelled to work in unhygienic and unhealthy condition. Child labor can result in extreme bodily and mental harm, and even death. It can lead to slavery and physical or economic exploitation. And in nearly every case, it cuts children off their schooling and health care, restricting their fundamental rights. Spread awareness, sending more children to school, discouraging people to employ children in homes, shops, factories, arranging midday meal in schools etc. can go a long way in reducing the number of child labor in the society. It is essential that parents should be encouraged to send their children in schools. There should be provision to give punishment if for both parents and owners if child labor is flourishing anywhere in the country. I want everyone to be more and more conscious about how to curb child labor in the society. Thank you.</p>	
5.	<p>Good morning, hon`ble principal sir, respected teachers and my dear friends  Today, I am going to speak on the importance of yoga in our life. Human beings are made up of three components body, mind and soul. Corresponding these things there are needs-health, knowledge and inner peace. Health is our physical need. Knowledge is our psychological need and inner peace is our spiritual need. When all three are present, then there is harmonious development.</p> <p>Yoga gives us relief from countless ailments at the physical level. The practice of postures (asanas) strengthens the body and creates a feeling of well-being. From psychological view point, yoga sharpens the intellect and aid in concentration stead the emotions and encourages caring for others</p> <p>The practice of breathing techniques (pranayama) calms the mind. Is the realm of the spiritual yoga, brings awareness and the ability to be still. Through meditation, in peace is experienced. Thus, yoga is a practical philosophy involving every aspect of person's being</p> <p>It teaches the evolution of the individual by the development of self-discipline and awareness. Anyone irrespective of age, health, circumstances of life and religion can practice yoga. Yoga helps to discipline our sense of power with the power of our own If we look into the benefits of yoga, there are numerous. It improves physical fitness, stress, controls general well-being, mental clarity and greater self-understanding. People of all ages can do yoga and it can also be adapted for people with disabilities or special needs. The asanas enhance muscle strength, coordination, flexibility and can help keep our body fit, control cholesterol level, reduces weight, normalize blood pressure and improves cardiovascular performance. Thank you.</p>	

## TOPIC: DEBATE

### 1. INTRODUCTION:

Debate involves the skill and ability in arguing in front of an audience on a particular topic. In a debate, arguments are put forward for opposing viewpoints. The speaker may speak either for or against the given topic. In other words, Debate is a creative expression of a person's opinion or a perspective on an issue.

### 2. FORMAT:

- **Salutation:** Good Morning . Respected Chairperson, Honourable judges, teachers and my dear friends.....
- **Introduction:** Today I stand before you to present my views for /against the motion.....
- **Content of the argument:** May include quotations, views facts, rebutting the statements, questions, etc
- **Common Phrases:** 'I strongly feel that...', 'I would like to draw your attention to...', 'I strongly disagree...', 'I whole heartedly oppose/ support....', 'In my opinion....',
- **Marks:** 5 marks (Format-1 Content-2 Expression-2)
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### 3. TIPS FOR THE STUDENTS:

- i) Understand the topic of the debate.
- ii) Begin the debate with a captivating opening statement or a famous quotation.
- iii) Decide whether you have many points to write for/against the topic.
- iv) Divide your ideas in 3 to 4 paragraphs.
- v) Present your points of argument in a sequence and refute the imaginary views of the opponent party.
- vi) Give an appropriate conclusion at the end.

1	SAMPLE QUESTION 1	MARKS
	Social media users are happier and more connected with other people than the non users. Write a debate in 120-150 words either for or against the motion.	5
2	SAMPLE QUESTION 2	MARKS
	Gyms and Fitness centres have reduced the importance of exercising. Write a debate in 120-150 words either for or against the motion.	5
<b>PRACTICE QUESTIONS</b>		
1.	You are Sanjay /Seema of ABC Model School, Chandigarh. You have been asked to speak in the morning assembly on the topic "Academic excellence is the only requirement for a good job." Write a debate in 120-150 words either for or against the motion.	5

2.	Reservation of seats for admission to professional courses is good for the deprived section of the society. Write a debate in 120-150 words either for or against the motion.	5
3.	As the Secretary of the Students' Union , you were asked to speak on the topic ' School life is better than College life'. Write a debate in 120-150 words either for or against the motion.	5
4.	You are Sohan/Sohini of Sunshine Public School, Allahabad. You are going to participate in a debate on the motion 'Co-education schools are always better than single gender schools.' Write the debate in 120-150 words either for or against the motion.	5
5.	As a student you are asked to speak on the topic " Summer Vacation is better than Winter Break" in the Inter-house debate competition of the school. What are your views? Write the debate in 120-150 words either for or against the motion.	5

### MARKING SCHEME

<b>1</b>	<b>SAMPLE QUESTION 1</b>	<b>5 m</b>
	<p>Good Morning. Respected Principal , honourable judges, my worthy opponents and dear friends, Today I, stand before you to argue in favour of the motion, Social media users were happier and more connected with other people than the non users.</p> <p>These days people spend most of their time on social media, updating all the events of their lives. It reduces communication barriers and helps to stay connected with friends. There are also opportunities for entertainment as well as business. People use the social media to shop, to sell things, to meet others and to find out what they are looking for. The social networking sites make it very easy to connect with others. The main intention is to connect with more people online and increase the number of friends rather than actually connecting in person.</p> <p>When someone is waiting for a long time, the social media keeps them happy rather than getting bored. They can watch short entertaining videos, make reels and even make a live video of the place where they are waiting. Many educational sites also help the people to crack the interview and establish themselves in life. They can just explore the world in one click. Whereas for the non users, waiting is just a boring activity. They miss out on many things and are deprived of the improvised tools and techniques to cope up with modern life style.</p> <p>So my dear friends I strongly agree to the fact that social media users are much more happier than the non-users. Of all the changes wrought by online incursion into human lives, this is possibly the most directly impactful, human and relatable. It changes one's lives for the better.</p>	

2	<b>SAMPLE QUESTION 2</b>	<b>5 m</b>
	<p>Good Morning. Respected Chairperson , honourable judges, my worthy opponents and dear friends, Today I stand before you to argue against the motion, Gyms and Fitness centres have reduced the importance of exercising. Now a days increasing number of people are going to the gym more out of convenience and necessity to keep themselves fit, since it is difficult to find open space to walk in the present urban areas. Exercising in Fitness centres has its pros and cons. However for the young generation gyms are more attractive than walking in the open park. Physical Health improves in the gym and exercising in the open area improves both the mental and physical health. Moreover going to the gyms also shows your status in the society and those going for exercising in parks are looked down upon.</p> <p>Another reason why Gyms are preferred more than parks for exercising is the time factor. My worthy opponent had spoken in favour of exercising in the park. But I would like to say that in this fast changing world , people have very less time to visit the park . When they return from duty , it is time for parks to close. But there are different time slots in the gym with a proper trainer guiding the persons even with a proper diet chart. This is very convenient and the best alternative available.</p> <p>My dear friends, even though parks are the best medium to connect with nature and be fit, people are shifting to gyms. “ Exercise is a celebration of what your body can do, not a punishment for something you ate.”</p>	
	<b>PRACTICE QUESTIONS</b>	
1.	<p>Good Morning. Respected Principal , honourable judges, my worthy opponents and dear friends, Today I Sanjay/Seema stand before you to argue against the motion, “Academic excellence is the only requirement for a good job.”</p> <p>Academic qualification not the only factor to ensure success in life. Jobs are said to be secure. However one’s ability, skill and will power are also the determiners of success. Skills are of many types like social skills, language skills and computer skills. There is no guarantee that a person with high grades will be preferred for a job. An employer may give preference to skills. Academic performance related to schools, colleges and universities only, not based on what they are to execute in the working environment. The example of Bill Gates can be taken. Dropped out of Harvard University and take one step ahead to achieve his vision in computer software, Microsoft. Where there is a will, there is a way, so goes the saying. Chance for everyone to be successful in life as long as one is ready to take on the challenge.</p>	

2.	<p>Good Morning. Respected Chairperson , honourable judges, my worthy opponents and dear friends, Today I stand before you to argue against the motion, Reservation of seats for admission to professional courses is good for the deprived section of the society.</p> <p>Reservation should be purely on merit basis. Persons get seat for MBBS purely on reservation quota even with low marks. What will happen when one becomes a doctor with limited knowledge? We are in the 21<sup>st</sup> century now. One hand we want economic reforms and on the other we also want reservation policy. Once upon a time casteism was very much prevalent in India. Things have changed now. Many have become upper class and the Brahmins have become relatively poor. They do not get any seat because of the reservation policy. Deserving candidates lose opportunities in good education institutes because of the quota system. Politicians also advocate casteism. Some others change their caste to get the benefit of reservation.</p>	
3.	<p>Good Morning. Respected Principal , honourable judges, my worthy opponents and dear friends, Today I, stand before you to argue in favour of the motion, ‘ School life is better than College life’.</p> <p>School and College life are totally different from each other. In school treated as a child. Typically a structured environment, with a set of rules and regulations to follow and lead a disciplined life. School equips a cThere are uniforms and no differentiation between the rich and the poor. College life is fun, enjoying with friends and studying specifically. Schools shapes the personality and future. College studies are harder and long period of gaps in the time table. Students enjoy their games period at school and expose themselves to different types of games and sports. There are all the subjects to learn and enjoy and schools play a very important role in shaping one’s personality.</p> <p>“ The classrooms may have taught us lessons but it’s the missed school days that taught us life”.</p>	
4.	<p>Good Morning. Respected Principal , honourable judges, my worthy opponents and dear friends, Today I, Sohan/ Sohini stand before you to argue against the motion, ‘Single gender schools are always better than Co-education schools.’</p> <p>Co-education schools provides feeling of equality among the students. Learn many things from each other and share their thoughts and ideas. Don’t agree to the statement made by my opponent regarding the Single gender schools. Co-education schools enhances the feeling of competition among each other and develops mutual respect among boys and girls. Breaks down the barriers of gender stereotypes too. It also has a positive impact on student performance. Students are challenged to perform to the best of their abilities regardless of gender. Creates a more competitive and motivating environment, leading to better academic performance.</p>	

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| 5. | <p>Good Morning. Respected Principal , honourable judges, my worthy opponents and dear friends, Today I, stand before you to argue in favour of the motion, “ Summer Vacation is better than Winter Break”</p> <p>Summer vacation is longer than winter breaks. It provides an opportunity for taking rest from the hectic schedule of the school and gearing up for studies, reducing stress and enhancing overall well- being. Students can explore new interests and develop hobbies. Ample time for families and friends to spend quality time together. Reading habits can be developed and a great way to improve comprehension enhance vocabulary and enhance critical thinking skills. Summer days are longer and so a great time to get outdoors and explore nature through hiking, camping trips and beach outings. Creative skills can also be developed drawing, painting and writing. Mango lovers enjoy the summer and look forward to having cold drinks and ice-creams.</p> |
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# LITERATURE SECTION

## LESSON: THE PORTRAIT OF A LADY BY KHUSHWANT SINGH

### 1. KEY POINTS OF THE CHAPTER:

The story revolves around the evolving relationship between a young boy and his grandmother. The story reflects the passage of time, cultural change, and the evolution of their relationship, from a close bond to a more distant one. It underscores the grandmother's deep spirituality and her lasting impact on the narrator's values. Despite the changing world, her teachings remain a profound part of his life, highlighting the enduring influence of family and tradition.

- **Initial bond and caregiving:**

At the beginning of the story, the grandmother and the grandson share a strong and affectionate bond.

She serves as a caregiver when the narrator's parents leave him with her in the village.

She wakes him up, prepares him for school, and accompanies him there.

- **The village school years:**

During their time at the village school, the grandmother imparts religious teachings and prayers to the narrator.

She takes on the role of both a grandmother and a mentor, trying to instil values and spirituality in him.

Their daily routine includes feeding chapattis to the village dogs on their way to school, reflecting their shared experiences.

- **Shift in the city:**

The relationship begins to change as the family moves to the city.

The grandmother no longer accompanies the narrator to school, and he starts attending an English school.

This shift represents the cultural and educational divide that separates them.

- **Disapproval and distance:**

The grandmother disapproves of the Western education the narrator receives and the absence of religious teachings.

She becomes increasingly distant as the narrator starts learning about subjects that she doesn't believe in, like science and music.

Their conversations dwindle, and the gap in their worldviews widens.



- **Life in city:**

She accepted her changing relationship with the grandson and kept herself busy in her own way. She devoted herself to praying and working on the spinning wheel. Apart from that, she used to spend half an hour feeding sparrows and this was the happiest time for her in the entire day.

- **Farewell when narrator left for abroad:**

When the narrator decides to go abroad for further studies, he expects the grandmother to be upset.

However, she remains stoic and shows no sentimentality, as if she has accepted the changing course of their relationship. She was praying through out and planted a kiss on the narrator's cheek.

- **Reunion and the last moments:**

After five years abroad, the narrator returns home, and the grandmother is still the same.

Their reunion is marked by the ecstasy of the grandmother where she gathers the neighbourhood women and starts singing songs of homecoming.

- **The grandmother's passing:**

The grandmother's passing signifies the final chapter in their evolving relationship.

Her belief that her end is near due to briefly omitting her prayers reflects her unwavering devotion.

Her stoicism and silence in her last moments emphasize her commitment to her faith.

- **Symbolism of the sparrows:**

The sparrows that filled the grandmother's room after her death symbolize the enduring connection between them.

In the story's conclusion, the sparrows' behaviour changes after the grandmother's passing. They show no interest in the bread left for them, and when she is taken away, they quietly fly away. This shift in their behaviour symbolizes the transition and departure of a significant presence in the narrator's life, marking the end of an era.

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>		<b>3m</b>
	My grandmother and I were good friends. My parents left me with her when they went to live in the city and we were constantly together. She used to wake me up in the morning and get me ready for school. She said her morning prayer in a monotonous sing-song while she bathed and dressed me in the hope that I would listen and get to know it by heart; I listened because I loved her voice but never bothered to learn it. Then she would fetch my wooden slate which she had already washed and plastered with yellow chalk, a tiny earthen ink-pot and a red pen, tie them all in a bundle and hand it to me. After a breakfast of a thick, stale chapatti with a little butter and sugar spread on it, we went to school. She carried several stale chapattis with her for the village dogs.		
<b>a</b>	<b>What does the passage suggest about the grandmother's morning routine?</b> A) She had a busy and rushed schedule. B) She prioritized spending time with the narrator. C) She often forgot to prepare breakfast. D) She disliked waking up early.		<b>1</b>
<b>b</b>	<b>What might be the reason for the grandmother's act of feeding the village dogs with stale chapattis?</b> A) She had too much food and wanted to share. B) She was trying to train the dogs. C) She wanted to keep the dogs away from the narrator. D) She cared for the well-being of the village dogs.		<b>1</b>
<b>c</b>	<b>What does the word "monotonous" mean in the context of the passage?</b> A) Exciting and dynamic B) Repetitive and dull C) Expressive and lively D) Sudden and unexpected		<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>		<b>3m</b>
	When I went up to University, I was given a room of my own. The common link of friendship was snapped. My grandmother accepted her seclusion with resignation. She rarely left her spinning-wheel to talk to anyone. From sunrise to sunset she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows. While she sat in the verandah breaking the bread into little bits, hundreds of little birds collected round her creating a veritable bedlam of chirrupings. Some came and perched on her legs, others on her shoulders. Some even sat on her head. She smiled but never shooed them away. It used to be the happiest halfhour of the day for her.		
<b>a</b>	<b>What does the change in the grandmother's daily routine after the narrator went to university symbolize?</b> A) The grandmother's growing loneliness and isolation B) The narrator's newfound independence and freedom C) The grandmother's interest in bird-watching D) The narrator's neglect of their grandmother		<b>1</b>

<b>b</b>	<p><b>In the passage, the phrase "creating a veritable bedlam of chirrupings" suggests that the sparrows:</b></p> <p>A) Were peacefully perched around the grandmother.  B) Were causing chaos with their noisy chirping.  C) Were helping the grandmother with her work.  D) Were sleeping soundly on the verandah.</p>	<b>1</b>
<b>c</b>	<p><b>Why did the grandmother accept her seclusion with resignation, as mentioned in the passage?</b></p> <p>A) She was unhappy and wanted to be alone.  B) She preferred solitude to socializing.  C) She missed her family who had gone to the city.  D) She understood that her role in the narrator's life had changed.</p>	<b>1</b>
<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>3m</b>
	<p>We lifted her off the bed and, as is customary, laid her on the ground and covered her with a red shroud. After a few hours of mourning we left her alone to make arrangements for her funeral. In the evening we went to her room with a crude stretcher to take her to be cremated. The sun was setting and had lit her room and verandah with a blaze of golden light. We stopped half-way in the courtyard. All over the verandah and in her room right up to where she lay dead and stiff wrapped in the red shroud, thousands of sparrows sat scattered on the floor. There was no chirruping. We felt sorry for the birds and my mother fetched some bread for them. She broke it into little crumbs, the way my grandmother used to, and threw it to them. The sparrows took no notice of the bread. When we carried my grandmother's corpse off, they flew away quietly. Next morning the sweeper swept the bread crumbs into the dustbin.</p>	
<b>a</b>	<p><b>Why did the sparrows not chirrup when they were in the grandmother's room?</b></p> <p>A) They were mourning the grandmother's death.  B) They were scared of the people in the room.  C) They were focused on the bread crumbs.  D) They had left the room earlier.</p>	<b>1</b>
<b>b</b>	<p><b>What is the significance of the sweeper sweeping the bread crumbs into the dustbin the next morning?</b></p> <p>A) It shows the family's disregard for the sparrows.  B) It signifies the end of the mourning period.  C) It suggests a return to normalcy after the funeral.  D) It reflects the family's indifference to cleanliness.</p>	<b>1</b>
<b>c</b>	<p><b>What does the word "crude" mean in the context of the passage?</b></p> <p>A) Simple and unrefined  B) Polite and courteous  C) Delicate and elegant  D) Advanced and sophisticated</p>	<b>1</b>

<b>SHORT ANSWER TYPE QUESTIONS:</b>		
a	What was the narrator's and his grandmother's routine in the village?	<b>3m</b>
b	What caused a turning point in the friendship between the narrator and his grandmother?	<b>3m</b>
c	Which activity in the city made the grandmother the happiest and why?	<b>3m</b>
d	What, in the author's opinion, was his grandmother's last point of physical touch with him? Did it turn out to be true?	<b>3m</b>
e	Even nature laments the passing of upright and moral beings. Justify using 'The Portrait of a Lady' as an example.	<b>3m</b>
f	How did the grandmother receive the narrator when he returned from abroad and how did it affect her?	<b>3m</b>
g	How did the grandmother spend her time in the city?	<b>3m</b>
h	Why did the grandmother dislike the city school?	<b>3m</b>
i	Describe the grandfather as he looked in the portrait?	<b>3m</b>
j	Why was the grandmother compared to the winter landscape in the mountains?	<b>3m</b>
<b>LONG ANSWER TYPE QUESTIONS:</b>		
a	Draw a character sketch of the grandmother as portrayed by the narrator in the lesson 'The Portrait of a Lady'.	<b>6m</b>
b	Discuss the evolving relationship between the narrator and his grandmother as the narrator grows up.	<b>6m</b>
c	Draw a contrast of the lifestyle of the author's grandmother in the village and in the city. What could be the reasons?	<b>6m</b>
d	Even though the grandmother did not have a formal education, she was committed to the author's education. How does the text support this claim?	<b>6m</b>
e	Do you agree that the grandmother was a woman immensely strong in character? Support your answer.	<b>6m</b>

## MARKING SCHEME

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>	<b>3m</b>
<b>a</b>	B) She prioritized spending time with the narrator.	<b>1</b>
<b>b</b>	D) She cared for the well-being of the village dogs.	<b>1</b>
<b>c</b>	B) Repetitive and dull	<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>	<b>3m</b>
<b>a</b>	A) The grandmother's growing loneliness and isolation	<b>1</b>
<b>b</b>	B) Were causing chaos with their noisy chirping.	<b>1</b>
<b>c</b>	D) She understood that her role in the narrator's life had changed.	<b>1</b>
<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>3m</b>
<b>a</b>	A) They were mourning the grandmother's death.	<b>1</b>
<b>b</b>	C) It suggests a return to normalcy after the funeral.	<b>1</b>
<b>c</b>	A) Simple and unrefined	<b>1</b>
	<b>SHORT ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	Khushwant Singh's grandmother used to wake him up in the morning, give him a bath, dress him, sing prayers to him, prepare school essentials like slate and take him to school after eating breakfast together. As the school was attached to a temple, she would read scriptures while her grandson attended school. They gave the village dogs chapattis while returning home.	<b>3m</b>
<b>b</b>	When the Narrator and Grandmother moved to the city, their friendship took a sharp turn. His grandmother stopped going to school with him, and he started going by bus. They were unable to see each other much even after sharing a room.	<b>3m</b>
<b>c</b>	The happiest moment of the day for the grandmother in the city was to feed the sparrows. While feeding, the sparrows used to sit on her legs and on her shoulder. Some sat even on her head. She smiled but never shooed them away. This used to be the happiest half an hour of the day for her perhaps because she had some company and she missed feeding the dogs she fed in the village.	<b>3m</b>
<b>d</b>	The author received a moist kiss on his forehead from his grandmother when he was going abroad. He thought this was his last physical contact with her because she was so old that she might not be alive when he would come back. But she hugged him when he came back from abroad.	<b>3m</b>
<b>e</b>	When the grandmother passed away, thousands of sparrows clustered in the verandah and the room but they did not chirrup. When the body was taken away, the birds left quietly without eating the bread crumbs offered to them, as if to declare that even nature acknowledged the loss of a true benefactor.	<b>3m</b>

<b>f</b>	The ecstatic grandmother had planned a musical feast, playing the drums and singing of the homecoming of warriors. The overexertion caused a mild fever, which the grandmother took to be a sign that she would soon pass away. Instead of speaking, she started to pray. Eventually, she passed away.	<b>3m</b>
<b>g</b>	Grandmother spent all of her time spinning on her charka in the city to keep herself occupied. Additionally, she kept herself occupied by counting beads of her rosary and praying. She also spent half an hour feeding sparrows.	<b>3m</b>
<b>h</b>	In the city the writer started going to an English school in a motor bus. He learnt English and things of western science there. She could not understand them. It made her unhappy that she could not help him with his lessons. She also did not believe in the things they taught. They did not teach about God and the scriptures and taught them music instead. This made her unhappy.	<b>3m</b>
<b>i</b>	The grandfather had a long beard that covered the best part of his chest and wore a big turban and loose-fitting clothes. He looked at least a hundred years old. He looked the sort of person who would not have a wife or children but only grandchildren because he looked too old.	<b>3m</b>
<b>j</b>	The grandmother is described as the winter landscape because of her old age and her serenity. This is because the snow in the mountains during winter months resembles the white colour of grandmother's silver hair and white saree and the divinity of the scene depicted her ascetic nature, calmness and tranquility.	<b>3m</b>
<b>LONG ANSWER TYPE QUESTIONS:</b>		
<b>a</b>	<p>Khushwant Singh's grandmother is a central figure in the narrative, and her character is richly detailed - elderly woman who has been a constant presence in the narrator's life - despite being described as old and wrinkled, she possesses a timeless beauty that transcends physical appearance - short, slightly bent, and overweight - silver hair is scattered untidily over her pale, puckered face- moves slowly and carefully- lips are constantly in motion as she silently recites her prayers, reflecting her deep spiritual devotion.</p> <p>Unwavering commitment to her religious beliefs -disapproves the Western education and music lessons</p> <p>Caring and devoted grandmother – cares for animals and birds feeds the village dogs along the way.</p> <p>In summary, Khushwant Singh's grandmother is a character defined by her ageless beauty, deep spirituality, unwavering devotion to tradition, and her role as a caring and devoted grandmother. She represents a generation steeped in religious values and traditions, and her presence leaves a lasting impact on the narrator's life.</p>	<b>6m</b>

<b>b</b>	<p><b>Early Affection:</b> The narrator and his grandmother share a close and affectionate bond during his childhood.</p> <p><b>Shared Rituals:</b> They engage in shared daily rituals, such as waking up together, preparing for school, and reciting prayers.</p> <p><b>Accompanying to School:</b> The grandmother accompanies the narrator to school, emphasizing her commitment to his education and spiritual upbringing.</p> <p><b>Cultural and Generational Divide:</b> As the narrator starts attending an English school, differences in culture and generation emerge. The grandmother disapproves of the Western education and music lessons, leading to a disconnect.</p> <p><b>University Separation:</b> The narrator's departure for university creates physical and emotional separation between them.</p> <p><b>Reunion:</b> Upon the narrator's return, they are reunited, but their roles have shifted. The grandmother remains devoted to her religious practices and sparrows, while the narrator embraces a more modern lifestyle.</p> <p><b>Acceptance:</b> In the final days of the grandmother's life, there is mutual acceptance of each other's choices and beliefs.</p> <p><b>Death and Closure:</b> The grandmother's passing marks the end of their evolving relationship. Her focus on prayers in her last hours reflects her unwavering commitment to her beliefs.</p>	<b>6m</b>
<b>c</b>	<p><b>Village Life:</b></p> <p><b>Simplicity:</b> In the village, her life was simple, centered around traditional practices, and religious rituals.</p> <p><b>Family Involvement:</b> She played an active role in her grandson's upbringing.</p> <p><b>Connection to Nature:</b> Her daily activities, like feeding village dogs reflected a close bond with nature, typical of village life.</p> <p><b>City Life:</b></p> <p><b>Diminished Role:</b> Her influence in her grandson's life diminished as he attended an English school, leading to a cultural and values disconnect.</p> <p><b>Isolation and Stoicism:</b> She became more isolated and stoic, spending time alone, detached from the evolving urban culture.</p> <p><b>Reasons for the Contrast:</b></p> <p><b>Cultural Shift:</b> The move introduced her to a different culture and values, clashing with her traditional upbringing.</p>	<b>6m</b>

	<p>Educational Changes: Her grandson's shift from a village school with religious teachings to an English school played a significant role in the lifestyle shift.</p> <p>Social Isolation: The city's impersonal environment led to social isolation, disrupting her sense of community.</p> <p>Resistance to Change</p>	
<b>d</b>	<p>Involvement in morning routine: In the village, the grandmother played an active role in the author's daily morning routine in getting him ready and take him to school.</p> <p>Teaching religious values: While at the village school, the grandmother took on the role of an educator. She taught the author religious teachings and prayers.</p> <p>Caring for School Supplies: The text mentions that she prepared the author's wooden slate, ink-pot, and pen for school each morning. This demonstrates her commitment to his education.</p> <p>Continued Interest: Even after the family moved to the city, the grandmother continued to inquire about what the teacher had taught the author.</p> <p>Resistance to Western Education: The grandmother's disapproval of the English school and its Westernized curriculum can also be seen as a form of commitment to preserving the traditional values and religious teachings she valued.</p>	<b>6m</b>
<b>e</b>	<p>Devotion to faith: The grandmother's unwavering commitment to her religious practices and daily prayers throughout her life reflects her strong character.</p> <p>Preservation of tradition: She firmly held onto traditional values, rituals, and customs despite the changing environment of the city.</p> <p>Caring and nurturing: In the village, the grandmother played a crucial role in raising the narrator. She cared for him, ensured he was prepared for school, and provided moral and spiritual guidance.</p> <p>Resistance to western influences: The grandmother's rejection of Western education and music, despite their prevalence in the city, demonstrates her resolute character.</p> <p>Enduring influence: Even after her passing, the grandmother's teachings, values, and spirituality continued to influence the narrator's life.</p>	<b>5m</b>



## LESSON: We're Not Afraid to Die...if We Can All Be Together

### 1. KEY POINTS OF THE CHAPTER:

2. First person account of an adventurous ordeal that a family experiences.
3. Family – Narrator (author)-37 year old businessman, his wife Mary, son Jonathan, 6 years old and daughter Suzzane,7 years old.
4. Dreamt of sailing around the world-spent 16 years to master seafaring skills.
5. In July, 1976, started a planned three-year round-the-world voyage in a 23 metre, 30 ton wooden-hulled, professionally built boat 'Wavewalker' duplicating the routes of Captain James Cook.
6. First leg of the 105,000 kilometre journey from Plymouth, England to the West Coast of Africa to Cape Town was smooth and uneventful.
7. Before heading east, they took two crewmen-American Larry Vigil and Swiss Herb Seigler to tackle the roughest southern Indian Ocean.
8. Second day out of Cape Town- started encountering strong winds which did not subside in the coming days giving rise to atrocious waves as high as the main mast of the boat, on 25<sup>th</sup> December the writer's ship was in the southern Indian Ocean 3500 kilometres to the east of Cape Town and celebrated their new year in the ship
9. January 2, the situation worsened, sailors slowed their speed, dropped storm jibs and took other precautions. Sailors completed life-raft drill, attached lifelines and life jackets by 6 PM a gigantic wave hit the boat.
10. The narrator got injured with the blow, his left ribs cracked and mouth filled with blood and broken teeth – did not leave the wheel and prepared for the next blow.
11. The deck was smashed, broken timbers hung at crazy angles, starboard bulged inwards, clothes, crockery, charts, tins, toys floated in the water and the ship was sinking.
  - i. Larry and Vigil were constantly pumping water.
  - ii. Handing over the wheel to wife Mary, moved to the children's cabin.
  - iii. Sue was hurt with a big bump above her eyes.
  - iv. Managed to cover canvas across the gaps to prevent water from entering the ship
  - v. Hand pumps stopped working and electric pumps short circuited the narrator found a spare electric pump
  - vi. Entire night was spent pumping and repairing and sending radio signals 'Mayday Calls' but with no result since they were in the remotest corner of the world.
  - vii. Sue's head was swollen with two black eyes and a deep cut in the arm.

January 3- Narrator checked charts and calculated that Ile Amsterdam, a French scientific base was their only hope

12. Finally they reached Ile Amsterdam a volcanic island where they were welcomed by 28 inhabitants
13. The collective strength and never failing optimism of the sailors made it possible for them to come out of the jaws of death.

14. Jonathan and Suzzane’s courage, faith and optimism gave extra strength and persistence to the narrator and his team.

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>	<b>3m</b>
	<p>“What!” I shouted</p> <p>“It’s out there in front of us,” they chorused, “as big as a battleship”</p>	
<b>A</b>	Who are ‘they’?	<b>1</b>
<b>B</b>	What is out there in front of them?	<b>1</b>
<b>C</b>	<p>What is the figure of speech used in “as big as a battleship”?</p> <p>a) Simile b) metaphor c) transferred epithet d) none of these</p>	<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>	<b>3m</b>
	<p><b>Our only hope was to reach these pinpricks in the vast ocean. But unless the wind and seas abated so we could hoist sail, our chances would be slim indeed. The great wave had put our auxilliary engine out of action.</b></p>	
<b>a</b>	What is suggested by ‘these pinpricks’?	<b>1</b>
<b>b</b>	Why was it the only hope?	<b>1</b>
<b>c</b>	<p>Find out the word which means ‘subside’</p> <p>A) Vast B) Abate C) Hoist D) Slim</p>	<b>1</b>

<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>3m</b>
	<b>“I didn’t want to worry you when you were trying to save us all.”</b>	
<b>a</b>	Who is the speaker of this statement?  A) Jonathan B) Gordon Cook C) Mary D) Suzzane	<b>1</b>
<b>b</b>	Why did they need saving?	<b>1</b>
<b>c</b>	The statement proves that the speaker is:  I)considerate II) mature III) tantrum maker IV) arrogant  A) I & III B) II & IV C) I & II D) III & IV	<b>1</b>
	<b>SHORT ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	What was the dream of the narrator and his wife?	<b>3m</b>
<b>b</b>	What preparation did the narrator and his family make for their round-the world sea voyage?	<b>3m</b>
<b>c</b>	How was the first leg of the journey?	<b>3m</b>
<b>d</b>	What are Mayday calls? Why were they not getting a response?	<b>3m</b>
<b>e</b>	“I didn’t want to worry you when you were trying to save us all.” Who is the speaker of the lines? Why did she make this statement?	<b>3m</b>
<b>f</b>	What has happened to Suzzane after the wave hit the ship?	<b>3m</b>
<b>g</b>	How did Jonathan and Suzzane react to the critical situation after they were hit by the storm?	<b>3m</b>

<b>h</b>	What measures were taken to prevent the ship from drowning after the wave hit the ship?	<b>3m</b>
<b>i</b>	Who were Larry and Seigler? Why did they accompany the family to the sea-voyage?	<b>3m</b>
<b>j</b>	Why is 'Ile Amsterdam' called the most beautiful island by the narrator?	<b>3m</b>
	<b>LONG ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	You are a local news reporter of London, England. You have been given the assignment to write a report on a family who was caught in a sea-storm and has survived a near-death experience.  Write the article with reference to the text 'We're Not Afraid to Die...if We Can All Be Together'	<b>5m</b>
<b>b</b>	"A calm mind is the ultimate weapon against challenges." Comment with close reference to the text 'We're Not Afraid to Die...if We Can All Be Together'	<b>5m</b>
<b>c</b>	"Family is a life jacket in the stormy sea of life." Comment with close reference to the text 'We're Not Afraid to Die...if We Can All Be Together'	<b>5m</b>
<b>d</b>	You are Rita/Raghav a student of class XI of Sunshine Public School, Patna. You have been asked to deliver a speech on 'Advantages and disadvantages of adventure travel' in the morning assembly. Write the speech with close reference to the text 'We're Not Afraid to Die...if We Can All Be Together'	<b>5m</b>
<b>e</b>	Give a brief account of the difference in approach to the critical situation of the children and the adult.	<b>5m</b>

## MARKING SCHEME

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>	<b>3m</b>
<b>a</b>	They are Suzzane and Jonathan, the six and seven year old children of the narrator.	<b>1</b>
<b>b</b>	Ile Amsterdam, a 65 kilometre wide island is in front of them.	<b>1</b>
<b>c</b>	A) Simile	<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>	<b>3m</b>
<b>a</b>	'These pinpricks' is a metaphor to refer to the small islands, one of them Ile Amsterdam which is only 65 kilometres wide and appeared to be like 'pinpricks' in the vastness of the Indian Ocean.	<b>1</b>
<b>b</b>	They were in the remotest corner of the ocean and were suffering a shipwreck. Hence, finding the island was their only hope of survival.	<b>1</b>
<b>c</b>	B) Abate	<b>1</b>
<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>3m</b>
<b>a</b>	D)Suzzane	<b>1</b>
<b>b</b>	They have suffered a shipwreck and been caught up in a life and death situation. Hence, they needed saving.	<b>1</b>
<b>c</b>	C) I & II	<b>1</b>
	<b>SHORT ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	The narrator and his wife, both adventure lovers, dreamt of making a round-the-world sea voyage like the famous sea-explorer Captain James Cook.	<b>2m</b>
<b>b</b>	The narrator and his wife have mastered the skills of seafaring for sixteen years. Their boat Wavewalker had been professionally built and has been tested in the roughest weather they could find.	<b>2m</b>

<b>c</b>	The first half of the planned three years 105,000 kilometres journey which started from Plymouth, England to the west coast of Africa to Cape Town was pleasant and smooth. They were accompanied by two expert crewmen before proceeding to the roughest sea Southern Indian Ocean.	<b>2m</b>
<b>d</b>	Mayday calls are distress calls in life-threatening situations transmitted via radio signals.  They were not getting any response to their emergency calls because they were in the remotest corner of the Southern Indian Ocean and signals were not available.	<b>2m</b>
<b>e</b>	The narrator's seven year old daughter Suzzane, lovingly called Sue is the speaker of the line.  When a gigantic wave hit their boat, Suzzane was severely injured. But, considering the critical life and death situation when her father was trying to save them, she chose not to make a fuss of her injury. In this context, the lines are spoken.	<b>2m</b>
<b>f</b>	As the wave hit the ship, Suzzane was injured in the head. She had a swollen head, two enormous black eyes and a deep cut on her arm. Later, it took six operations to remove blood clot between her skull and skin.	<b>2m</b>
<b>g</b>	Both the children Jonathan and Suzzane remained calm and considerate during the critical episode. While Suzzane gave a hand-made card to his father bearing the message of love and gratitude, Jonathan reassured his father that he is not even afraid of death as long as they are together. Suzzane did not make any fuss of her severe head injury and both the children stood out as exceptional moral support to their parents.	<b>2m</b>
<b>h</b>	The narrator stretched canvas and secured waterproof hatch covers across the broken places of the ship to prevent gushing of water in. The crewmen were continuously pumping out water. An electric pump was connected to an outpipe, to pump out water from the ship and prevent it from sinking.	<b>2m</b>
<b>i</b>	Before heading east from Cape Town, the narrator and his family were joined by two crewmen-American Larry Vigil and Swiss Herb Seigler.  They accompanied the family to help them tackle one of the world's roughest seas, the Southern Indian Ocean.	<b>2m</b>
<b>j</b>	When Wavewalker was hit by the gigantic wave and the ship broke, the chances of survival of the narrator and his family were slim. Their only hope in the vastness of uncertainty was this French scientific base, an only 65 kilometre wide small island. After their narrow escape from the jaws of death, upon finding the island, the narrator made this statement in relief and gratitude.	<b>2m</b>

<b>LONG ANSWER TYPE QUESTIONS:</b>		
<b>a</b>	<p>Family survives ship wreckage</p> <p>by George</p> <p>A family of four embarked upon a round-the-world sea voyage in their private professionally built ship ‘Wavewalker’ in July 1976. The first leg of the planned three years 105,000 kilometres journey which started from Plymouth, England to the west coast of Africa to Cape Town was pleasant and smooth. They were accompanied by two expert crewmen before proceeding to the roughest sea Southern Indian Ocean.</p> <p>Around December 25th however, the weather started taking an ominous turn and on January 2 a gigantic wave hit their boat breaking the ship’s starboard. ‘To save the ship from drowning, temporary repairs were made and water was continually pumped out both manually and through an electric pump’, reported another survivor from the ship, crewman Larry Vigil. They didn’t get any response to the Mayday calls owing to their remotest location. Mr.Cook and his daughter Suzzane were heavily injured in the crash. They nearly gave up their hopes of survival unless they could reach Ile Amsterdam, a very small island in the Southern Indian Ocean. Fortunately, Captain Cook’s excellent nautical calculations saved them from death. The family is now in the hospital undergoing treatment for the injuries they sustained.</p>	<b>5m</b>
<b>b</b>	<p>The narrator of ‘We’re Not Afraid to Die...if We Can All Be Together’ along with his family set out on a sea voyage. In the second half of the journey, they faced atrocious weather conditions and disaster fell upon them as their ship ‘Wavewalker’ was hit by a gigantic wave severely damaging it. However, even in this dire situation, the narrator did not lose calm. He made necessary repairs to stop incoming water, the crewmen too pumped out water like ‘madmen’. The narrator’s wife Mary took charge of the wheel while he attended to other emergencies. The two children Suzzane and Jonathan too were very sporting and did not trouble their parents. Their collective mental strength and resilience were important as the narrator finally calculated their only means of survival which was finding the island Isle Amsterdam.</p> <p>The instances from this account clearly proves how important it is to stay calm during challenging situations. Anxiety and fear will only worsen the situation and compromise decision making capacity. It is truly said, “A calm mind is the ultimate weapon against challenges.”</p>	<b>5m</b>

<p><b>c</b></p>	<p>As the narrator’s family faces imminent death in the claws of a sea storm, we witness how family became the biggest support system for survival. Mary, the narrator’s wife, stood in full support of her husband and took charge of the wheel when in need. She looks after everyone onboard even in the darkest hours. The most brilliant support comes from the two children Jonathan and Suzzane, only six and seven years old. While Jonathan was not afraid to die as long as they were together, Suzzane, deeply injured, did not even trouble her parents for once. She even made a thank you card for her parents. Their indomitable spirit was the source of hope and encouragement for the narrator and he couldn’t give up on them.</p> <p>The family’s love and mutual respect is a witness to the fact that “Family is a life jacket in the stormy sea of life.”</p>	<p><b>5m</b></p>
<p><b>d</b></p>	<p>Good morning honourable Principal Madam Ms. Smita Arora, respected teachers and all my dear friends. Today, I, Rita Mathur, a student of class XI, will reflect upon the advantages and disadvantages of adventure travel.</p> <p>The topic instantly reminds me of a text I have read in my English book titled ‘We’re Not Afraid to Die...if We Can All Be Together’. In the story we witness how a family driven by ardent passion for seafaring embarks upon a round-the world sea voyage in their private professionally built ship ‘Wavewalker’. They not only prepared for this three year voyage for sixteen years but also took all necessary precautions to brave any unfavourable circumstances. However, due to a vicious sea-storm they had a near death experience and survived on skill, perseverance, indomitable courage and never failing optimism.</p> <p>What I am trying to say is going on adventures fosters reflectiveness, a mental skill often in short supply today. It offers us relaxation and much needed rejuvenation in between our mundane existence,</p> <p>However, it is not free of risks and one needs to be mentally prepared for any unfavourable situation which at times can be life threatening. One also needs to be mentally and physically strong. Another issue is, often, people litter and pollute pristine places of nature in the name of adventure which should at all cost be avoided.</p> <p>I would like to conclude my speech by saying adventures are good as long as it’s planned and necessary precautions are taken.</p>	<p><b>5m</b></p>



e	<p>In the story 'We're Not Afraid to Die...if We Can All Be Together', we see how the narrator's family faces a life and death situation as weather worsens during their sea voyage.</p> <p>As their ship wrecks, the narrator tries all his means to somehow sustain the situation through some patch repair work. His wife and the other crewmen supported him in all ways possible. But, they lost hope of survival towards the end and were silently awaiting the inevitable.</p> <p>The two little children Jonathan And Suzzane only six and seven years old however exhibited indomitable optimism and courage as Jonathan clearly stated how he did not fear death as long as he is in the company of his family. Suzzane gifted a handmade card expressing her love and gratitude towards her parents. She did not trouble them even though badly injured.</p> <p>Their resilience, optimism and courage inspired the narrator to not give up hope and finally they managed to survive as they had found Ile Amsterdam, an island amidst the vast ocean.</p>	5m

## LESSON: DISCOVERING TUT... THE SAGA CONTINUES

### KEY POINTS OF THE CHAPTER:

1. 'Discovering Tut: the Saga Continues' gives an insight into the mystery surrounding the life and death of Tutankhamun, the last teenage ruler of the powerful Pharaoh dynasty that had ruled Egypt for centuries. He was the last of his family's line, and his funeral brought an end to this powerful dynasty. Not much is known about his family. Tut's father or grandfather, Amenhotep III was a powerful pharaoh who ruled for about four decades during the dynasty's golden age. His son, Amenhotep IV shocked the country by attacking Amun, a major God, smashing his images and closing all his temples. He changed his name to Akhenaten and promoted the worship of Aten or the sun disk. After his death, a mysterious ruler, Smenkhkare appeared briefly and exited with hardly a trace. When Tut took over, he changed his name from Tutankhaten to Tutankhamun and restored the old ways. However, Tut ruled for nine years and then died mysteriously and unexpectedly.
2. In order to unravel the mystery of his death, King Tut's mummy was scanned after a thousand years, thus opening new perceptions regarding the cause of his death. In 1922, his tomb was discovered by Howard Carter who used all kinds of means to remove Tut's mummy from the coffin. The ritual resins had hardened, thereby cementing Tut to the bottom of his solid gold coffin. Carter finally had to chisel the mummy away having no other option. Every major joint was severed. In 1968 an anatomy professor X-rayed the mummy and revealed that Tut's breast bone and front ribs were missing. Such a revelation would not have been possible without technological precision. This fact gives us a clue that Tut, in all likelihood did not die a natural death. Tut's mummy was scanned in 2005 under the supervision of Zahi Hawass, Secretary General of Egypt's Supreme Council of Antiquities. The Computed Tomography Scan couldn't solve the mysterious death of Tut but gave us clues for sure.
3. The lesson also provides a comprehensive awareness about ancient Egyptian culture. The ancient Egyptians believed that there was life after death. That is why the Pharaohs were buried with tremendous amount of wealth including things of daily use so that they could use them in their life after death. It was also believed that gold would guarantee their resurrection.

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>	<b>3m</b>
	They remain the richest royal collection ever found and have become part of the pharaoh's legend. Stunning artefacts in gold, their eternal brilliance meant to guarantee resurrection, caused a sensation at the time of the discovery — and still get the most attention	
<b>A</b>	'They' in the first sentence refers to?	<b>1</b>

	<p>a) The archaeologists who went in search of Pharaoh's pyramid</p> <p>b) The funerary treasure found in Tut's tomb.</p> <p>c) Tut's exploits as the ruler of Egypt.</p> <p>d) The stories written about King Tut.</p>	
<b>B</b>	<p>What does "guarantee resurrection" mean?</p> <p>a) To ensure that Tut would pass into his afterlife without any trouble</p> <p>b) To make sure that the precious metals don't lose their shine</p> <p>c) To ensure that Tut's spirit was tied down in his tomb forever.</p> <p>d) To ensure that Tut is able to take a rebirth</p>	<b>1</b>
<b>C</b>	<p>The word 'artefacts' means?</p> <p>a) Facts about art and culture</p> <p>b) Artificial objects and materials</p> <p>c) Articles of old times and of great historical importance</p> <p>d) Art and craft material</p>	<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>	<b>3m</b>
	<p>He was just a teenager when he died. The last heir of a powerful family that had ruled Egypt and its empire for centuries, he was laid to rest laden with gold and eventually forgotten. Since the discovery of his tomb in 1922, the modern world has speculated about what happened to him, with murder being the most extreme possibility. Now, leaving his tomb for the first time in almost 80 years.</p>	
<b>a</b>	<p>Who died in his teenage?</p> <p>a) Amenhotep</p>	<b>1</b>

	b) Akhetaten c) Tutankhamun d) Smenkhkare	
<b>b</b>	What happened in 1922? a) Mummy of King Tut was found. b) King Tut was buried under a grave. c) CT scan was found from the tomb. d) King Tut became 80 years old.	<b>1</b>
<b>c</b>	Tutankhamun was a ----- a) Pharaoh b) Scientist c) Archaeologist d) God	<b>1</b>
<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>3m</b>
	Carter, Howard Carter, that was the British archaeologist who in 1922 discovered Tut's tomb after years of futile searching. Its contents, though hastily ransacked in antiquity, were surprisingly complete. They remain the richest royal collection ever found and have become part of the pharaoh's legend. Stunning artefacts in gold, their eternal brilliance meant to guarantee resurrection, caused a sensation at the time of the discovery and still get the most attention. But Tut was also buried with everyday things he'd want in the afterlife: board games, a bronze razor, linen undergarments, cases of food and wine.	
<b>a</b>	Who found King Tut's mummy?	

	<p>a) Howard Carter</p> <p>b) Zahi Hawas</p> <p>c) Akhetaten</p> <p>d) Amenhotep</p>	
<b>b</b>	<p>Why were kings laden with things?</p> <p>a) It was believed that they could sell them in afterlife</p> <p>b) It was believed that they could enjoy them in afterlife</p> <p>c) It was believed that they could dispose of them in afterlife</p> <p>d) None of these</p>	<b>1</b>
<b>c</b>	<p>What is artefact?</p> <p>a) A man-made object</p> <p>b) A god-made object</p> <p>c) A natural object</p> <p>d) None of these</p>	<b>1</b>
	<b>SHORT ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	Why were Egypt's ancient pharaohs buried along with treasures?	<b>2m</b>
<b>b</b>	Akhenaten went a little wacky. What did he do to earn such censure?	<b>2m</b>
<b>c</b>	Why did King Tut's mummy have to undergo a CT scan?	<b>2m</b>
<b>d</b>	Why was Zahi Hawass worried? How did he get rid of his worry?	<b>2m</b>

<b>e</b>	Do you think Howard Carter was absolutely wrong in cutting King Tut's body into pieces? Why?	<b>2m</b>
<b>f</b>	Why was King Tut's coffin put in hot sun?	<b>2m</b>
<b>g</b>	Carter had to take a drastic decision regarding the mummy. What was it? How did he justify it?	<b>2m</b>
<b>h</b>	What was considered to be the curse of the Pharaoh when Tut's mummy was being scanned?	<b>2m</b>
<b>i</b>	What were the contents of 'the richest royal collection ever found'?	<b>2m</b>
<b>j</b>	What advancements have taken place in archaeology since 1922?	<b>2m</b>

	<b>LONG ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	How has Tut's mummy fascinated the scientists and commoners alike over the previous decades?  <b>Or</b> Give a brief account of the exploration of Tut's mummy from 1922 to 2005.	<b>5m</b>
<b>b</b>	AR Williams says, "King Tut is in death, as in life moving regally ahead, of his countrymen," How far do you agree with the assertion and why?	<b>5m</b>
<b>c</b>	How did science help collect information about King Tut's mummy, his life and death in mysterious circumstances?	<b>5m</b>
<b>d</b>	In 1922 Tut's tomb was discovered. Much of the treasure buried in the tomb had already been plundered. The materialistic attitude of a man does not allow even the dead to sleep in peace. Will there be any end to this attitude? Discuss.	<b>5m</b>
<b>e</b>	The lesson 'Discovering Tut' allows us a peep into the past or history. For many, history is a dry subject but its study does make us wiser. What do you think?	<b>5m</b>

## MARKING SCHEME

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>		<b>3m</b>
<b>a</b>	(b) The funerary treasure found in Tut's tomb.		<b>1</b>
<b>b</b>	(d) To ensure that Tut is able to take a rebirth		<b>1</b>
<b>c</b>	(c) Articles of old times and of great historical importance		<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>		<b>3m</b>
<b>A</b>	(a) Tutankhamun		<b>1</b>
<b>B</b>	(a) Mummy of King Tut was found.		<b>1</b>
<b>C</b>	(a) Pharaoh		<b>1</b>
<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>		<b>4m</b>
<b>A</b>	(a) Howard Carter		<b>1</b>
<b>B</b>	(c) It was believed that they could dispose of them in afterlife		<b>1</b>
<b>C</b>	(a) A man-made object		<b>1</b>
	<b>SHORT ANSWER TYPE QUESTIONS:</b>		
<b>A</b>	The Emperors of Egypt in ancient times were called pharaohs. They were very wealthy. They thought they must take their riches with them for use in the afterlife. So, they were buried along with gold ornaments and even everyday things.		<b>2m</b>



<b>B</b>	Akhenaten was a crazy king. He promoted the worship of Aten, the Sun-god. So, he changed his name. He moved the religious capital from Thebes to the new city of Akhetaten. He attacked Amun, a major god. He broke Amun's images and closed his temples. All this shocked the people.		<b>2m</b>
<b>C</b>	King Tut's mummy had earned worldwide fame for the riches it was buried with. Moreover, there arose a great controversy regarding the manner of his death and his age at the time of death. As a result, King Tut's body was CT-scanned to examine the medical mysteries about his life and death.		<b>2m</b>
<b>D</b>	Zahi Hawass was Secretary General of Egypt's Supreme Council of Antiquities in 2005. King Tut's mummy was already in a bad condition after what Howard Carter did to it. Zahi Hawass was scared of inflicting more damage to it when the first ever CT scan of King Tut's mummy for an accurate forensic reconstruction was arranged. When everything went as planned, he heaved a sigh of relief.		<b>2m</b>
<b>E</b>	Carter was absolutely wrong in cutting King Tut's body into pieces. He damaged the mummy to a great extent and destroyed the natural state of the mummy. Moreover, he did not use scientific methods while excavating King Tut's mummy, resulting in immense disfiguration of the body. This prevented other scientific investigators from trying to find out the reasons for King Tut's death at an early age.		<b>2m</b>
<b>F</b>	The resins used in the funeral rites of King Tut had dried and hardened and the body was stuck to the coffin's base. Carter ordered the coffin to be put in the sun hoping to melt and loosen the resins. Even with 149 degrees Fahrenheit, the resins did not soften.		<b>2m</b>
<b>G</b>	The hard decision that Carter had to take was to chisel away the hardened resins from under Tut's body. This could damage the skeleton. The workers had to remove Tut's head and sever nearly all the joints. Carter's justification was that if he hadn't cut the mummy free, thieves would have ripped it apart to get the gold.		<b>2m</b>

<b>H</b>	Tut's mummy was believed to be protected by the winged goddess. So, when it was being scanned, dark clouds raced across the sky and strong winds started blowing stirring up the sand of the desert. The machine would not work for 20 minutes because of sand in a cooling fan. A guard said jokingly that it was the 'curse of the Pharaohs'.		<b>2m</b>
<b>I</b>	Stunning gold objects of great beauty like precious collars, inlaid necklaces, bracelets, rings, amulets, all things needed by the King in his afterlife, board games, linen undergarments, cases of food and drink.		<b>2m</b>
<b>J</b>	Since 1922, the focus of architecture has changed from focusing less on the treasure to more on the fascinating details of life and the mysteries of death. These advances also use more sophisticated tools, including medical technology.		<b>2m</b>
	<b>LONG ANSWER TYPE QUESTIONS:</b>		
<b>A</b>	King Tutankhamun was the last of his family line. His funeral marked the end of a dynasty. He was laid to rest laden with gold as the royals in Tut's time were extremely wealthy and thought they could take their riches with them. His tomb was discovered by Howard Carter, a British archaeologist in 1922, more than 3000 years after his death. The rich royal collection of jewellery and golden artefacts fascinated Carter. Visitors thronged the boy King's tomb. The particulars of King Tut's death and its aftermath are not clear. In 1968, more than 40 years after Carter's discovery, an anatomy Professor X-rayed the mummy. He revealed a startling fact. The breastbone and front ribs of Tut were missing. On 5 January 2005 a CT scan was done to obtain precise data for an accurate forensic reconstruction of King Tut. It was hoped that it would offer new clues about his life and death. Thus Tut's mummy has been the centre of fascination throughout the previous decades.		<b>5m</b>
<b>B</b>	Perhaps no other Pharaoh of Egypt has fascinated the public mind so greatly as the boyish king Tutankhamun. Although he died in his teens and ruled for about nine years only, he introduced certain changes during his brief rule. These were significant as they marked restoration of the old ways of worship		<b>5m</b>

	<p>of Amun. The unanswered questions about the causes and modes of his death as well as his age at the time of death kept public curiosity alive. After his death, his dead body has been a centre of scientific examination. Howard Carter, the British archaeologist discovered Tut's tomb in 1922. In 1968, an anatomy Professor X-rayed the mummy. The Egyptian Mummy Project began an inventory in late 2003. It has so far recorded 600 and is still continuing. The next phase of CT scanning with a portable CT machine began on 5 January 2005. The pride of place went to King Tut, whose mummy was the first to undergo C.T. scan. Thus I fully endorse the aforesaid assertion.</p>		
<b>C</b>	<p>King Tut's mummy was first discovered in 1922 by Howard Carter. The embalmed of the boy king was buried in the tomb along with lots of gold ornaments, sandals masks and coffin—all of pure gold. His death was a big event. He was the last of powerful ruling family. But he died in mysterious circumstances at an early age, just nine years after his coming to the throne. In 1968, Tut's body was X-rayed. The anatomy professor' found Tut's breastbone and front ribs missing. But the researchers sought the help of advanced technology to solve the mystery. On January 2005, Tut's head was pushed into a CT scanner. (The boy king had died 3,300 years ago) The operation took less than three hours. The pharaoh was rested in peace again. The mystery has not been resolved so far.</p>		<b>5m</b>
<b>D</b>	<p>For a handful of gold, man can go to any extent. Tut's mummy was buried deep in the desert with a lot of gold and other things believing that the dead Pharaoh would need those things in the afterlife. It was a matter of faith. When Tut's tomb was discovered, much of the treasure had already been looted. The thieves did it being driven by the mad force of materialism. Materialistic attitude attaches no importance to beliefs, religious sentiments and social rites and rituals. But when Carter finally succeeded in discovering Tut's tomb, he found the richest royal collection—all made of solid gold—in the tomb. Even the coffin was made of gold. In order to remove Tut from his coffin, Carter had to cut the body from its joints. So, man doesn't allow even the dead to sleep in peace.</p>		<b>5m</b>
<b>E</b>	<p>Real history is the objective portrayal of events and facts that depicts development and destruction. True history is never coloured in the hues of politics. It reflects the myriad facets of society. Modern technology has made its portrayal objective. History puts forward lessons for us and provides us</p>		<b>5m</b>

	<p>with chances to improve. So, it is true that those who do not pick up these lessons are condemned to repent.</p> <p>Shrewd people have used history to rouse mass hysteria to grind their own axe. Distortion of history causes havoc in society. To the intelligent people, history is a window through which they peep into the past to collect facts and interpret them in an objective manner. By and large, history is the study of past events, political, economic and social development of a country and many a time we feel belittled knowing that our forefathers were better than us in many respects. We can learn a lesson from them and refrain from making the same mistakes.</p>		

## NAME OF THE LESSON- THE ADVENTURE

### KEY POINTS

- The lesson is a fictional narrative written by Jayant Narlikar, belongs to the genre of science fiction and deals with the intriguing aspect of time.
- The protagonist of this story, Professor Gaitonde, a historian is preparing for his thousandth presidential address in which he would speak on the topic “What course history would have taken if the result of the Battle of panipat had gone the other way?”
- While on an evening stroll, he is hit by a truck. In his state of unconsciousness his mind travels back into time where he experiences a different perspective of history from the real one.
- After he gains consciousness, he is able to recall all these probabilities and possibilities very clearly.
- Rajendra Deshpande, his Scientist friend offers a scientific explanation of his strange experience.
- He says that Professor Gaitonde was living in the present but was experiencing different worlds.
- This shift from present world to another was based on catastrophe theory.
- According to these small changes in the circumstances lead to a sudden shift in behaviour.

SECTION-C (LITERATURE)			
QN	LEARNING OUTCOME (LO) ASSESSMENT OBJECTIVE (AO)	QUESTION (EXTRACTION-BASED)	MARKS
1			3
<p>Prepared as he was for many shocks, Professor Gaitonde had not expected this. The East India Company had been wound up shortly after the events of 1857 — at least, that is what history books said. Yet, here it was, not only alive but flourishing. So, history had taken a different turn, perhaps before 1857. How and when had it happened? He had to find out.</p> <p>As he walked along Hornby Road, as it was called, he found a different set of shops and office buildings. There was no Handloom House building. Instead, there were Boots and Woolworth departmental stores, imposing offices of Lloyds, Barclays and other British banks, as in a typical high street of a town in England.</p>			
A	AO-1 Show understanding of	Find out the synonym of the word flourishing	1

	explicit meanings, analysis LO-able to understand explicit meanings, comprehend and analyse	a) thriving b)withering c)sinking d)languishing	
B	AO2- shows understanding of the implicit meanings, analysis	Refer to the extract and Comment on the pre and post effect of the Battle of Panipat on East India Company.	1
C	AO-1 Show understanding of explicit meanings,analysis LO-able to understand explicit meanings, comprehend and analyse	Find out the synonym of 'imposing' here? a)modest b)undignified c)unreal d)spectacular	1
QN 2	LEARNING OUTCOME (LO) ASSESSMENT OBJECTIVE (AO)	QUESTION (EXTRACTION-BASED)	MARKS 3
<p>The book did not go into a <b>blow-by-blow account</b> of the battle itself. Rather, it elaborated in detail its consequences for the power struggle in India. Gangadharpant read through the account avidly. The style of writing was unmistakably his, yet he was reading the account for the first time!</p> <p>Their victory in the battle was not only a great morale booster to the Marathas but it also established their supremacy in northern India. The East India Company, which had been watching these developments from the sidelines, got the message and temporarily shelved its expansionist programme. For the Peshwas the immediate result was an increase</p>			
A	AO-1 Show understanding of	Infer the meaning of the expression from the context- <b>'blow-by-blow account'</b> .	1

	explicit meanings, analysis LO-able to understand explicit meanings, comprehend and analyse	a) extracted account b) glimpses of account c) detailed account d) exemplified account	
B	AO-1 Show understanding of explicit meanings, analysis LO-able to understand explicit meanings, comprehend and analyse	Comment on the response of the East India Company to the development of the battle. a) it intensified its expansionist program. b) it withdrew from India entirely c) it remained neutral and unaffected d) it temporarily halted its expansionist program.	1
C	AO3 – comments on the effect of writer’s use of language and structure.	The writing style of the writer is..... a) linear narrative b) fictional narrative c) viewpoint narrative d) descriptive narrative	1
QN 3	LEARNING OUTCOME (LO) ASSESSMENT OBJECTIVE (AO)	QUESTION (EXTRACTION-BASED)	MARKS 3

“You have heard a lot about the catastrophe theory at that seminar. Let us apply it to the Battle of Panipat. Wars fought face to face on open grounds offer excellent examples of this theory. The Maratha army was facing Abdali’s troops on the field of Panipat. There was no great disparity between the latter’s troops and the opposing forces. Their armour was comparable. So, a lot depended on the leadership and the morale of the troops. The juncture at which Vishwasrao, the son of and heir to the Peshwa, was killed proved to be the turning point. As history has it, his uncle, Bhausahab, rushed into the melee and was never seen again. Whether he was killed in battle or survived is not known. But for the troops at that particular moment, that blow of losing their leaders was crucial. They lost their morale and fighting spirit. There followed an utter rout.

A	AO-1 Show understanding of explicit meanings, analysis LO-able to understand explicit meanings, comprehend and analyse	Choose the correct option for the following: .....theory is applied to the Battle of Panipat . a) leadership theory b) quantum theory c) catastrophe theory d) darwin's theory	1
B	AO-1 Show understanding of explicit meanings, analysis LO-able to understand explicit meanings, comprehend and analyse	Find out the word from the extract which means a situation in which a crowd of people are involved in a confused struggle. a) juncture b) heir c) crucial d) melee	1
C	AO-1 Show understanding of explicit meanings, analysis LO-able to understand explicit meanings, comprehend and analyse	Bahusaheb's presence was very important, comment with reference to the above extract.	1
QN 4	LEARNING OUTCOME (LO) ASSESSMENT OBJECTIVE (AO)	QUESTION (SHORT ANSWER TYPE QUESTIONS)	MARKS 3 marks (each)
a	AO & LO- writes short	Describe the appropriateness of the title 'The Adventure'.	3
b	answers...using appropriate	Who is the protagonist of the lesson? Comment about his profession.	3
c	vocabulary and grammar on a given theme	Comment on the writing pattern of the writer Jayant Narlikar with reference to the lesson 'The Adventure'.	3



d		Describe the strange thing witnessed by Professor Gaitonde when he emerged from the station in Bombay.	3
e		What was the special mission of Professor Gaitonde for which he came to Bombay? What did he do there?	3
f		What came as a big blow to Professor Gaitonde?	3
g		Describe the consequences of the Battle of panipat as per the fifth volume.	3
h		Professor Gaitonde began to appreciate the India he had seen, Why was it so?	3
I		Describe the importance of Bhausahebanchi Bakhar in drawing out a conclusion by Professor Gaitonde.	3
j		'...Facts can be stranger than fantasies, as I am beginning to realise'-support the statement from the point of view of Rajendra.	3
QN 5	LEARNING OUTCOME (LO) ASSESSMENT OBJECTIVE (AO)	QUESTION (LONG ANSWER TYPE QUESTIONS)	MARKS 6 marks (each)
a	AO & LO- writes long answers...using	Describe Professor's experience at Town Hall library and explain how the story has taken a different turn from there?	6
b	appropriate vocabulary and	How Rajendra tried to console Professor Gaitonde with his explanation?	6
c	grammar on a given theme with critical thinking and	What according to Gangadharant would have been the consequences if Marathas had won the battle? Elucidate.	6
d	extrapolation	You neither travelled to the past nor the future. You were in the present experiencing a different world. Elaborately explain with reference to the lesson "The Adventure".	6

E		How the entire episodes of personal experience with the outer world affected Professor Gaitonde's point of view in dealing with certain things?	6
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ANSWER

SECTION-C (LITERATURE)	
QN	VALUE POINTS
1 A	a) thriving
B	Pre- East India Company was flourishing Post-the East India Company gave up its expansionist programme.
C	d)spectacular
2 A	C)detailed account
B	d) it temporarily halted its expansionist program.
C	b)fictional narrative
3A	c)catastrophe theory
B	d)melee
C	Bahusaheb played a very crucial role in the Battle of Panipat,he was the cause of the rout of the Marathas in the Battle of Panipat.
4a	The story has been aptly and logically titled as 'The Adventure'. Professor Gaitonde's experience of two different worlds has added justification to the title. Moreover, the victory of Marathas brings about diverse changes and reforms in the country. This leads to an intermixing of fantasy with reality as the actual course of events in the real world were very different. It is a thoroughly adventurous story. Thus it would be apt to say that the title of the chapter is justified.
B	Professor Gangadhar Pant Gaitonde is the protagonist of the story and the entire narrative science fiction revolves around him. He is an Historian who is preparing for his thousandth presidential address in which he would speak on the topic "What course history would have taken if the result of the Battle of Panipat had gone the other way?"
C	Jayant Narlikar wrote The Adventure in a very informative and interesting form. He has given the student the perfect combination of history and science. We see that a historian, Professor Gaitonde somehow time-travels into the past. Upon going in the past, he experiences something which was never there before.
D	Upon getting off the station, Gaitonde saw the East India Company Headquarters. Similarly, there were buildings of mainly British brands and British banks. In fact, his son's workplace of Forbes was not even there. Thus, in order to solve the riddle, he went to the Library and read about the battle of Panipat.
E	Professor Gaitonde had come to Bombay with a special mission. He would go to a big library and browse through history books. He entered the reading room and asked for a list of history books including his own.
F	Professor Gaitonde was shocked to see the East India Company flourishing, a different set of shops and office building at Hornby Road. But when he turned right and entered Forbes building, a greater shock awaited him. He enquired about his son Mr Vinay Gaitonde, but the English Receptionist could not find anyone with that name after searching through the staff list, telephone directory etc.

G	The book mentioned that the Marathas won the Battle of Panipat. Abdali was chased back to Kabul by the victorious. Maratha army led by Sadashivrao Bhau and his nephew, the young Vishwasrao. As a consequence the Marathas gained a great deal of confidence and established their supremacy in northern India.
H	Gangadharpant knew India which had seen the decline of Peshwas and experienced the slavery of the British But the India he had seen in two days was completely different It had not been subjected to slavery for the whiteman It was self dependent and enjoyed self respect He compared the two countries the one that he knew ...
I	Professor Gaitonde wanted to look for accounts of the battle itself, so he went through the books and journals before him. At last, he found 'Bhaushebanchi Bakhar'. There he found account of how close Vishwasrao had come to being killed but the 'merciful' God had saved him.
J	Rajendra's remark was due to the fact that Professor Gaitonde had given him food for thought because had he not seen this material evidence, he would have simply put down his experience to fantasy. Now it was proved that facts could be stranger than fiction even though they may sound impossible but true nevertheless.
5a	Professor Gaitonde went to the Town Hall library. He asked for a list of history books including his own. He read all the four volumes but in the last and fifth volume, history had taken a different way. The volume mentioned that the Battle of Panipat was won by the Marathas, which resulted the dominance of them in the north. As a result the britishers gave up their expansionist programme in India.
B	According to Rajendra Deshpande, the transition had happened because of the interaction of thoughts happening in the professor's mind at the time of collision. When the collision took place, the professor was thinking about catastrophe theory and its role in wars.
C	The precise moment where history had taken a different turn for India was the moment when Gangadharpant learnt that Marathas had won the Third Battle of Panipat. Their victory in the battle was not only a great morale booster to the Marathas but it also established their supremacy in northern India.
D	The statement was made by Rajendra Deshpande for Professor Gangadharpant Gaitonde. The Professor went to Mumbai where he was interrupted rudely during his presidential speech. He was quite unaware of the fact where he spent two days afterwards. At this Rajendra tried to rationalise his experience on the basis of scientific theories. He explained that the Professor passed through fantastic experience, he added quantum theory for its explanation in a better way.
E	Professor's experience had given him the chance to understand a different perspective of history, when his friend Rajendra explained the catastrophic situation which offers different alternatives. All alternatives are possible so far reality is concerned. But the observer can experience one at a time. At last, Gaitonde came to a conclusion that reality has many manifestations, nothing can be predicted definitely.

## **LESSON: SILK ROAD**

### **KEY POINTS OF THE CHAPTER: -**

- The story is written by Nick Middleton. This chapter is about the narrator's adventure from the slopes of Ravu to mount Kailash to finish the Kora.
- To bid farewell Lhamo gave him an extended sleeve sheepskin coat.
- He hired Tsetan's car for his adventure and took Daniel to escort him to Darchen.
- Tsetan took short cut to the south west which was a direct route to mount Kailash.
- They crossed through few gazelles a herd of wild asses and shepherds tending the flocks.
- As soon as they entered the valley, they witnessed snowcapped mountains with rivers flowing which were blocked with ice.
- By late afternoon they reached a small town called 'Hor'.
- Daniel got off the car and took a lift to Lhasa.
- The narrator took a cup of tea.
- Tsetan repaired punctures and resumed journey.
- At night around 10:30 PM they stopped at a guest house in Darchen to spend the night.
- The narrator got ill and suffered from nose congestion due to the change in altitude and cold weather.
- Next morning Tsetan took him to Tibetan medical college.
- Tibetan Doctor gave him a five-day course medicine.
- He felt better after taking medicine.
- Tsetan left the narrator at Darchen and returned.
- The narrator met a person in the Darchen's only café named Norbu.
- He had also come to Darchen to complete the Kora like the narrator.
- Both decided to go on the pilgrimage together.

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>	<b>3m</b>
	We passed nomads' dark tents pitched in splendid isolation, usually with a huge black dog, a Tibetan mastiff, standing guard. These beasts would cock their sights. As we continued to draw closer, they would explode into action, speeding directly towards us, like a bullet from a gun and as nearly as fast.	
<b>a</b>	Which literary device in the words "speeding directly towards us, like a bullet from a gun" has been used here?	<b>1</b>
<b>b</b>	The expression "tents pitched in splendid isolation" means that_____.	<b>1</b>
<b>c</b>	The statement "they would explode into action" refers to_____. (i)The guns would go off (ii)The Tibetan mastiffs would run towards the vehicles (iii)The mastiffs would be fast, furious and attacking (iv)They would fix their gaze at the tourists	<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>	<b>3m</b>
	A swathe of the white stuff lay across the track in front of us, stretching for may be fifteen meters before it petered out and the dirt trail reappeared. The snow continued on either side of us, smoothing the abrupt bank on the upslope side. The bank was too steep for our vehicle to scale, so there were no ways round the snow patch. I joined Daniel as Tsetan stepped on the encrusted snow and begun to slither and slide forward, stamping his foot from time to ascertain how sturdy it was.	
<b>a</b>	"A swathe of the white stuff lay across the tracks" refers to_____ (i)A band of snow that lay on the mountain trail (ii)The path was covered with snowflakes (iii)The road looked Christmassy enveloped with snow (iv)There were bits and pieces of snow scattered on the path	<b>1</b>
<b>b</b>	What does the statement "the bank was too steep for our vehicle to scale" refer to?	<b>1</b>
<b>c</b>	The phrasal verb 'petered out' means_____.	<b>1</b>
<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>3m</b>

	<p>“Yes and no,” he said. “I have come to do the kora.” My heart jumped. Norbu had been writing academic papers about the Kailash kora and its importance in various works of Buddhist literature for many years, he told me, but he had never actually done it himself. When the time came for me to tell him what brought me to Darchen, his eyes lit up. “We could be a team,” he said excitedly. “Two academics who have escaped from the library.” Perhaps my positive-thinking strategy was working after all.</p>	
<b>a</b>	<p>The statement “My heart jumped” means that _____.</p> <p>(i) The author was delighted (ii) He was shocked (iii) He was horrified (iv) He was speechless</p>	<b>1</b>
<b>b</b>	<p>What does the expression “his eyes lit up” mean?</p>	<b>1</b>
<b>c</b>	<p>Norbu’s remarks that they were “Two academics who have escaped from the library” means that _____.</p>	<b>1</b>
<b>SHORT ANSWER TYPE QUESTIONS:</b>		
<b>a</b>	<p>Why has the article been titled ‘Silk Road’?</p>	<b>2m</b>
<b>b</b>	<p>Where was the narrator going? Through what kind terrain would he have to pass?</p>	<b>2m</b>
<b>c</b>	<p>What problems did the narrator and his team experience due to low atmospheric pressure?</p>	<b>2m</b>
<b>d</b>	<p>Comment on the sensitive behaviour of hill folk?</p>	<b>2m</b>
<b>e</b>	<p>Where is the town of Hor situated? Describe the town.</p>	<b>2m</b>
<b>f</b>	<p>What is the importance of Lake Mansarover?</p>	<b>2m</b>
<b>g</b>	<p>How did the author suffer at Darchen?</p>	<b>2m</b>
<b>h</b>	<p>How does the author recount his experience at the Darchen Medical College?</p>	<b>2m</b>
<b>i</b>	<p>Who was Norbu? How was he different from the local people?</p>	<b>2m</b>
<b>j</b>	<p>Why was the narrator relieved on meeting Norbu?</p>	<b>2m</b>

<b>LONG ANSWER TYPE QUESTIONS:</b>		
<b>a</b>	Both the narrator in 'Silk Road' and the team of archaeologists in 'Discovering Tut: The Saga Continues' had to face many difficulties to achieve success in their mission. What were the difficulties faced by each? Write briefly.	<b>5m</b>
<b>b</b>	Why was the narrator disappointed to find no pilgrims at Darchen? Was his disappointment dispelled? Explain in your own words.	<b>5m</b>
<b>c</b>	What physical discomfort did the narrator experience in Darchen? How did he find relief?	<b>5m</b>
<b>d</b>	What was the purpose of narrator's journey? What route did he take to reach his destination?	<b>5m</b>
<b>e</b>	Describe the difficulties and disillusionment faced by Nick Middleton during his journey to Mount Kailash.	<b>5m</b>



## MARKING SCHEME

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>	<b>3m</b>
<b>a</b>	Simile	<b>1</b>
<b>b</b>	The tents of the nomads are erected in faraway inaccessible areas	<b>1</b>
<b>c</b>	(iii) the mastiffs would be fast, furious and attacking	<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>	<b>3m</b>
<b>a</b>	(i) A band of snow that lay on the mountain trail	<b>1</b>
<b>b</b>	It was not possible to ascend the inline which was very steep	<b>1</b>
<b>c</b>	Disappeared gradually.	<b>1</b>
<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>3m</b>
<b>a</b>	(i) the author was delighted	<b>1</b>
<b>b</b>	He was excited	<b>1</b>
<b>c</b>	They both wanted company and could be a team in the journey	<b>1</b>
	<b>SHORT ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	The article has been titled ‘Silk Road’ because the narrator travelled along the old Silk Route in the Himalayas that touches Tibet to reach Mansarover.	<b>2m</b>
<b>b</b>	The narrator was journeying towards Mount Kailash and the Mansarover Lake where they had to pass through several high mountain passes. He had to journey through a lot of snow and vast open plains.	<b>2m</b>
<b>c</b>	Due to low atmospheric pressure, the narrator and his team felt their head going heavy. The pressure also caused the fuel to expend, making it extremely difficult for them to carry forward onto their journey.	<b>2m</b>
<b>d</b>	In the story ‘Silk Road’ the hill folks are very simple, naïve and unsophisticated. They are polite and courteous towards all tourists. They actually take care of all their tourists. They know the fact that they win their bread because of these tourists. They are very hospitable and God fearing.	<b>2m</b>
<b>e</b>	Hor is located on the east west highway when one travels from Lhasa to Kashmir. It is a grim desolate place littered with accumulated refuse. There is no vegetation in	<b>2m</b>

	this town. It is located on the shore of Mansarover. It has badly painted concrete buildings which made the place uglier.	
<b>f</b>	Lake Mansarover holds sacred importance for both Hindus and Buddhists. It is a source of four great rivers i.e., the Indus, Brahmaputra, the Ganges and the Sutlej. It is an extremely beautiful lake.	<b>2m</b>
<b>g</b>	Due to extreme cold winds Hor, on reaching Darchen the author suffered from cold and a blocked nose. He gasped for oxygen, could breathe through one nostril only. He could not sleep at night.	<b>2m</b>
<b>h</b>	The doctor at the Darchen Medical College did not wear traditional white coat of doctor. He observed the author and diagnosed his problem as the effect of cold and high altitude. He gave him brown powder and pellets to be taken with hot water. The author felt relief.	<b>2m</b>
<b>i</b>	Norbu was Tibetan working in Beijing at the Chinese Academy. He was different from other Tibetans as he was wearing a windcheater and metal rimmed spectacles of a western style and he spoke English fluently.	<b>2m</b>
<b>j</b>	The narrator was quite relieved on meeting Norbu because he was all alone at Darchen. He found a companion in Norbu who could speak English fluently. He did not believe in doing Kora on foot in the conventional manner.	<b>2m</b>
	<b>LONG ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	<p>We see that the narrator in ‘Silk Road’ and the archeologist team in; Discovering Tut: The Saga Continues’ had to face many difficulties in their missions. The narrator of ‘Silk Road’ had undertaken a journey to Mount Kailash. He had to travel over a rough mountain terrain. The road was covered with snow and ice which made the journey dangerous. To make matters worse he fell sick with breathlessness. Fortunately, he recovered using Tibetan medicines. He found the road and the towns on the way extremely shabby.</p> <p>The archeologists of ‘Discovering Tut’ on the other hand had to face extreme heat of the desert in order to carry out their investigation. They were using advance technology and had decide to carry out a CT scan of King Tut’s mummy. They wanted to find out the manner of his death and his age at the time of his death. The coffin with his body was carried up a ramp and stairs straight into a desert</p>	<b>5m</b>

	<p>storm. The million-dollar scanner quit because sand in its cooler fan. After the scan the had to carried back to his tomb from hydraulic trailer where the scanner was.</p>	
<b>b</b>	<p>The narrator had to the kora to Kailash and Mansarover. He was expecting to join the band of pilgrims. But it was too early in the season when he reached Darchen. He became disappointed and felt desolate. He felt lonely and unhappy without a companion. But soon he got over his disappointment upon meeting Norbu. He interacted with him and felt comfortable in his company. They had similar nature and thoughts which made them good company for each other. The narrator decided to do Kora with him. They decided to hire yaks as both of them did not believe in doing Kora on foot in the conventional way.</p> <p>The best part was that in spite of being a Tibetan, Norbu could converse well in English. The narrator felt Norbu would be a perfect companion.</p>	<b>5m</b>
<b>c</b>	<p>While in Darchen, it became extremely tough for the narrator due to his blocked sinuses. He was gasping for oxygen. He could breathe only through one nostril. He could not sleep, felt utter restlessness. He had fear that he might die if he slept. So, he sat up the whole night. Next morning, Tsetan took him for medical help to the Darchen Medical College. He was given a five-day course of Tibetan medicine which gave him a lot of relief and comfort. After going the treatment, he felt somewhat better. Now, he could sleep soundly.</p>	<b>5m</b>
<b>d</b>	<p>The author had set up to a religious pilgrimage to perform Kora to Mount Kailash and the Mansarovar lake. He travelled the old Silk Route Himalayas that touches Tibet to reach Mansarover ne has to pass through several Route in the Himalayas that touches Tibet to reach Mansarover. One has to pass though several high mountain passes covered with snow and vast open plains in order to reach this destination. Enroute the narrator crossed Hor and Darchen. The weather at Hor was extremely cold. The narrator found Hor to be depressing and shabby. Darchen was another dirty place where the narrator suffered from extreme cold and had to take medical help.</p>	<b>5m</b>

<b>e</b>	<p>Nick Middleton, the narrator had to journey through the difficult Himalayan terrain to reach Mount Kailash. The path was totally snow covered. The snow was so steep that could not go around it. They somehow went over it. The danger was that they could slip. They flung handfuls of dirt and covered the snow completely with soil. The narrator and Daniel got off the vehicle to lighten the load while Tsetan drove the vehicle over the snow. Due to low atmospheric pressure, he got a headache. The fuel of vehicle also expanded due to the low pressure, which would prove perilous for them. In Darchen, the narrator also suffered from blocked sinuses that resulted in extreme cold and breathing problems. The town Hor was shabby, dirty and very depressing, contrary to Middleton's expectations. Overall, the journey of the author was difficult.</p>	<b>5m</b>
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## LESSON : A PHOTOGRAPH

*BY SHIRLEY TOULSON*

### Key Points:

- ❖ In this poem the poet is remembering about her mother in a photograph who is now no more in this world. Looking at the photograph the poet recalls the time when her mother's photograph was clicked. Her mother was then just about 12 years old. She used to go to the sea beach with her two cousins to enjoy her holidays.
- ❖ In the photograph the poet's mother is seen giving pose to the uncle holding the camera on the sea beach. She is in the middle of her two cousins holding their hands. All of them are smiling sweetly at the camera.
- ❖ The poet notices that her mother had a sweet face at the age of twelve. Her mother changed after she was married and gave birth to a child. The poet acknowledges that she could never find in her life that sweet face of her mother clearly visible in the photograph.
- ❖ In the second stanza the poet is telling about the time when she herself was a girl. She remembers her mother telling her about her sea holidays. She is joking at the dresses she used to wear on sea holidays.
- ❖ In the third stanza the poet tells that her mother died twelve years ago. Her death has made her so painful that she is unable to say anything at all.
- ❖ The poem "A Photograph" is better known for poet's comments that she makes at end of each stanza. In the first stanza she brings to light the fact that Nature is permanent whereas human beings are subject to death and decay.
- ❖ In the second stanza the poet comments about human losses. Both the poet and her mother are losers. Their losses are irreparable. They have to learn to adjust to their respective losses.
- ❖ The entire poem is a simple one. Except for a few phrases all words used in the poem are very simple and their meanings are clear and suggestive. Apart from its simplicity uses of poetic devices like 'Alliteration' 'Oxymoron', Epithet etc adds to its poetic beauty.

### **EXTRACT BASED QUESTIONS :**

- A. "All three stood still to smile through their hair  
At the uncle with the camera. A sweet face  
My mother's that was before I was born  
And the sea, which appears to have changed less  
Washed their terribly transient feet."

Answer the following questions by choosing the correct option:

1. The narrator in the above lines is.....
  - i. Talking about her mother only
  - ii. Showing us a picture of her old mother
  - iii. Noticing her mother's sweet smile in the photograph
  - iv. Oblivious of any changes

2. What can be inferred from the line” And the sea, which appears to have changed less”?
  - i. Nature is always just
  - ii. Nature is a great teacher
  - iii. We should follow nature
  - iv. Nature does not change like human beings.
  
3. The poetic device used in the line” All three stood still to smile through their hair” is:
  - i. Alliteration
  - ii. Simile
  - iii. Metaphor
  - iv. Pun

B. “She’d would laugh at the snapshot. “See Betty  
And Dolly,” she’d say, “and look how they  
Dressed us for the beach.” The sea holiday  
Was her past, mine is her laughter.”

Answer the following questions by choosing the correct option:

1. Who are Betty and Dolly ?
  - i. Poet’s sisters
  - ii. Poet’s mother’s cousins
  - iii. School students
  - iv. Poor girls on the sea beach
  
2. What attitude of She ‘poet’s mother’ is reflected through her laughter here?
  - i. Critical
  - ii. Carefree
  - iii. Serious
  - iv. Both critical and carefree
  
3. Which of the following statements is correct ?
  - i. The poet is rejoicing at her mother’s past
  - ii. The poet has suffered a loss when her mother died
  - iii. The poet lost her mother’s sweet smile which she finds in the photograph
  - iv. The poet lost her mother’s sea holidays.

C. “Now she’s been dead nearly as many years  
As that girl lived. And of this circumstance  
There is nothing to say at all.  
Its silence silences.”

1. From which poem have these lines been taken ? Who is the poet?
  - i. Childhood ; Markus Natten
  - ii. A Photograph; Shirley Toulson
  - iii. The Laburnum Top ; Ted Hughes
  - iv. None of the above
  
2. We can infer from the above lines that
  - i. The poet does not want to tell about her mother’s death
  - ii. The poet is pained to have lost her mother
  - iii. The poet is so pained that she has turned speechless.
  - iv. Both ii. & iii.
  
3. The poet’s tone in the above lines is
  - i. Sad and serious
  - ii. Happy and mocking
  - iii. Angry and remorseful
  - iv. Apologetic.

#### Answer Key

A 1. – iii	A 2. – iv	A 3. – i
B 1 – ii	B 2. - iv	B 3 – iii
C 1 - ii	C 2 - iv	C 3 – i.

#### **SHORT ANSWER TYPE QUESTIONS :**

**1. What does the poet observe about her mother in the photograph?**

Ans : The poet looks at her mother’s photograph intentionally. It was her photograph taken before she was married. She was merely twelve years old when she was captured in the camera with her two cousins on the sea beach. The poet notices her mother had a sweet face at that time.

**2. What has not changed over the years? What does it suggest to us?**

Ans: - Poet’s mother’s photograph was taken the sea beach. Besides her two cousins and the uncle with the camera sea is also visible. The mother turned old and died. But the sea has not changed over the years. This suggests that Nature is permanent, whereas human beings are subject to death and decay.

**3. Why does the poet's mother laugh at her photograph?**

Ans :- The poet's mother laughed at her photograph on the sea beach because she was in her swimming dress. She was enjoying her holidays with her cousins on the sea beach. To a middle aged woman the type of cloth worn by twelve years old girl on the occasion was a bit indecent.

She did not help laughing to see herself on the sea beach.

**4. In what sense do the poet and her mother suffer loss? How do they react to their respective losses?**

Ans: - Both the poet and her mother are losers. The mother had lost her sea holidays her girlhood days. The poet had lost the sweet smile of her mother before she was born. Both were helpless. Both of them learned to reconcile to their respective losses.

**5. What poetic devices have been used in the poem ? Mention with instances from the poem.**

Ans: The poet has uses many poetic devices in the poem. These are : Alliteration ; Oxymoron; Transferred epithet ; repetition etc.

- a) Alliteration : - 'Stood still to smile' ; My mother's
- b) Oxymoron : ' Both wry with the laboured ease of loss
- c) Transferred epithet : Transient feet
- d) Repetition: Silence silences

**6. What does the word 'Cardboard' denote in the poem? Why has this word been used ?**

Ans- The literal meaning of the word 'cardboard' is thick paper. Here the word denotes a wooden/stiff photo frame with a photograph fitted onto. This word has been used by the poet to suggest that it was the tradition of keeping photographs safe and secure for long time. The poet's mother photograph was framed safely in the cardboard.

**7. What is the meaning of the line " Both wry with the laboured ease of loss?"**

Ans : - The sea holiday and sweet smiling of the poet's mother are past matters. The sea holiday was a loss to her mother. The poet sensed her loss because she could not find that sweet cozy smile on her mother's face she had during her sea holidays. Both feel sad at their respective loss. But they know that they have to bear their loss and feel relaxed any way.

**8. Three stanzas of the poem depict three different phases. Name them.**

Ans:- 1. The first stanza of the poem deals with the girlhood of the poet's mother- the period before the poet was born .

2. The second stanza deals with the middle age of the poet's mother

3 The third stanza of the poem deals with death of the mother. Her mother died twelve  
ago.



**9. What does ‘this circumstance’ refer to in the poem?**

Ans : - ‘This .circumstance’ refers to the poet’s mother death. She died twelve years ago. Death of her mother twelve years was painful to her. Her death put an end to everything. She found herself speechless about this.

**10. What is the message of the poem “ A Photograph”**

Ans: - The poem gives the message that life is ever- changing. No person or thing will remain with us forever. The person whom we like very much will leave us sooner or later. We would have to bear that loss bravely. In the poem “ A Photograph’ the poet is remembering about her mother. She suggests us to hold to the good things in life despite the fact the human life is ephemeral.

**LONG ANSWER TYPE QUESTIONS :**

**1. What impression do you form about the poet and the poet’s mother in the poem “ A Photograph”?**

**Ans:-** In the poem “A Photograph” it is evident that the poet is a sensitive person. She is a keen observer. She loves her mother and is also devoted to her. She admires her mother’s beauty in her photograph. When her mother was a girl of about twelve years , she used to go to the sea beach to enjoy her holidays. She then had a sweet face. To her dismay the poet could not find that sweet face of her mother later in her married life. The poet’s mother it appears was a beautiful woman. As a twelve years old girl she did not hesitate to wear swimming dress on the sea beach. It was just a fashion on such occasions. She could not help laughing at her photograph in the swimming dress on the sea beach later in her life. Even at her middle age she showed her carefree attitude. She blushed at her photo. She amusingly blamed her family members for giving her that robe.

**2. The poem “ A Photograph” is a piece of beautiful poetic craftsmanship. Comment.**

Ans:- The poem “ A photograph” is a very short poem that contains nineteen lines only. Like all other short poems it boasts of thematic unity and simplicity of language. In the poem the poet recalls her mother who is not alive. She gives expression to her inner love and affection towards her mother. Her mother’s photograph helps her to tell about her mother’s beauty and her attitude towards life. Her mother’s death came as a great loss to her and she hardly reconciled to this loss of hers.

The poem a very simple one. Except for a few phrases all words used are very simple. The readers do not find any difficulty to understand the poem. Apart from the simplicity of language the poet has used poetic devices to enhance poetic quality. We find in the poem ‘alliteration’, ‘Oxymorom’ , ‘Epithet. Etc. These poetic devices render the poem a unique piece of poetry.

**3. What is the main theme of the poem 'A Photograph'? Discuss.**

Ans :- The poem deals with themes of loss, reminiscence and the transient nature of life. The main purpose of the poet to write this poem is to give voice to her irreparable loss of her mother from her life. Her mother was a great treasure for her. Her deep love for her mother surfaces when she looks at her mother's photograph and becomes enamoured of her sweet face. Not only she lost her mother, but she also realized that she never found the sweet face of her mother reflected through the photograph. Together with this theme of loss and reminiscence the poet also comments about the transient nature of human beings. All human beings change drastically with passage of time. But nature remains changeless. In the photograph the sea has not changed.

## LESSON: THE LABURNUM TOP BY TED HUGHES

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>	<b>3m</b>
	Till the goldfinch comes, with a twitching chirrup A suddenness, a startlement, at a branch end.	
a	The poet says “till the goldfinch comes to show that (i) the arrival of the bird is a welcome change (ii) the tree is silent after the bird comes (iii) there is a stillness before the bird comes (iv) the bird brings life to the as silent as death laburnum tree	1
b	The meaning of a “twitching chirrup” is _____ ,	1
c	The words “a suddenness... end” mean _____ (i) the finch’s arrival is sudden and electrifying (ii) the other birds get stirred too (iii) the tree comes to life when she sits at a branch end (iv) there is sudden activity in the tree	1
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>	<b>3m</b>
	..and a machine starts up Of chitterings, and a tremor of wings, and trillings — The whole tree trembles and thrills. It is the engine of her family.	
a	The literary device used by the poet in “a machine starts up of chitterings (i) metaphor (ii) metonymy (iii) irony (iv) simile	1
b	The expression “a tremor of wings and trillings” refers to _____	1
c	The expression “it’s the engine of her family” means (i)the finch is the engine as it feeds her family (ii) the tree is the engine as it houses the finch’s nest (iii) the noisy and hungry birdlings (iv) both (i) and (iii)	1
<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>6m</b>
	Then with eerie delicate whistle-chirrup whisperings She launches away, towards the infinite And the laburnum subsides to empty.	
a	The beauty of the “eerie delicate whistle-chirrup whisperings” is _____ (i) the call of the finch is strangely soft (ii) the bird whistles in a high pitch (iii) the feeding over, the finch sings peculiarly gently and pleasantly (iv) the mother finch’s song is strange	1
b	“She launches away, towards the infinite” means	1

c	The line “And the Laburnum subsides to empty” refers to  (i)it’s growing dark and the birds have gone back to their nests (ii) the young ones are quiet in the nest (iii) the goldfinch has flown away (iv) the tree has also settled down to a period of stillness again	1
<b>SHORT ANSWER TYPE QUESTIONS:</b>		
a	How is the tree’s transformation by the bird’s visit important?	2m
b	What do you notice about the beginning and ending of the poem ‘The Laburnum Top’?	2m
c	Analyse the security the laburnum tree provides to the goldfinch and its chicks.	2m
d	How is the bird’s movement like a lizard reflective of her motherhood instincts?	2m
e	Infer why the goldfinch has chosen the laburnum tree to nest its birdlings.	2m
f	Why does the bird flirt out to a branch end showing her barred face identity mask?	2m
g	How is the ‘barred face’ an ‘identity mask’ for the goldfinch?	2m
h	Why does the poet use the phrase her barred face identity mask?	2m
i	What does the month of September signify in the poem the laburnum top?	2m
j	What does yellow symbolize in the laburnum top?	2m
<b>LONG ANSWER TYPE QUESTIONS:</b>		
a	Explain the theme and symbolism in the poem ‘The Laburnum Top’.	6m
b	Why is the image of the engine evoked by the poet, Ted Huges?	6m
c	Analyse how the poem ‘The Laburnum Top’ is relatable to human life.	6m
d	How does the poem focus on mutual dependence in Nature?	6m
e	The poem about a repaying relationship between the Laburnum tree and the Goldfinch bird. Elucidate.	6m

## MARKING SCHEME

1	<b>EXTRACT BASED QUESTION 1</b>	3m
a	(iv) the bird brings life to the as silent as death laburnum tree	1
b	the bird makes a jerky movement while singing	1
c	(i) the finch's arrival is sudden and electrifying	1
2	<b>EXTRACT BASED QUESTION 2</b>	3m
a	(iii) the feeding over, the finch sings peculiarly gently and pleasantly	1
b	she disappears into the blue sky	1
c	(iv) the tree has also settled down to a period of stillness again	1
3	<b>EXTRACT BASED QUESTION 3</b>	3m
a	(iii) the feeding over, the finch sings peculiarly gently and pleasantly	1
b	her young ones flapping their wings and chirruping loudly	1
c	(v) both (i) and (iii)	1
	<b>SHORT ANSWER TYPE QUESTIONS:</b>	
a	The phase of silent and deathlike atmosphere is disrupted	3m
b	Tree is silent before the goldfinch arrives, become silent again after she leaves	3m
c	Poisonous seeds, yellow colour of goldfinch camouflages with the yellow flowers	3m
d	Protective and alert, doesn't want any harm or danger for chicks	3m
e	Poisonous seeds, yellow flowers, thick and dense interior of the tree	3m
f	The bird is very cautious about the safety of her young ones. She also reveals her identity to the babies by showing her barred face.	3m
g	Babies identify the mother by the barred faced	3m
h	Barred face- black markings similar to a mask. Babies see her as she is.	3m
i	autumn season and all the seeds of the tree had fallen. September signifies death or end	3m
j	Yellow is safety as bird and babies camouflage with yellow colour of the tree	3m
	<b>LONG ANSWER TYPE QUESTIONS:</b>	
a	Theme: relationship between the two, laburnum tree and goldfinch laburnum tree symbolizes the pattern of our life in general. Life is seemingly dull and inanimate but, it is the attitude of a person towards life that makes it meaningful and worth living. The goldfinch brings cheer, happiness and mirth to the simple and inanimate surroundings.	6m
b	<ul style="list-style-type: none"> <li>• engine -source of energy to run machine,</li> <li>• compared to bird as she is too a source of energy for her family</li> <li>• without engine a machine can't work in the same without a bird her family can't survive.</li> </ul>	6m

c	Tree has moments of excitement so do human life with festivals and celebrations, throughout the year cannot have the same momentous life.	6m
d	Tree gives shelter and protection to the bird and babies Bird gives life and excitement to the tree which is death like in September afternoon	6m
e	Tree gives shelter and protection to the bird and babies Bird gives life and excitement to the tree which is death like in September afternoon	6m

## VOICE OF THE RAIN

"Voice of the Rain" is a poem by Walt Whitman which reflects Whitman's transcendentalist and romantic ideals and celebrates the natural world.

### KEY POINTS

**The Rain as a Speaker:** The poem personifies the rain, giving it a voice and consciousness. It suggests that the rain has its own thoughts and messages to convey.

**Connection with Nature:** Whitman emphasizes the deep connection between human beings and nature. He sees the rain as a unifying force that connects all living things.

**Cleansing and Purification:** The rain is portrayed as a purifying and cleansing force. It washes away impurities and refreshes the earth and the soul.

**Joy and Celebration:** Whitman celebrates the joy and exuberance that the rain brings. He describes it as "singing" and creating a sense of renewal and vitality.

**Universal and Timeless:** The poem suggests that the message of the rain is universal and timeless. It has been speaking to humanity throughout history and will continue to do so in the future.

**Celebration of Life:** Ultimately, "Voice of the Rain" is a celebration of life and the natural world. It encourages readers to listen to the messages of nature and find inspiration and meaning in the world around them.

### Extract Based Questions

**Q. 1 Read the extract and answer the questions that follow: (1 x 3 = 3 Marks)**

“And who art thou? said I to the soft-falling shower,

Which, strange to tell, gave me an answer, as here translated:

I am the Poem of Earth, said the voice of the rain”

1. Who is ‘I’ in the first line?

- (a) The poet
- (b) The land
- (c) The sea
- (d) The raindrops

Answer: (a) The poet

2. What does the rain call itself? Why?

- (a) The poet of the Earth
- (b) The poem of the Earth
- (c) The poem of the Sea
- (d) The poet of the Sea

Answer: The poem of the Earth

3. Identify the poetic device in the given extract.

Answer: Personification

**Q. 2 Read the extract and answer the questions that follow: (1 x 3 = 3 Marks)**

“Eternal I rise impalpable out of the land and the bottomless sea, “  
Upward to heaven, whence, vaguely form'd, altogether changed,  
and yet the same”

1. What does the use of word ‘eternal’ indicate here?

- (a) It indicates the continual process of rain
- (b) It indicates the continual process of nature
- (c) It indicates the discontinuous process of rain
- (d) It indicates the discontinuous process of nature

Answer: (a) It indicates the continual process of rain

2. Which word in the extract means the same as “in a way that is uncertain, indefinite or unclear”?

- (a) Eternal
- (b) Impalpable
- (c) Vaguely
- (d) Bottomless

Answer: (c) Vaguely



3. Identify the poetic device in the phrase “bottomless sea”.

Answer: Hyperbole

**Q. 3 Read the extract and answer the questions that follow: (1 x 3 = 3 Marks)**

And forever, by day and night, I give back life to my own origin,

And make pure and beautify it;

1. In what way does the rain help its place of origin?

- (a) By causing floods
- (b) By providing water to the drought stricken areas
- (c) By washing away impurities from the Earth
- (d) Both (b) and (c)

Answer: (d) Both (b) and (c)

2. What is the importance of the word ‘forever’?

- (a) It points to the everlasting features of artificial elements
- (b) It points to the everlasting features of natural elements
- (c) It points to the temporary features of natural elements
- (d) It points to the temporary features of artificial elements

Answer: (b) It points to the everlasting features of natural elements

3. Which poetic device has been used in ‘I give back life to my own origin’?

- (a) antithesis
- (b) hyperbole
- (c) simile
- (d) personification

Answer: (d) personification

## SHORT ANSWER QUESTIONS

**Q1: What is the poet questioning in the poem's opening lines? Why does he seem surprised?**

A: The poet is questioning the identity of the soft-falling shower, that is, the rain. He seems surprised because the rain responded to his question.

**Q2: How does the rain describe itself in response to the poet's question?**

A: The rain describes itself as the "Poem of Earth," explaining its eternal cycle of rising from the land and sea, transforming, and returning to nourish the Earth.

**Q3: What is the rain's journey, according to its description?**

A: The rain rises from the Earth and the sea, undergoes transformation in heaven, and descends to replenish the dry regions and dust-layers of the world. Hence, it serves its purpose of beautifying and purifying the Earth.

**Q4: What does the rain suggest it does for the Earth and its inhabitants?**

A: The rain claims to give life, purity, and beauty to its place of origin and to everything that would remain latent or unborn without it.

**Q5: Why do you think the poet says the phrase "reck'd or unreck'd"?**

A: The words "reck'd or unreck'd" stand for reckoned and unreckoned. The words literally mean cared and uncared for respectively. It is used to emphasize the fact that when rain falls on the earth we sometimes take notice of it or sometimes completely ignore it. But even if it is left uncared for, it completes its destiny and returns to, absorbed, where it started from.

**Q6: What is the significance of the rain being described as "impalpable"?**

A: The rain being "impalpable" emphasizes its intangible and ethereal nature, highlighting its mysterious and transformative qualities. Its rising from the ground can neither be seen nor touched. Hence, it is described as 'impalpable'.

**Q7: Explain the phrase 'altogether changed, yet the same'.**

A: The rain undergoes a vague transformation as it rises to heaven. Although its state changes to the form of clouds, but it remains essentially the same (water) while descending to Earth to fulfill its life-giving role.

**Q8: What does the rain symbolize in the poem?**

A: The rain symbolizes the cyclical and essential nature of life, renewal, and the interconnectedness of all living things with the Earth.

**Q9: How does the rain connect the land, the sea, and the heavens in its journey?**

A: The rain connects these realms by rising from the land and the sea, undergoing a transformation in heaven, and then returning to Earth to complete its cycle.

**Q10: What message about the significance of the natural world can be derived from the rain's description?**

A: The rain's description highlights the vital role of nature, particularly water, in sustaining and beautifying the Earth. It underscores the idea that nature's cycles are both eternal and necessary for life to thrive.

### **LONG ANSWER QUESTIONS**

**Question 1: How does the rain personify itself in Walt Whitman's poem, and what role does it play in the natural world?**

Answer : In Walt Whitman's poem, the rain personifies itself as the "Poem of Earth." It describes itself as eternal and impalpable, rising from the land and sea, changing yet remaining the same. The rain plays a vital role in the natural world as it descends to "lave the draught, atomies, dust-layers of the globe" and brings life to latent, unborn seeds. It purifies and beautifies the Earth, giving back life to its own origin. The rain, through its continuous cycle, contributes to the perpetuation of life and the Earth's natural beauty.

**Question 2: What does the rain's statement, "I descend to lave the draught, atomies, dust-layers of the globe," signify in the context of the poem?**

Answer: The rain's statement, "I descend to lave the draught, atomies, dust-layers of the globe," signifies the rain's essential role in nourishing and revitalizing the Earth. It implies that rainwater, in its descent, not only provides hydration to the land but also interacts with the smallest particles and elements on the Earth's surface. It washes away impurities, dust, and microscopic life, renewing the environment. This statement underscores the rain's transformative and purifying function, illustrating how it sustains life and maintains the Earth's natural balance.

**Question 3: What does the rain symbolize in the poem, and how does it connect to the idea of "song" mentioned at the end?**

Answer: In the poem, the rain symbolizes renewal, regeneration, and the cyclical nature of life. It serves as a metaphor for the creative and rejuvenating forces of nature. The rain's journey from the heavens to the Earth and back again represents a continuous cycle of life, death, and rebirth. The mention of "song" at the end suggests that this natural process is akin to a song that emerges from its birthplace (the heavens) and, after fulfilling its purpose on Earth, returns with love. This connection signifies the poetic and harmonious nature of the rain's role in the world, emphasizing its contribution to the beauty and vitality of the Earth.

**Question 4: What is the significance of the rain's assertion that it is both "vaguely form'd" and "yet the same" when it rises from the land and sea to heaven?**

Answer: The rain's assertion of being "vaguely form'd" yet "the same" when it rises from the land and sea to heaven underscores the idea of transformation and continuity. It signifies that while the rain undergoes changes as it travels between Earth and sky, its essence and purpose remain constant. This duality highlights the dynamic and adaptive nature of nature itself. The rain can take on different forms and states, such as vapor, liquid, or ice, as it cycles through the atmosphere, yet it remains the life-giving force that sustains the Earth. This statement reinforces the poem's theme of eternal renewal and the interconnectedness of all elements in the natural world.

**Question 5: Rain is an eternal process benefiting mankind. Contrast it with human life which is short lived on this Earth. Should we disturb this eternal elements of nature?**

Answer: The poem The Voice of the rain beautifully shows the continued process of rain which sounds like music to human ears, as it full fills our needs.

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

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

## CHILDHOOD MARKUS NATTEN

### KEY POINTS

In this poem the poet thinks deeply over the question of his lost childhood. Childhood is a stage of innocence in which a child believes others and loves unconditionally. The poet has tried to identify some stages of his life when his thoughts and perceptions of the world changed. The poem describes the first step to maturity or the loss of childhood when one is able to think logically and rationally. Forming one's own opinion and not getting influenced by others is also a sign of maturity.

The poem also hints at hypocrisy prevalent in our society, where people pretend to be nice to each other but in reality they do not like each other.

### EXTRACT BASED QUESTIONS:

When did my childhood go?  
Was it the day I cease to be eleven,  
Was it the time I realised that hell and heaven  
Could not be found in Geography,  
And therefore could not be,  
Was that the day!

**1. At what age does the poet think he lost his childhood?**

Ans. After he crossed the age of eleven.

**2. What did the poet realise?**

Ans. That hell and heaven are not any geographical places.

**3. \_\_\_\_\_ in the extract means the same as “discontinue”**

Ans. Cease

When did my childhood go?  
Was it the time I realised that adults were not all they seem to be,  
They talked of love and preached of love,  
But did not act so lovingly  
Was that the Day!

**1. Who is “my” in the above lines?**

Ans. “My” refers to the poet Markus Natten.

**2. Why is “I” confused?**

Ans. Because “I” does not seem to understand when he lost his childhood.

**3. Explain “but did not act so lovingly”.**

Ans. It means that Adults talk about love but their actions are not loving.

Where did my childhood go?  
It went to some forgotten place  
That's hidden in an infant's face  
That's all I know.

**1. Where did the poet's childhood go?**

Ans. It went to some forgotten or unknown place.

**2. Where does the poet think his childhood is hidden?**

Ans. He thinks that it is hidden in an infant's face.

**3. The present tense of "forgotten" is**

Ans: Forget

**SHORT ANSWER QUESTIONS:**

**1. What question does the poet ask again and again?**

Ans. The poet in confusion asks the question, "When did the childhood go?" again and again.

**2. The poet has discussed two stages of life- childhood and adulthood. How do we differentiate one from another?**

Ans. Childhood is a period of innocence and trusts everyone whereas adulthood is marked by rational and creative thoughts, ability to perceive and learn new things, one also learns to be double-faced and crafty.

**3. What did the poet realise when he crossed the age of eleven years?**

Ans. He realised that he had lost his childhood and had developed a mind of his own. He also found out that hell and heaven does not exist in Geography Books.

**4. How did the poet conclude that Hell and Heaven were imaginary places?**

Ans. Geography books contains names of places but there is no mention of places like heaven and hell in these books.

**5. How did the adults seem to the poet when he was a child?**

Ans. As a child the poet considered all the adults as an epitome of love and sincerity. He believed that their love was true and they were ready to do anything for their loved ones.

**6. What did the poet notice about independent thinking, How important was his discovery?**

Ans. The poet discovered that he was different from others and could think independently, he was not influenced by anyone. It was important because he realised his abilities for independent thinking and decision taking.

**7. What is the poet trying to convey when he says that childhood is hidden in an infant's face?**

Ans. An infant is really innocent and does not try to fool others. As a person develops rational thoughts his childlike innocence fades away.

**8. According to the poet when does the child become an Adult?**

Ans. A child becomes an adult when he develops his own thought process and takes care of his responsibilities individually.

**9. What is the poet's feeling towards childhood?**

Ans. Childhood is a period of innocence, there is no difference between his thoughts and actions and he is free from all evils.

**10. How does the poem expose man and present him in true colours?**

Ans. When a child becomes a man, he adheres to cunningness and hypocrisy. Adults preach about truth and honesty but themselves practice hatred and lying. The simplicity and honesty of childhood disappears the moment when a child becomes a man.

**LONG ANSWER QUESTIONS:**

**(6 marks each)**

**1. What is the central idea for the poem "childhood"?**

Ans. In this poem the poet thinks deeply over the question of his lost childhood. It is a stage of innocence in which the child believes others and loves unconditionally. The poem describes the first step to maturity when one is able to think logically and rationally. Forming one's opinion and not getting influenced by others is also a sign of maturity.

The poem also hints at the prevalence of hypocrisy in our society where people pretend to be nice to each other but in reality they do not like each other.

**2. Compare and Contrast between childhood and adulthood as mentioned in the poem.**

Ans. According to the poet, childhood is the best part of one's life where innocence is an integral part of it. The child is dependent on his parents for everything. He believes in what is said and taught to him. He is irrational and unbiased; he does not follow philosophies of life. He is limited to knowledge gained by books.

As a child enters adulthood, a number of changes come over him, he becomes rational. He becomes free and self-dependent. He seeks for philosophical knowledge. He also becomes a hypocrite. Thus, we can see clearly that there is a lot of difference between these two stages of human life i.e. childhood and adulthood.

**3. Discuss your experience of reaching adulthood from childhood. When did you realise that you are going towards adulthood?**

Any valid points

**4. Today's materialistic society is responsible for loss of innocence and childhood. Justify.**

Any valid points

**5. It is easy to retain one's childhood innocence throughout one's life. How can one do it without being adulterated by religion, education and mainstream society?**

Any valid points

## LESSON: FATHER TO SON

### 2. KEY POINTS OF THE CHAPTER:

**a. Lack of understanding between father and son:** the father has failed to understand the child though he was born from him;

**b. The metaphor of the seed:** the son could not germinate into a proper human being; his desires remained unexpressed;

**c. Gloom and sadness:** lack of understanding has created feelings of anxiety and depression between father and son;

**d. Isolation and alienation:** lack of understanding has made them drift apart from each other and has forced them to live like strangers under the same roof;

**e. Absence of a mother:** they needed a mother between them to bridge the gap; but, such a presence has never been felt;

**f. The need to reconcile:** the father accepts the prodigal child and wishes to get him back in his life with a new beginning;

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>		<b>6m</b>
	<i>I do not understand this child Though we have lived together now In the same house for years. I know Nothing of him, so try to build Up a relationship from how He was when small.</i>		
<b>a</b>	Who is 'I'?		<b>1</b>
<b>b</b>	Who is the child?		<b>1</b>
<b>c</b>	Where have they lived together?		<b>1</b>
<b>d</b>	What is the mood of the speaker in the above extract?		<b>1</b>
<b>e</b>	What does the speaker regret about?		<b>1</b>
<b>f</b>	What does he try to do now?		<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>		<b>6m</b>
	<i>Yet have I killed The seed I spent or sown it where The land is his and none of mine? We speak like strangers, there's no sign Of understanding in the air.</i>		
<b>a</b>	What does 'seed' stand for?		<b>1</b>
<b>b</b>	What does 'land' stand for?		<b>1</b>
<b>c</b>	What realization dawns upon the speaker?		<b>1</b>
<b>d</b>	What do they speak like?		<b>1</b>
<b>e</b>	What is lacking in their relationship?		<b>1</b>



f	What is the mood of the speaker in the extract?		1
3	<b>EXTRACT BASED QUESTION 3</b>		6m
	<i>This child is built to my design Yet what he loves I cannot share. Silence surrounds us. I would have him prodigal, returning to His father's house, the home he knew, Rather than see him make and move His world. I would forgive him too, Shaping from sorrow a new love.</i>		
a	What is the speaker's regret?		1
b	What surrounds them?		1
c	Explain the poetic device?		1
d	What does the speaker call his son?		1
e	What does the speaker want his son to do?		1
f	What does the speaker hope to do?		1
	<b>SHORT ANSWER TYPE QUESTIONS:</b>		
a	Explain the biblical myth of 'the prodigal son'.		2m
b	Explain the metaphor of 'seed' and 'land'.		2m
c	Explain – 'shaping from sorrow, a new love'.		2m
d	Explain – 'this child is built to my design'.		2m
e	Explain – 'anger grows from grief'.		2m
f	'We each put out an empty hand' – what does it tell about them?		2m
g	Why must they both 'live on the same globe and the same land'?		2m
h	What is lacking in the relationship and why?		2m
i	What kind of relationship does the speaker wish to build up?		2m
j	What do father and son want of each other?		2m
	<b>LONG ANSWER TYPE QUESTIONS:</b>		
a	What kind of relationship do father and son share and why?		5m
b	What do they try to do and how?		5m
c	What does the poem reflect about the modern generation?		5m
d	How far do you feel the absence of a mother between them is responsible for the breach in their relationship?		5m
e	How does the poet propose to meet generation gap in the modern age?		5m

## MARKING SCHEME

1	EXTRACT BASED QUESTION 1		6m
a	Speaker-father		1
b	Son of speaker		1
c	In the same house / under the same roof		1
d	Regret		1
e	Lack of understanding		1
f	reconcile		1
2	EXTRACT BASED QUESTION 2		6m
a	Love		1
b	Heart		1
c	Land has killed the seed; heart has killed love		1
d	Strangers		1
e	Understanding		1
f	Regret		1
3	EXTRACT BASED QUESTION 3		6m
a	That he cannot share his love with his son;		1
b	Silence		1
c	Alliteration – repetition of ‘s’ sound		1
d	Prodigal		1
e	To return home		1
f	To shape new love from sorrow		1
	SHORT ANSWER TYPE QUESTIONS:		
a	The prodigal son had abandoned his father with hope for a better fortune; but he returned home in a state of misery		2m
b	‘seed’ – love; ‘land’ – heart; the father could not grow feelings of love in the heart of his son		2m
c	Regret and repentance will lead them to revive their relationship just as embers among the ashes may build another fire		2m
d	The father tried to make the child grow according to his plans; but, he did not allow the child to grow up like himself		2m
e	The father feels sorry and helpless; this gives way to feelings of anger; but, he would never force the child again		2m
f	Both father and son wish to reconcile but are unable to; they grasp only at emptiness		2m
g	Father and son are socially and economically bound together as an integral part of the same environment		2m
h	Lack of understanding due to lack of tolerance and acceptance		2m
i	One of sympathy, understanding and co-operation;		2m
j	A shelter for each other; a home that they had lost		2m

LONG ANSWER TYPE QUESTIONS:			
a	Lack of understanding, communication, sympathy, tolerance and acceptance – all due to generation gap		5m
b	They try to reconcile, to revive their dead relationship by shaping new love from sorrow because they need each other in world that is strange and hostile to both		5m
c	Impatient, intolerant, impulsive, uncaring, unsympathetic		5m
d	Absence of mother is felt; both need a mother and a wife in between to bridge the gap, to resume communication between the two		5m
e	The modern generation needs to care for their parents and vice versa; they need to be tolerant, sympathetic and understanding towards each other; they need to love each other selflessly but give space to each other for self-expression		5m

### SAMPLE QUESTIONS WITH MODEL ANSWERS

**1. What kind of relationship do father and son share?**

Father has failed to understand the child; so they have drifted apart; he has always tried to impose himself rather than trying to understand him; they are like strangers, living in silence but missing each other;

**2. What is the reason for their strained relationship?**

Father has tried to impose himself upon his son but the son has never expressed what he needs; father has been unsympathetic and son has been an escapist;

**3. How do they propose to reconcile?**

They propose to reconcile by shaping new love from sorrow.

### QUESTIONS FOR PRACTICE

1. Why do parents fail to understand their children?
2. Why do parents try to impose themselves on their children?
3. Why do children fail to understand their parents?
4. Why do children prefer to avoid rather than face their parents?
5. How should parents and children try to resume broken relationships?





	SHORT ANSWER TYPE QUESTIONS:	
a	What was the narrator's immediate reaction when he saw his Cousin Mourad sitting on a beautiful white horse?	3m
b	Who was John Byro? What problem was he facing these days?	3m
c	Why did Mourad not look worried when the narrator asked where would they hide the horse?	3m
d	Give examples to show why cousin Mourad was considered one of the craziest members of the narrator's family?	3m
e	What points were put forward by Aram in defense of Mourad's act of stealing the horse?	3m
f	Why was Aram unwilling to return the horse so soon?	3m
g	"A suspicious man would believe his eyes instead of his heart." In what context was this observation made and by whom?	3m
h	What do you think, induced the boys to return the horse to its owner?	3m
i	What was common between Mourad and Aram? In what respect did they differ from each other?	3m
j	Why did the sight of Mourad's horse both delightful and frightening for Aram?	3m
	LONG ANSWER TYPE QUESTIONS:	
a	Compare and contrast the characters of Mourad and Aram.	6m
b	Jokes and pranks add spice to life. But they should be in a limit. What do you think?	6m
c	Listening to the conscience helps one to do the right. Give your own view in context to the chapter, "The Summer of the Beautiful White Horse".	6m
d	Mourad was the natural descendant of the crazy streak of uncle Khosrove. Explain the statement giving instances from the story, 'The Summer of the Beautiful White Horse'.	6m
e	Describe the narrator's experience of early morning ride with his cousin Mourad in the story 'The Summer of the Beautiful White Horse'.	6m

## MARKING SCHEME (THE SUMMER OF THE BEAUTIFUL WHITE HORSE)

1	EXTRACT BASED QUESTION 1	6m
a	John Byro was an Assyrian farmer who lived in the neighbourhood and was a frequent visitor to Aram's house.	1
b	A. John Byro	1
c	A. He believed in the honesty of Garoghlanian family	1
d	B. Because their family was known for honesty	1
2	EXTRACT BASED QUESTION 2	4m
a	B. Aram	1
b	B. Because they were too poor to afford a horse	1
c	B. to hurry up	1
d	Mourad woke Aram up in order to give him a chance to enjoy horse riding.	1
3	EXTRACT BASED QUESTION 3	6m
a	(C) John Byro	1
b	(B) Sad	1
c	(D) His white horse	1
d	(D) Farmer	1
SHORT ANSWER TYPE QUESTIONS:		
a	When the narrator saw his cousin Mourad sitting on a beautiful White horse, He could not believe it. He rubbed his eyes to make sure that he was not dreaming. Mourad, being a very poor boy could not have a horse of his own.	3m
b	John Byro was an Assyrian farmer. He was a regular visitor to Aram's family. His white horse had been stolen the previous Month. His surrey was of no use without the horse. Now he had to walk on foot if he wanted to go somewhere.	3m
c	Mourad had stolen the horse a month before. Since then, he had been enjoying early morning ride. Then he would hide the horse in the barn of a deserted vineyard; so, he did not look worried when the narrator asked where they would hide the horse.	3m
d	Cousin Mourad had a crazy streak. He was quite crazy about horses. He kept the stolen white horse for about six weeks, rode it, loved it, fed it well and hid it in a deserted yard. When he sang in the open countryside, it seemed as if he were roaring.	3m
e	Aram justified that stealing a horse for a ride was not the same thing as stealing something else, such as money. And then he went a little further by saying that if one was so crazy about horses the way Mourad and he himself were, it was not stealing at all. It would not become stealing until they offered to sell the horse and he was sure that it was the last thing they would ever be doing.	3m

f	Aram was crazy about riding the horse and he wanted to learn horse riding at all costs. The horse would not let him to ride it and hence he was unwilling to return the horse at least until he would learn to ride it.	3m
g	This observation was made by farmer John Byro after looking into the mouth of the horse. It matched his horse tooth for tooth. He would have claimed it as his own horse if he had not known their parents or the fame of their family for honesty. The resemblance was so striking that he called it the twin of his horse.	3m
h	The boys were impressed by John Byro's attitude towards their parents and family. He knew their parents very well and so believed whatever the boys said. Secondly, the fame of their family for honesty was well-known to him. The conscience-stricken boys decided to return the horse to the rightful owner. The boys returned the horse to him for the sake of family pride and dignity.	3m
i	Mourad and Aram were cousins belonging to the Garoghlanian family. Both had a common craze for horse riding. But Aram was more honest and straightforward than his cousin. Mourad had a streak of craziness. He could tell lies. He was boastful. Aram was simple-hearted.	3m
j	Aram was just a young lad, truthful and honest. But he had a longing for riding a horse. Naturally, he was delighted when Mourad asked him to sit on the white horse. But he was also frightened because he knew that it was a stolen horse.	3m
	<b>LONG ANSWER TYPE QUESTIONS:</b>	
a	Mourad and Aram were cousins and belonged to Garoghlanian tribe which was known for its honesty. Mourad was thirteen and Aram was nine years old. Both longed to ride a horse. But their family was too poor to buy a horse. Both were adventure-loving. Both knew that their family was well known for honesty and right conduct. But Mourad could not help stealing John Byro's horse. While he had a streak of craziness, Aram was honest and simple-hearted. Mourad was more talented and bolder than Aram. He domesticated the wild horse of John Byro. He repaired the injured wing of a robin bird; he knew how to deal with a horse, and how to soothe a dog. Comparatively, Aram was timid and obedient. Mourad could easily lie to John Byro about the horse. Aram could never do it.	6m
b	Life is dull because of stark realities. It thus remains enthralling. Jokes and pranks play the role of spice and make life enjoyable. But if pranks and jokes pinch and hurt others, the very spice becomes poisonous. If they are at somebody else's cost, they leave a bitter taste. So, one should not play pranks or jokes to annoy somebody. Above all pranks should not also harm other people. If somebody appears, before a weak-hearted person, in the disguise of a ghost, that can kill the person.	6m



	<p>Pranks should set right moods and banish enmity. A man should remain sensitive while trying to create lighter moments. The horse could have created trouble for Mound and Aram. The horse taken away just for a joy-ride might have thrown them on the ground. John Byro, whose horse Mourad had stolen, was a tactful man. He pricked the conscience of the boys by saying that he knew that they were honest boys who belonged to an honourable family and they could not be thieves. Eventually, Mourad's conscience pricked him and he returned the horse. Pranks and jokes should be mild and innocent.</p>	
c	<p>Listening to the conscience undoubtedly helps one to do the right things, as we have seen in the chapter. Mourad stole the horse of John Byro just for the sake of riding it, and he did not have the intention of keeping it. He along with his cousin Aram rode the horse and hide it in a deserted barn. Even after John Byro the owner of the horse complained about his missing horse the boys continued to ride it. They loved riding it and wanted to satisfy their passion for riding. After many days John Byro accidently sees the boys with his horse but keeping in view the reputation of the Garoghlanian family's honesty, he does not doubt the boys. He says it was the twin of his horse. This evokes the guilty conscience of Mourad. He with his cousin returned the horse to its owner the next morning. Our conscience is our moral compass. The voice of the conscience never motivates anyone to do wrong. Therefore, before doing anything if we listen to our conscience we will never do wrong.</p>	6m
d	<p>Uncle Khosrove was considered in the Garoghlanian tribe as one of the craziest persons. It was also believed by the tribe that Mourad was the natural descendant of the crazy streak in their tribe. Uncle Khosrove's craziness was out of the world. He had the largest moustache in the surrounding. His talk was not less than roaring, which was but natural for him. Once when his son came running to tell him about his house on fire, he simply said, 'It is no harm; pay no attention to it'. The barber who reminded him that it was his own house also got rebuked. Khosrove also asked John Byro not to worry about the horse or the loss of money or even his paining legs and answered in the same way. Mourad was considered the natural descendant of this man though not a biological descendant mainly because of the crazy acts he was involved in. The act of stealing a horse because he was crazy about riding is an example to prove the same. Like the line of uncle Khosrove i.e. 'It is no harm; pay no attention to it' Mourad used to say that he had a way with the things, animals and even people.</p>	6m
e	<p>It was summer. Early one morning the narrator's cousin Mourad came to his house. He was sitting on a beautiful white horse. He invited the narrator to enjoy a ride. The narrator got ready and leaped onto the horse behind Mourad. In less than three minutes they were in the open. The horse began to snort.</p>	6m

They let the horse run as long as it felt like running. Then, Mourad asked the narrator to get down as he wanted to ride alone. The narrator agreed on the condition that Mourad would let him also try to ride alone. Mourad kicked his heels into the horse. The horse stood on its hind legs, snorted, and began to run. Mourad made the horse run across a field of dry grass to an irrigation ditch. He crossed the ditch on the horse. Five minutes later he returned. Now it was the narrator's turn to ride alone. When he got onto the back of the horse, it ran down the road to a vineyard instead of running across the field to the irrigation ditch. It began to leap over vines. It had hardly leaped over seven vines when the narrator fell off. The horse kept running, and then disappeared. It took Mourad half an hour to trace the horse and bring it back.

## LESSON: THE ADDRESS

### KEY POINTS OF THE CHAPTER:

#### MAIN POINTS:

- **Author:** Marga Minco.
- **Narrator:** Daughter of Mrs. S.
- **Background:** Hitler was planning to kill all the Jews in Germany, Holland, Austria on the verge of the World War II. The narrator's family was Jewish. The war led to exodus of Jewish families towards safer places. They were forced to abandon their homes and belongings. This short story is a touching account of a daughter who goes in search of her mother's belongings after the War, in Holland. When she finds them, the objects evoke memories of her old life. However, she decides to leave them all behind and resolves to move on.

#### Incidents:

- **Regular visits by Mrs. Dorling:** A lady named Mrs. Dorling comes to Mrs. S's house to give pre-war information to Mrs. S. The narrator (Daughter of Mrs. S) happens to meet Mrs. Dorling on one of her visits to her house and remembers her taking away a suitcase full of their belongings. Mrs. S tells her daughter that Mrs. Dorling has good intentions of keeping their belongings safe during the war time. She has offered to help the narrator's family by carrying away their house hold utensils, furniture and all the other valuables.
- **War starts:** The narrator and her mother takes refuge in some other place due to war.
- **War is over:** When the war is over and the Jews are feeling safe in these countries, the narrator returns to her place and starts living in a small rented room. She has lost her mother and misses her dearly.
- **The narrator remembers he mother's possessions:** One day the narrator thinks of the woman (Mrs. Dorling) who has kept all her possessions. She recalls her address - 46, Marconi Street and goes to the address by train.
- **Will Mrs. Dorling welcome her? Let's see:** Mrs. Dorling opens the door and is surprised to see the narrator. When the narrator introduces herself she refuses to recognize her. Perhaps Mrs. Dorling was not expecting that she would ever return after the war. On the other hand, the narrator recognizes the woollen cardigan which Mrs. Dorling was wearing as it belonged to her mother.
- **How does the narrator feel?** The narrator was terribly pinched, hurt, disappointed and betrayed by the behavior of Mrs. Dorling. Anyhow, the first visit ended on a sad note. She grew impatient after a while and decided to visit Mrs. Dorling once again.
- **Second Visit to the same address:** When she rang the bell at house number 46, Mrs. Dorling's daughter meets the narrator and offers her a cup of tea. Marga goes inside. She

recognizes many articles that once belonged to her mother but were now being used in a distasteful manner by the Dorling family.

- **What will the narrator do? Hold on to the past or move on in life?** The narrator is hurt and disgusted at the shrewdness of Mrs. Dorling. She loses the desire of taking back her mother's belongings as they evoke sad memories of the war and painful loss of the mother in her heart. She resolves to forget the address and move on in life.

1	<b>EXTRACT BASED QUESTION 1</b>	<b>4m</b>
	<p>‘Every time she leaves here she takes something home with her’, said my mother. ‘She took all the table silver in one go. and then the antique plates that hung there, she had trouble lugging those huge vases, and I’m worried she got a crick in her back from the crockery’. My mother shook her head pityingly. ‘I would never have dared ask her. She suggested it to me herself. She even insisted she wanted to save all my nice things. If we have to leave here we shall lose everything, she says’.</p>	
<b>a</b>	<p>“My mother shook her head pityingly”-what is the reason behind this ?</p> <p>(a) The narrator’s mother felt pity for herself as all her belongings were gone.</p> <p>(b) The narrator’s mother felt pity for her daughter as she was unable to understand the inherent good nature of humanbeings.</p> <p>(c) The narrator’s mother felt pity for Mrs. Dorling as she was taking extreme trouble to keep their belongings safe.</p> <p>(d) None of the above.</p>	<b>1</b>
<b>b</b>	<p>Why is “she” taking away things which belong to the narrator’s mother?</p> <p>(a) Because the narrator and her mother are are going to take refuge in some other place due to war.</p> <p>(b) Because the narrator and her mother are trying to sell their house as they need money.</p> <p>(c) Because “she” is the best friend of narrator’s mother</p> <p>(d) Because the narrator and her mother are planning to move to a bigger house</p>	<b>1</b>
<b>c</b>	<p>“My mother shook her head pityingly. ‘I would never have dared ask her. She suggested it to me herself’-How would you evaluate the nature of the narrator’s mother from this statement?</p> <p>(a) <b>naive,credulous&amp; grateful</b></p> <p>(b) <b>honest, brave and truthful</b></p> <p>(c) <b>kind, friendly and daring</b></p> <p>(d) <b>None of the above</b></p>	<b>1</b>
<b>d</b>	<p>Why did she want to save all the nice things belonging to the narrator’s mother?</p> <p>(a) She wanted to help the narrator’s faamily</p> <p>(b) She didn’t want the narrator’s family lose everthing</p> <p>(c) She was greedy and wanted to own those things</p> <p>(d) She was worried about the narrator’s mother</p>	<b>1</b>

<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>	<b>4m</b>
	<b>SPACE FOR EXTRACT</b> “The address was correct but now I didn’t want to remember it anymore. I wouldn’t go back there because the objects that are linked in your memory with the familiar life of former times instantly lose their value when, severed from them, you see them again in strange surroundings. And what should I have done with them in a small rented room where the shreds of black-out paper still hung along the windows and no more than a handful of cutlery fitted into the narrow table drawer?”	
<b>a</b>	The above mentioned passage brings out (a) <b>The narrator’s inability to buy a house</b> (b) <b>The value of antics</b> (c) <b>The insignificance of material things in the face of calamities like war and associated loss</b> (d) <b>The depreciation of value of household articles.</b>	<b>1</b>
<b>b</b>	The “small rented room where the shreds of black-out paper still hung along the windows” evokes (a) <b>The untidy ambience of the room</b> (b) <b>The memory of the narrator’s mother</b> (c) <b>The memory and trauma of war</b> (d) <b>None of the above</b>	<b>1</b>
<b>c</b>	Select the word from the paragraph which can replace the underlined phrase: there were <u>small pieces</u> of paper all over the floor" . (a) Severed (b) black-out (c) handful (d) Shreds	<b>1</b>
<b>d</b>	The narrator did not want the things belonging to her mother anymore because (a) Some of the things were broken (b) The things lost their lusture due to continuous usage (c) She didn’t want to hurt Mrs. Dorling (d) She lost the desire of taking back her mother's belongings as they evoked sad memories of the war and painful loss of the mother in her heart.	<b>1</b>
<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>4m</b>
	<b>SPACE FOR EXTRACT</b> After my first visit in vain to Mrs Dorling’s house I decided to try a second time. Now a girl of about fifteen opened the door to me. I asked her if her mother was at home. ‘No’ she said, ‘my mother’s doing an errand. ‘No matter, I said, ‘I’ll wait for her.’ followed the girl along the passage. An old-fashioned iron Hanukkah candle- holder hung next to a mirror.	
<b>a</b>	1 Who opened the door for the second time? A) Mrs. Dorling’s daughter B) Mrs. Dorling’s husband C) Mrs. Dorling’s mother D) Mrs. Dorling	<b>1</b>
<b>b</b>	What does the word ‘Errand’ mean? A) To bathe B) To eat out C) To go out for regular works D) To sit out	<b>1</b>

<b>c</b>	Find out the synonym of 'Old-fashioned' from the following? A) Mint B) Obsolete C) Modern D) Replicated	<b>1</b>
<b>d</b>	Who was the real owner of the Hanukkah hung over there? A) Mrs. Dorling B) Mrs. S C) Mrs. Dorling daughter D) None of these	<b>1</b>
<b>SHORT ANSWER TYPE QUESTIONS:</b>		
<b>a</b>	Why did the narrator go to Mrs. Dorling's house?	<b>3m</b>
<b>b</b>	Why was the narrator confident that she had reached the correct address?	<b>3m</b>
<b>c</b>	Why did the narrator's mother ask her to remember the address by heart?	<b>3m</b>
<b>d</b>	Why did the narrator decide not to collect her belongings?	<b>3m</b>
<b>e</b>	Did Mrs. Dorling's daughter inherit the nature of her mother? Explain.	<b>3m</b>
<b>f</b>	"Have you come back?" said the woman. "I thought that no one had come back"- Comment on that statement.	<b>3m</b>
<b>g</b>	"Bread was getting to be a lighter colour, there was a bed you could sleep in unthreatened, a room with a view you were more used to glancing at each day." – Explain.	<b>3m</b>
<b>h</b>	How would you like to characterize Mrs. S?	<b>3m</b>
<b>i</b>	Why does the narrator say, "I was in a room I knew and did not know"?	<b>3m</b>
<b>j</b>	Like Mrs. Dorling, Aram and Mourad too had taken someone else's possession. Do you find any difference between Mrs. Dorling and the two boys? Comment.	<b>3m</b>
<b>LONG ANSWER TYPE QUESTIONS:</b>		
<b>a</b>	Do you think the title of the story "The Address' is appropriate? Explain.	<b>6m</b>
<b>b</b>	"The Address is a story of post-war human predicament'-Do you agree? Justify your answer.	<b>6m</b>
<b>c</b>	After reading the story, what opinion do you form about the narrator's character?	<b>6m</b>
<b>d</b>	Past, whether good bad, is gone. We must never worry about it. All we need is to make the best of our present. Explain with reference to the story 'the Address'.	<b>6m</b>
<b>e</b>	Do you find any similarity between the situations faced by Uncle Khosrov and the narrator in the "Address"? What are the differences between the ways in which each of them reacts to the situation ?	<b>6m</b>

## MARKING SCHEME

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>	<b>4m</b>
<b>a</b>	(c ) ) The narrator’s mother felt pity for Mrs. Dorling as she was taking extreme trouble to keep their belongings safe.	<b>1</b>
<b>b</b>	(a) Because the narrator and her mother are taking refuge in some other place due to war.	<b>1</b>
<b>c</b>	(a) <b>naive,credulous&amp; grateful</b>	<b>1</b>
<b>d</b>	(c) She was greedy and wanted to own those things	<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>	<b>4m</b>
<b>a</b>	(a) The insignificance of material things in the face of calamities like war and associated loss	<b>1</b>
<b>b</b>	(a) The memory and trauma of war	<b>1</b>
<b>c</b>	(d) Shreds	<b>1</b>
<b>d</b>	(d) She lost the desire of taking back her mother's belongings as they evoked sad memories of the war and painful loss of the mother in her heart.	<b>1</b>
<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>4m</b>
<b>a</b>	(a) Mrs. Dorling’s daughter	<b>1</b>
<b>b</b>	(C) To go out for regular works	<b>1</b>
<b>c</b>	(B) Obsolete	<b>1</b>
<b>d</b>	B) Mrs. S	<b>1</b>
	<b>SHORT ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	The narrator went to Mrs. Dorling's house to collect her valuable belongings which her mother had given to her during war time. She wanted to renew her past memories.	<b>3m</b>
<b>b</b>	The narrator remembered the house No. 46. on Marconi street, which her mother had told her about. She also recognized the green knitted cardigan with wooden buttons which Mrs. Dorling was wearing as it belonged to her mother.	<b>3m</b>
<b>c</b>	The narrator's mother asked her to remember the address by heart because she gave a number of valuable household articles to Mrs. Dorling during the war time. She thought that her daughter would collect all that after the war was over.	<b>3m</b>
<b>d</b>	The narrator was disappointed after recognising her belongings in a stale and dirty environment. She didn't feel comfortable on seeing all those valuable articles placed in a distasteful manner at Mrs. Dorling's house.	<b>3m</b>
<b>e</b>	Unlike Mrs. Dorling, the daughter was a friendly, hospitable, kind hearted girl who invited the narrator inside her house. She is guileless and very different from her mother. She politely asked the narrator to come in and made her feel comfortable. She offered her a cup of tea.She became friendly with the narrator and showed her all the antiques of their house that actually happened to belong to the narrator’s mother.	<b>3m</b>

<b>f</b>	<p>(i) The lines uttered by Mrs Dorling reveal her selfish and greedy nature and brings out the fact that she is disappointed to learn that the narrator is alive as has returned to take her mother's belongings back.</p> <p>(ii) The lines also reveal the bitter truth of the war. It suggests the loss of millions of lives. Most of the jewish people who tried to escape were killed.</p>	<b>3m</b>
<b>g</b>	This is how the narrator of the story 'The address' describes the world slowly getting out of post was depression. The coarse brown bread was slowly getting replaced with better and whiter ones. The threat of bombing or arrest by the Gestapos no longer prevailed. People started to feel safe and no longer needed to escape in search of safer places.	<b>3m</b>
<b>h</b>	Mrs. S is a noble and trusting lady who allowed Mrs. Dorling to to take away her household possessions in a simple faith that she would keep those articles safe and return them after the war was over. She was manipulated by the false promises given by Mrs. Dorling and her pretention to be a wellwisher. She even rebuked the narrator for doubting Mrs. Dorling's intentions.	<b>3m</b>
<b>i</b>	All around in Mrs. Dorling's house, the narrator saw the precious possessions belonging to her mother. They were displayed in an ugly setting. she saw that all her mother's beautiful things were kept by Mrs Dorling in a tasteless manner and she was even using them, the narrator lost all interest in those things. With a feeling of detachment, she went back to her own rented room and decided to start life afresh.	<b>3m</b>
<b>j</b>	Mrs. Dorling, a greedy, selfish, grwon-up human being, manipulated Mrs. S with the intention to grab all her precious belongings. When the daughter of Mrs. S returned, she refuses to recognise her. There was no sense of remorse in her mind. However, Aram and Mourad were children desiring to fulfil their fantasy to ride a white horse. They had no intention to sell the horse for money or keep it forever. The sense of honour of their family and their inherent honesty made them return the horse. They were able to understand their mistake.	<b>3m</b>
<b>LONG ANSWER TYPE QUESTIONS:</b>		
<b>a</b>	<ul style="list-style-type: none"> <li>• Value points:</li> <li>• The entire story revolves around the the address- around finding it out and deciding to forget it</li> <li>• The address 46, Marconi Street was told to the author by her mother before war</li> <li>• Author still remembers it after long time</li> <li>• Author visits the address twice</li> <li>• The address has helped the author move on in life</li> <li>• The address becomes the symbol of the material things that prove to be insignificant in the face of war</li> <li>• The narrator decides to forgwet the address</li> </ul>	<b>6m</b>
<b>b</b>	<p>Value points:</p> <ul style="list-style-type: none"> <li>• War is a difficult time for every human being</li> <li>• No one likes wars</li> <li>• People get displaced</li> <li>• Loss of belongins, loss of homes, loss of lives</li> <li>• Change in outlook towards life</li> </ul>	<b>6m</b>



	• Insignificance of material things is felt	
<b>c</b>	<p>Value points:</p> <ul style="list-style-type: none"> <li>• Observant</li> <li>• Not as much naïve and credulous as her mother</li> <li>• Doesn't like Mrs. Dorling</li> <li>• Faced the pain, suffering and losses during war bravely</li> <li>• Faced the irreparable loss of her dear mother</li> <li>• Brave and courageous</li> <li>• Lonely after war</li> <li>• Self-respecting</li> <li>• Not willing to live in past glory</li> <li>• Ready to move on in life</li> </ul>	<b>6m</b>
<b>d</b>	<ul style="list-style-type: none"> <li>• The narrator unable to overcome her past, remembers the address told by her mother long ago</li> <li>• She was offended by Mrs. Dorling taking away their stuff</li> <li>• Wanted to hold on to the past memories and memories of her mother by visiting Mrs. Dorling in order to get back their old stuff</li> <li>• Realises the insignificance of all the material things that do not mean the same for her anymore</li> <li>• Decides to forget the address and move on</li> </ul>	<b>6m</b>
<b>e</b>	<ul style="list-style-type: none"> <li>• Uncle Khosrove, a huge man with a large mustache, had a volatile temper. He was forced to leave Armenia and felt that his true home and a part of his identity had been stripped away. He felt a lack of belongingness to the new land of Central Valley, California where the Armenians had settled. He possessed a sense of frustrated anger. He would often roar, "It is no matter. Pay no attention to it."</li> <li>• Both Uncle Khosrov and the narrator of "The Address" were victims of war and survived the trauma.</li> <li>• Both lost their home .</li> <li>• Uncle Khosrov lost his homeland while the narrator of " The Address" returns to her place.</li> <li>• Uncle Khosrov was not ready to move on . he holds on to the past and is irritated in his nature.</li> <li>• The narrator in "The Address" is courageous enough to move on in her life.</li> </ul>	<b>6m</b>

Questions for Practice:

1. How does the narrator realise that she has rung the right bell?
2. To what extent did the life assume its normal self after the war for the narrator?
3. Why did the narrator go to Number 46, in Marconi Street?
4. How does the theme of morality and ethics connect the two stories "The Summer of a Beautiful White Horse" and "The Address". Elucidate.
5. Both Uncle Khosrov and the narrator of "The Address" had similar kind of bitter experience. Write an imaginary conversation between them regarding how to deal with a sense of loss.

## LESSON: MOTHER'S DAY

### KEY POINTS OF THE CHAPTER:

- it is a satirical and humorous depiction of the status of the women, in particular, a house wife/ mother in a family.
- a housewife dedicates her life and time in the service of a family but family takes her service for granted.
- the family never acknowledges her services or thanks her for all that she does for them.
- everyone neglects her and she sulks and suffers in silence.
- a mother loves her family unconditionally and stands by it through thick and thin. However, the family members ignore and look down upon her.

1	EXTRACT BASED QUESTION 1	4m
	<p>Read the extract given below and answer the questions that follow. “[As she is about to rise, Mrs. Fitzgerald reaches out across the table and pulls her down.] Mrs. Fitzgerald: Let 'em wait or look after themselves for once. This is where your foot goes down. Start now. [She lights a cigarette from the one she has just finished.] Mrs. Pearson: [Embarrassed] Mrs. Fitzgerald—I know you mean well—in fact, I agree with you— but I just can't—and it's no use trying to make me. If I promise you I'd really have it out with them, I know I wouldn't be able to keep my promise. Mrs. Fitzgerald: Then let me do it. Mrs. Pearson [Flustered]: Oh no—thank you very much, Mrs Fitzgerald— but that wouldn't do at all. It couldn't possibly be somebody else— they'd resent it at once and wouldn't listen— and really I couldn't blame them. I know I ought to do it—but you see how it is? [She looks apologetically across the table, smiling rather miserably.] Mrs. Fitzgerald [Coolly: You haven't got the idea.”</p>	
a	<p>What is the contrast in the personalities of the two women? (A) Polite vs Assertive (B) Gentle vs Sensible (C) Scared vs Brave (D) They have nothing to contrast</p>	1
b	<p>Which of the following explains “This is where your foot goes down”? (A) To physically fix your foot down to the floor (B) To restraint yourself against a strong person (C) To adopt a firm policy when faced with opposition or disobedience (D) To give into what is expected</p>	1
c	<p>Who are the women talking about in the passage above? (A) About a neighboring family</p>	1

	(B) About Mrs. Fitzgeralds’s family (C) About a group of their friends (D) About Mrs. Pearson’s family	
d	What does Mrs. Fitzgerald mean by ‘let me do it’? Select the option that explains it. (A) She wants to confront Mrs. Pearson’s family (B) She has an unusual solution to the problem (C) It is unclear that she wants to help (D) She wants to teach confrontational skills to Mrs. Pearson	1
2	EXTRACT BASED QUESTION 2	4m
	. ‘Mrs. Pearson: I might. Who d’you think? Doris [Staring at her]: Mum—what’s the matter with you? Mrs. Pearson: Don’t be silly. Doris: [Indignantly] It’s not me that’s being silly— and I must say it’s a bit much when I’ve been working hard all day and you can’t even bother to get my tea ready. Did you hear what I said about my yellow silk? Mrs. Pearson: No. Don’t you like it now? I never did. Doris [Indignantly]: Of course I like it. And I’m going to wear it tonight. So I want it ironed. Mrs. Pearson: Want it ironed? What d’you think it’s going to do—iron itself?’	
a	Identify the tone in which Mrs. Pearson talks. (A) Cool and incisive (B) Flattering and apologetic (C) Brave and strong (D) Taunting and angry	1
b	Why is Doris consistently reacting ‘indignantly’ towards her mother Mrs. Pearson? (A) The mother is not listening to her (B) The mother is angry at her as well (C) The mother is acting unusual (D) All of the above	1
c	Choose the words that describe Doris’s personality, on the basis of the passage. I. Spoilt II. Independent III. Bad tempered IV. Kind (A) I and II (B) I and III	1

	(C) II and IV (D) II and III	
d	4 What does the passage reflect upon the relationship between Doris and Mrs. Pearson? (A) Doris only talks to her mother to get her work done (B) Doris cherishes her mother and likes to spend time with her (C) Doris uses her mother's dresses to look better (D) Both (b) and (c)	1
3	EXTRACT BASED QUESTION 3	4m
	No doubt about it at all. Who's the better for being spoiled; grown man, lad or girl? Nobody. You think it does them good when you run after them all the time, take their orders as if you were the servant in the house, stay at home every night while they go out enjoying themselves? Never in all your life. It's the ruin of them as well as you. Husbands, sons, daughters should be taking notice of wives and mothers, not giving them orders and treating them like dirt. And don't tell me you don't know what I mean, for I know more than you've told me.	
a	Who is the speaker of these lines? A) Cyril B) Doris C) George D) None of these	
b	How do the children of Mrs. Pearson treat her? A) Like servant B) Like dirt C) Pay no attention to her D) All of these	1
c	Why did Mrs. Fitzgerald have to speak the above paragraph to Mrs. Pearson? A) Mrs. Pearson's family was treating her poorly B) Mrs. Pearson was naive C) Mrs. Pearson's family paid no attention to her D) Only A and C	1
d	Who deals poorly with Mrs. Pearson? A) Cyril B) Doris C) George D) All of these	1

	SHORT ANSWER TYPE QUESTIONS:	
a	How did Mrs. Fitzgerald utilize her husband's posting in the East?	3m
b	"Then let me do it." What did Mrs Fitzgerald want to do?	3m
c	What advice does Mrs Fitzgerald give to Mrs Pearson after they change back personalities?	3m
d	How does Annie plan to spend her weekends in future?	3m
e	George was angry that there was no tea even though he didn't want any. What does this reflect about his character?	3m
f	What advice does Mrs Fitzgerald give Mrs Pearson regarding being the boss in her family?	3m
g	How did Mrs Fitzgerald try to help Mrs Pearson?	3m
h	What is Doris' reaction when Mrs Pearson says she will work only forty hours a week?	3m
i	How is George Pearson treated at the club?	3m
j	Mrs Pearson says, "I've joined the movement." What does she mean?	3m
	LONG ANSWER TYPE QUESTIONS:	
a	Compare and contrast the characters of Mrs Fitzgerald and Mrs Pearson. Who do you admire and why?	6m
b	This play written in the 1950s, is a humorous and satirical depiction of the status of the mother in a family. (i) What are the issues it raises? (ii) Do you think it caricatures these issues or do you think that the problems it raises are genuine ? How does the play resolve the issues? Do you agree with the resolution?	6m
c	"The shock treatment makes the thoughtless and selfish persons realize the real position of the lady of the house." How far do you agree with the statement? Give reasons for your answer.	6m

d	What is the main idea of the play? Has it been brought out effectively by the writer?	6m
e	How does the behaviour of Mrs. Pearson change towards each family member — Doris, Cyril and George?	6m

MARKING SCHEME (MOTHER'S DAY)

1	EXTRACT BASED QUESTION 1	4m
a	(A) Polite vs Assertive	1
b	(C) To adopt a firm policy when faced with opposition or disobedience	1
c	(D) About Mrs. Pearson's family	1
d	(B) She has an unusual solution to the problem	1
2	EXTRACT BASED QUESTION 2	4m
a	(A) Cool and incisive	1
b	(C) The mother is acting unusual	1
c	(B) I and III	1
d	(A) Doris only talks to her mother to get her work done	1
3	EXTRACT BASED QUESTION 3	4m
a	D) None of these	1
b	D) All of these	1
c	D) Only A and C	1
d	D) All of these	1
	SHORT ANSWER TYPE QUESTIONS:	
a	Mrs. Fitzgerald's husband was stationed in the East (British colonies in Asia) for a period of twelve years. She made the most of her time there by learning fortune telling and magic spells to exchange personalities. She used this knowledge to help her resolve family problems by temporarily exchanging her strong personality with Mrs. Annie Pearson's weak personality.	3m
b	Annie was treated horribly at home. Her family ill-treated her. Annie, on the other hand, couldn't even raise her voice, let alone teach her family a lesson. Mrs. Fitzgerald was concerned about her friend and wanted her to be respected. She suggested that if Annie couldn't handle them, she would teach them a lesson by changing her behaviour temporarily.	3m

c	After they change their personalities, Mrs. Fitzgerald tells Mrs. Pearson not to give any explanations, not be meek or soft with her family. Instead, she should give a stern look or speak in harsh tone from time to time.	3m
d	Annie informs her children that she will also work only eight hours per day and will take two days off each week, Saturday and Sunday. She stated that she would only do some work on these days, depending on how she was treated and whether or not they requested her to do the work.	3m
e	George arrived home and announced that he would not be having tea. His wife, on the other hand, rudely responded that she had not bothered to prepare any in the first place. Even though he didn't want to drink tea, he became agitated. This demonstrates that he is domineering and self-centered, in addition to expecting his wife to act as his servant.	3m
f	Mrs. Fitzgerald encourages Mrs. Pearson to be the mistress in her own house. She acquaints Mrs. Pearson with her rights in the family. She tells her that her husband and children should share her work, the value of her work should be acknowledged by all her family members. Mrs. Pearson is made to realized her status in the family. She is told to put her foot down and be the boss of her family. Her family is expected to learn to treat her properly.	3m
g	Mrs. Fitzgerald is the only person behind transforming and emboldening Mrs. Pearson. She magically changes her own personality with Mrs. Pearson. While enacting as Mrs. Pearson, Mrs Fitzgerald acts tough with her husband and children. She made Mrs. Pearson realize her own importance in the family. Rather, she inspired Mrs Pearson to stand for her rights and refuse to be ordered about by her family members.	3m
h	On hearing that Mrs. Pearson will work only forty hours a week, Doris cannot believe her ears. She asks her mother where will she go for a weekend? She wonders if all this crazy talk is the result of an accident or a hit on the head.	3m
i	At the club, George Pearson is always mocked at by the members. He is called Pompyompy Pearson because they think him to be slow as well as pompous.	3m
j	Mrs. Pearson says, "I have joined a movement", while talking to her son Cyril. She further says that when Cyril doesn't want to do something, he doesn't do it at home or office. Similarly, she will also do what she feels like.	3m



	LONG ANSWER TYPE QUESTIONS:	
a	<p>Mrs Fitzgerald and Mrs Pearson provide an interesting contrast. Mrs Fitzgerald is powerful, aggressive, liberated, and dominant. She lives her life on her terms. She smokes, gambles, and drinks stout. She assaults Doris' fiance. She accuses Cyril of squandering his time and money on dog races and ice shows. Mrs Pearson, on the other hand, is feeble and obedient. She would never offend a member of her family. She agrees with Mrs Fitzgerald's suggestion, but she is afraid of hurting the feelings of her family members.</p> <p>Mrs Fitzgerald has a commanding personality, whereas Mrs Pearson has a pleasant appearance and nature but is nervous. We definitely need more women like Mrs Fitzgerald who will fight for their rights.</p>	6m
b	<p>(i) Because this play depicts the old status of mothers, it conveys that  (1) mothers were treated like slaves or we can see a home appliance just something to care for and nothing else.  (2) Mothers were always taken for granted, as if they had no preferences or dislikes, or what made them happy or sad. In short, she was considered the worst-part for best use in household jobs.</p> <p>(ii) It caricatures Mrs Fitzgerald's character, not the issues, because everything she does is for Mrs. Pearson's benefit. The issues raised are genuine because they depict the true picture and condition of the family in the 1950s. The issues are resolved very dramatically in the play because whenever someone is in a problem, he wishes to be someone mightier to face and solve his problem skillfully. The same thing happened in the play, and the problems were resolved. I agree because true realization can only end civil issues once and for all.</p>	6m
c	<p>I completely agree with the preceding statement. Drastic measures are required in extreme situations. The Pearson family's thoughtless, selfish, and spoilt members do not understand the language of love and affection. Mrs Pearson, with Mrs Fitzgerald's bold and domineering personality and toughness, awakens them to their own predicament. Doris is the first to learn the importance of civility and courtesy. Her boyfriend's criticism comes as a surprise to her, perhaps even more so than her orders to iron the yellow silk dress. Doris has tearful eyes. Cyril is also instructed to assist himself. The mother's declaration that she, too, will now work forty hours a week, take weekends off, and go somewhere fun comes as a surprise.</p> <p>Her husband's ego is punctured when she tells him how people at the club make fun of him. Finally, all three members gather and express their willingness to obey the mother's command.</p>	6m
d	<p>The main idea of the play is that a woman has some rights in the family — her husband and children should share her work. The value of her work should be recognized — she has an important status in the family. It has been effectively brought out in the play. The playwright has used an extraordinary</p>	6m

	method for doing so. Here, the personalities of Mrs. Pearson and Mrs. Fitzgerald are exchanged.	
e	<p>Mrs. Pearson's behaviour towards Doris—In front of Doris, Mrs. Pearson smokes and tells her to make tea for herself. She tells Doris to eat outside, iron her yellow dress herself, condemns and criticizes her boyfriend Charlie Spence. Mrs. Pearson's behaviour towards Cyril—When Cyril comes from outside and demands tea, he is not provided tea.</p> <p>She announces that she has joined a movement and won't keep working. She asks Cyril to take out his things himself. She doesn't want to do any mending for him. She announces that she wouldn't work on weekends. Mrs. Pearson's behaviour towards George Mrs. Pearson denies him tea. She asks him to prepare it on his own. She says that she find him too funny and pokes fun at him by telling him that the club members rightly call him pompy-ompy. This way Mrs. Pearson's behaviour undergoes a drastic change with one and all.</p>	6m

## LESSON: BIRTH

### 3. KEY POINTS OF THE CHAPTER:

- **The setting:** mining town of Blaenelly, therefore, since majority of the population is that of miners, the people are expectedly
  - illiterate
  - having a poor socio-economic status
  - poor sense of hygiene
  - lack of sensitization in terms of power-play and politics
- **the protagonist:** a young doctor (Dr. Andrew Manson) with
  - a thirst for knowledge
  - a high sense of ethics that could not be tarnished by the corrupted nature of Dr. Page
  - yearning to prove himself
- **the Morgans:**
  - a poor couple married for over two decades
  - expecting a child after twenty years of marriage
  - a complicated case of birth involved
  - desperation to have a healthy baby
- **the process of birth:**
  - a difficult delivery where the health of the mother was compromised
  - a family (the Morgans) willing to sacrifice anything for the birth of the child
  - a resilient doctor (Dr. Manson) willing to break boundaries for the safe delivery of the baby
  - a baby born with asphyxia-pallida, thought to be still born, was revived by the doctor

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>	<b>4m</b>
	“Let me make you a cup of tea, Doctor, bach,” said the former quickly, after a few moments.” Andrew smiled faintly.	
<b>a</b>	Why was he/she eager to make the doctor a cup of tea?	<b>1</b>
<b>b</b>	Why did Andrew ‘smile faintly’?	<b>1</b>
<b>c</b>	What commenced after the doctor had his tea?	<b>1</b>
<b>d</b>	What effect did the incident have on his reputation?	<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>	<b>4m</b>
	“I’ve done something; oh, God! I’ve done something real at last.”	
<b>a</b>	What ‘real’ task was done by the speaker?	<b>1</b>
<b>b</b>	What does it say about the speaker’s character?	<b>1</b>
<b>c</b>	What effect did the ‘real job’ have on the speaker’s reputation?	<b>1</b>
<b>d</b>	What could have been the possible consequence if the job was done unsuccessfully?	<b>1</b>

<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>4m</b>
	“Where’s the child?” The midwife made a frightened gesture. She had placed it beneath the bed.	
<b>a</b>	Why was the midwife frightened?	<b>1</b>
<b>b</b>	Why was the child placed beneath the bed?	<b>1</b>
<b>c</b>	What procedure did the speaker follow on getting the child out of the bed?	<b>1</b>
<b>d</b>	How did this incident affect the speaker?	<b>1</b>
	<b>SHORT ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	“The missus wants ye —before time, too.” Who was the speaker and why did his wife want to see the doctor?	<b>3m</b>
<b>b</b>	Who all were present at Blaina Terrace, and what was the general mood of the room?	<b>3m</b>
<b>c</b>	The doctor decided to wait at Blaina Terrace despite ‘a queer lethargy of spirit’. Why did he feel lethargic, and why did he still agree to stay back?	<b>3m</b>
<b>d</b>	What was the general characteristic of the town of Blaenelly?	<b>3m</b>
<b>e</b>	Mrs. Morgan was willing to make a certain sacrifice. What was it and why was she willing to make it?	<b>3m</b>
<b>f</b>	Who was Christine, and why did the doctor have ambiguous thoughts on relationships?	<b>3m</b>
<b>g</b>	‘As he gazed at the still form a shiver of horror passed over Andrew.’ Explain.	<b>3m</b>
<b>h</b>	What procedure did he follow to revive Susan Morgan?	<b>3m</b>
<b>i</b>	‘The cord, hastily slashed, lay like a broken stem.’ Which cord is referred to here? Why was it hastily slashed?	<b>3m</b>
<b>j</b>	What impression do you get of the midwife from her actions?	<b>3m</b>
	<b>LONG ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	If you work to respect the feelings, yearnings and desires of others, success is always yours. Explain on the basis of the lesson ‘Birth’ by A. J. Cronin.	<b>6m</b>
<b>b</b>	Why was Joe Morgan relieved to see Andrew? Did Andrew justify his hope?	<b>6m</b>
<b>c</b>	“Andrew had no premonition that that night would influence his whole future in Blaenelly.” How did this happen?	<b>6m</b>
<b>d</b>	Andrew’s visit to the Morgans gave him pleasure and satisfaction not achieved earlier. Justify.	<b>6m</b>
<b>e</b>	What steps were taken by Andrew to revive the child of the Morgans?	<b>6m</b>

## MARKING SCHEME

<b>1</b>	<b>EXTRACT BASED ANSWER 1</b>	<b>4m</b>
<b>a</b>	It was a critical case of child delivery, she was afraid that if not withheld, the doctor would leave and that might lead to the death of her daughter and her unborn child	<b>1</b>
<b>b</b>	Smiled faintly because he understood the panic and the intention behind the offer for tea	<b>1</b>
<b>c</b>	After tea, he waited an hour to operate on Mrs. Morgan which was a critical case because there was low chance of survival for the mother and the child	<b>1</b>
<b>d</b>	The Morgans and the rest of Blaenelly considered Dr, Manson a god like person, which cemented his reputation as a brilliant and efficient doctor	<b>1</b>
<b>2</b>	<b>EXTRACT BASED ANSWERS 2</b>	<b>4m</b>
<b>a</b>	In a critical case of child delivery with little hope of success, saved both the mother and the child successfully	<b>1</b>
<b>b</b>	The doctor had a strong sense of integrity, good grasp over intricate medical cases, and a resilient nature.	<b>1</b>
<b>c</b>	The town worshipped Dr. Manson as a god send angel, and his reputation as the best was strengthened	<b>1</b>
<b>d</b>	Had it been unsuccessful, the Morgans would have been shattered, and Mrs. Morgan could possibly have not survived the shock.	<b>1</b>
<b>3</b>	<b>EXTRACT BASED ANSWERS 3</b>	<b>4m</b>
<b>a</b>	Midwife believed the child to be dead, afraid of the reactions of the family and the doctor on finding a dead child	<b>1</b>
<b>b</b>	Midwife thought the child to be stillborn and shoved it under the bed wrapped in newspaper	<b>1</b>
<b>c</b>	Tried reviving the child on identifying it to be asphyxia-pallida	<b>1</b>
<b>d</b>	It gave him the confidence needed at the beginning of his career to handle critical medical cases in times of emergency	<b>1</b>
	<b>SHORT ANSWER TYPE QUESTIONS' ANSWERS:</b>	
<b>a</b>	The speaker was Joe Morgan, a miner in Blaenelly.  Joe's wife, Susan was about to deliver a baby after twenty years of their marriage, and she was in a critical state in the middle of the night for which she needed the doctor to attend her.	<b>3m</b>
<b>b</b>	12, Blaina Terrace was the address of the Morgans which had Susan Morgan suffering from labour pain, her distraught mother afraid of the consequences of the critical case of child birth, and a midwife to assist them in the process of child delivery. Joe Morgan himself paced outside his house because of fear and anxiety.	<b>3m</b>
<b>c</b>	It was after midnight when Dr. Manson had to attend Mrs. Morgan. He felt lethargic after a tiring day of looking after patients, and yet refused to leave because his expert eyes identified it to be a critical case of child birth that demanded all his attention.	<b>3m</b>

<b>d</b>	The town of Blaenelly was a mining town where majority of the population were miners or had other blue-collared jobs. They were belonged to the poorer socio-economic strata with little concern for and knowledge of health, hygiene, or education. Therefore, they were easy victims for the capitalists and the educated class who often exploited them (as mentioned in the novel , The Citadel).	<b>3m</b>
<b>e</b>	Mrs. Morgan was desperate to have a baby after twenty years of her marriage, and she was willing to make any kind of sacrifice for the health of her new born child, even if that meant an operation on her without anaesthesia.	<b>3m</b>
<b>f</b>	Chrisine was a school teacher at Blaenelly who the doctor loved, but having witnessed cases of betrayal and cheating in love and marriage among his peers and acquaintances (reportedly Bramwell and Dr. Page) in Blaenelly, he was tempted to lose his faith in love.	<b>3m</b>
<b>g</b>	When doctor Manson took the baby wrapped in sodden newspaper from underneath the bed, he was initially shocked at seeing the condition of the child, since he thought it to be a stillborn baby. The reason for the shiver was the initial horror of having delivered a dead baby after all the struggle that he and the mother went through, though it was proven to be wrong.	<b>3m</b>
<b>h</b>	On noticing the critical case of Susan Morgan who was on the verge of death, it took him only an instant to smash a glass ampule and inject the medicine into her. Then he flung down the hypodermic syringe and worked unsparingly to restore the flaccid woman. After a few minutes of feverish effort, her heart strengthened.	<b>3m</b>
<b>i</b>	The cord referred to here is the umbilical cord, which was slashed hurriedly by the doctor after delivery of the baby to help both the mother and the child survive.	<b>3m</b>
<b>j</b>	While the midwife had her share of experience in child delivery, she was no doctor, therefore, she lacked the knowledge of identifying a medical condition from a case of still birth. While she wanted to help the doctor, her poor sense of judgement without consultation of the doctor could have cost the Morgans their child.	<b>3m</b>
	<b>LONG ANSWER TYPE QUESTIONS' ANSWERS:</b>	
<b>a</b>	<ul style="list-style-type: none"> <li>• Andrew was initially disappointed over the lack of opportunities in the poor town of Blaenelly, where he saw a bleak future for his medical career</li> <li>• Decided to help the Morgans with a critical case of child delivery around midnight</li> <li>• Struggled with the delivery and finally got the child out after three in the night</li> <li>• Revived the mother who seemed to be on the verge of death</li> <li>• The child thought to be a stillborn was revived through methods like plunging it in beakers full of tolerable hot and cold water alternately, rubbing and pumping its chest hard until the mucus came out</li> <li>• It cemented his position as a good doctor, and gave him a professional satisfaction like no other</li> </ul>	<b>6m</b>
<b>b</b>	<ul style="list-style-type: none"> <li>• Joe and wife, Susan were expecting a child after twenty years of marriage</li> <li>• Given Susa's age and health condition, it was a critical case of child birth with low survival chances for both mother and child</li> <li>• Joe did not expect Andrew to attend to his wife, but was glad when he agreed</li> </ul>	<b>6m</b>

	<ul style="list-style-type: none"> <li>Despite his lethargy and drained emotional state, Andrew agreed to visit his wife at midnight, stayed through the long hours to finally revive both the mother and the child who had very little chances of survival</li> </ul>	
<b>c</b>	<ul style="list-style-type: none"> <li>Prior to Joe's calling on him, Dr. Andrew was physically drained from his long working hours and emotionally drained from his heated argument with his beloved, Susan</li> <li>Had almost no strength to attend to the Morgans and yet agreed to visit them</li> <li>Waited for long hours until Susan was ready to deliver</li> <li>Resuscitated Susan by injecting her with the right medicine at a crucial time</li> <li>Identified that the child was not stillborn as he had suffered from asphyxia, used different techniques to revive the child, thereby saving both.</li> <li>It permanently cemented his reputation as one of the best doctors in Blaenelly</li> </ul>	<b>6m</b>
<b>d</b>	<ul style="list-style-type: none"> <li>Prior to Joe's calling on him, Dr. Andrew was physically drained from his long working hours and emotionally drained from his heated argument with his beloved, Susan</li> <li>Had almost no strength to attend to the Morgans and yet agreed to visit them</li> <li>But the medical experience of getting to deal with a stressful and critical situation gave him a certain professional satisfaction never achieved before</li> <li>The success of the child delivery made him feel good and confident about himself</li> <li>The emotional and physical draining gave place to a new enthusiasm, with a renewed faith in his love for Christine</li> </ul>	<b>6m</b>
<b>e</b>	<ul style="list-style-type: none"> <li>Asked for the baby</li> <li>It had limp limbs and a pale skin</li> <li>The doctor asked for two beakers of tolerable hot and cold water</li> <li>Plunged the baby alternately in the beakers</li> <li>Rubbed its back with a rough towel</li> <li>Pumped its chest hard until the mucus came out and the child started breathing</li> </ul>	<b>6m</b>

### QUESTIONS FOR PRACTICE

1. What dilemma did Andrew face when the child was born?
2. What had the nurse done with the child while Andrew was attending to the mother?
3. What was the child suffering from? What treatment did Andrew apply?
4. How did Dr Andrews feel when he saw the stillborn child? How did he save the child's life?
5. What unexpected miracle took place to turn Andrew's desperation into joy?

## LESSON: THE TALE OF MELON CITY

The poem “The Tale of a Melon City” narrates how the city found its new King, a melon. The story unfolds as their King orders to have an arch built which turned out to be too low. It hit the King's head resulting in the falling off of his crown

### 4. KEY POINTS OF THE CHAPTER:

- The Tale of Melon City by Vikram Seth is a humorous poem about a king who is just opposite the terms ‘just and placid.’
- The poem is about one hasty decision of king that costs him his life.
- He orders to build an arch from where he can instruct the spectators. The arch is constructed within no time.
- But as soon as king passes from under the arch, it touches his crown and it falls to the ground.
- The king feels humiliated and summons the city of the builders. A noose is set up to hang him.
- The crowd gets excited at the prospect of a spectacle.
- But the chief of builders plead for mercy and blames the workmen for fault.
- Next the workmen are taken to the death penalty: they too cry aloud saying that this is the mistake of a mason.
- The mason is then put next for the death punishment: well, he passes the blame on the architecture.
- Well, the architecture being a clever guy says that the amendments in the plan were made by the king itself.
- This incident puts the king in a dilemma. He says that the situation is tricky.
- The King calls for the wisest man in the country for a decision. The oldest man is brought for the decision.
- The old man can neither walk nor see but he says that the culprit must be hanged. So according to his judgement, the arch is made to hang.
- The ministers find an opportunity to impress the king and glorify the arch for having touched the king's head.
- So, the arch was spared. But now the crowd was becoming impatient. It demanded hanging.
- Finally, the king decided that whosoever fits the noose will be hanged. One by one all men were measured.



- Ironically, the tallest one of them was the king. So, he was hanged. The king died because of his own foolishness.
- The ministers had a meeting to discuss that a king was needed immediately. But who is going to be the next king of the kingdom? So, as was the custom, the first man passing the City Gate would get to decide who would be the next king.
- Just then an idiot comes out as a passer-by. When asked he replied melon as it was his standard reply to all questions.
- A melon was crowned and declared as the king of the kingdom.
- The poem is a satire on the political scenario of our country.

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>	<b>3m</b>
	<p>True, mused the King. By now the crowd, Restless, was muttering aloud. The King perceived their mood and trembled And said to all who were assembled – ‘Let us postpone consideration Of finer points like guilt. The nation Wants a hanging. Hanged must be Someone, and that immediately.’ The noose was set up somewhat high. Each man was measured by and by.</p>	
<b>a</b>	<p>What did the crowd want? (a) To hang the king (b) To hang the Architect (c) To hang the ministers (d) To hang someone</p>	<b>1</b>
<b>b</b>	<p>Who was to be hanged according to the royal decree? (a) One who built the arch (b) One who fits in the noose (c) One who provoked the crowd (d) One who made the crowd wait</p>	<b>1</b>
<b>c</b>	<p>Which part of speech does the word ‘Aloud’ belong to? (a) Verb (b) Adjective (c) Pronoun (d) Adverb</p>	<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>	<b>3m</b>
	<p>‘I do ordain that you shall be Hanged.’ Said the architect, ‘O King, You have forgotten one small thing. You made certain amendments to The plans when I showed them to you.’ The King heard this. The King saw red. In fact he nearly lost his head; But being a just and placid King He said, ‘This is a tricky thing.</p>	
<b>a</b>	<p>What does the phrase ‘The King saw red’? (a) That he was looking at red objects (b) That he wanted a red-coloured gallows (c) That he got nervous and scared (d) That he wanted to cover his town with a red-coloured cloth.</p>	<b>1</b>
<b>b</b>	<p>What does the word ‘Just’ mean? (a) Corrupt (b) Fearsome (c) Honest (d) Dishonest</p>	<b>1</b>

<b>c</b>	To whom did the architect pass the blame? (a) Workmen (b) Architect (c) Chief of Builders (d) The King	<b>1</b>
<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>3m</b>
	Well, architect,' said His Majesty. Under the arch he lost his crown. The arch was built too low. A frown Appeared upon his placid face. The King said, 'This is a disgrace. The chief of builders will be hanged. The rope and gallows were arranged. The chief of builders was led out. He passed the King. He gave a shout, 'O King, it was the workmen's fault' 'Oh!' said the King, and called a halt	
<b>a</b>	What happened when the king was going to edify the spectators? (a) He had a tussle with his ministers (b) His car's wheel got punctured (c) His head collided with his chariot (d) His head collided with an arch	<b>1</b>
<b>b</b>	Whom did the king order to punish initially? (a) Workmen (b) Architect (c) Chief of Builders (d) Himself	<b>1</b>
<b>c</b>	To whom did the chief of builders pass the blame? (a) Workmen (b) Architect (c) Chief of Builders (d) Himself	<b>1</b>
	<b>SHORT ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	The king, in this poem, is just and placid. Why does he then lose his temper? Does he carry his notion of justice too far?	<b>3m</b>
<b>b</b>	How did the chief of builders, the workmen and the masons save their lives?	<b>3m</b>
<b>c</b>	How did the architect turn the tables on the king himself?	<b>3m</b>
<b>d</b>	Who on the old wise man's advice was led to the gallows? Why had the proceeding been halted?	<b>3m</b>
<b>e</b>	How did the king save his own skin when the architect turned the accusing finger at him?	<b>3m</b>
<b>f</b>	How did circumstances lead to the execution of the king himself?	<b>3m</b>

<b>g</b>	What opinion do you form about the king from the story?	<b>3m</b>
<b>h</b>	What custom was enforced to get a new ruler?	<b>3m</b>
<b>i</b>	Comment on the Caliber of the king, his ministers, the people, and the customs of the state.	<b>3m</b>
<b>j</b>	What is the message of the poem “ The Tale of Melon City”.	<b>3m</b>
	<b>LONG ANSWER TYPE QUESTIONS:</b>	
<b>a</b>	How did the city come to be named Melon City? Describe the events that led to its naming.	<b>6m</b>
<b>b</b>	‘The Tale of Melon City’ consists of a series of humorous incidents. Describe the events that led to the hanging of the king by his own order.	<b>6m</b>
<b>c</b>	Comment on the ending of the poem ‘The Tale of Melon City’. What bearing does the ending have on the title of the poem?	<b>6m</b>
<b>d</b>	What impression do you gather about the king from ‘The Tale of Melon City’?	<b>6m</b>
<b>e</b>	“The poem mocks the process of fair trial and proper judgment.” How far do you agree with the statement?	<b>6m</b>

## MARKING SCHEME (THE TALE OF MELON CITY)

<b>1</b>	<b>EXTRACT BASED QUESTION 1</b>	<b>3m</b>
<b>a</b>	(d) His head collided with an arch	<b>1</b>
<b>b</b>	(c) Chief of Builders	<b>1</b>
<b>c</b>	(a) Workmen	<b>1</b>
<b>2</b>	<b>EXTRACT BASED QUESTION 2</b>	<b>3m</b>
<b>a</b>	(c) That he got nervous and scared	<b>1</b>
<b>b</b>	(c) Honest	<b>1</b>
<b>c</b>	(d) The King	<b>1</b>
<b>3</b>	<b>EXTRACT BASED QUESTION 3</b>	<b>3m</b>
<b>a</b>	(d) His head collided with an arch	<b>1</b>
<b>b</b>	(c) Chief of Builders	<b>1</b>
<b>c</b>	(a) Workmen	<b>1</b>
<b>SHORT ANSWER TYPE QUESTIONS:</b>		
<b>a</b>	The king was known for his calm demeanour. But that was a complete lie. He quickly lost his cool. As a just judge, he ordered that the guilty person or thing be hanged. But he was a complete moron. He took his sense of justice too far. He had thus invited his own execution.	<b>3m</b>
<b>b</b>	The chief of builders assigned blame to the workers. To save their lives, the workers blamed the brick makers and masons. The architect was blamed by the masons for the low arch.	<b>3m</b>
<b>c</b>	The architect was brought before the king to face trial. However, he reminded the king of the king's own changes to the building plan. The king became tense. He stated that he would consult the state's wisest man on the matter.	<b>3m</b>
<b>d</b>	Because of his age, the old man was regarded as wise. He advised the king to hang the arch that had thrown the king's crown off his head.	<b>3m</b>
<b>e</b>	The architect blamed the king for making erroneous changes to the original building plan. The king had been cornered. So, he declared that he would seek the wisest man in the state for advice on that tricky issue.	<b>3m</b>
<b>f</b>	On the advice of the wise man, the king had the arch executed. However, the arch was defended by a counsellor. The people, on the other hand, were agitated. They demanded action and the death penalty. So, a noose was rigged to hang someone. Only the king was tall enough to fit through the noose. As a result, the king himself had to be hanged.	<b>3m</b>
<b>g</b>	The state custom of selecting a new ruler was very amusing. The first person to pass through the city gates would be chosen as the ruler of the state. The passing idiot liked melons. Soon after his suggestion, a melon was installed on the throne.	<b>3m</b>

<b>h</b>	The state custom of selecting a new ruler was very amusing. The first person to pass through the city gates would be chosen as the ruler of the state. The passing idiot liked melons. Soon after his suggestion, a melon was installed on the throne.	<b>3m</b>
<b>i</b>	All the characters in the story are obstinate. The king was insane and stupid. The ministers blindly followed the custom and installed a melon on the throne. The custom of selecting the ruler was ridiculous. The people in general were bad. Even if it was their own king, they demanded a hanging. They did not care who the king was as long as they could live in peace.	<b>3m</b>
<b>j</b>	There are two messages in the poem. First, a just and placid king is the one who has little interference in the lives of common humans. In the poem, it appears that the king was exercising too much control on his subjects. This is why the people become too eager to see him being hanged.  The second message of this poem is that one should always use his wisdom and intelligence to survive. In the poem, the king dies because of his foolishness.	<b>3m</b>
<b>LONG ANSWER TYPE QUESTIONS:</b>		
<b>a</b>	The king of a city had an arch built, but when it was finished, it was discovered to be too low. Because of its low height, the king lost his crown when riding under this arch. The king ordered the execution of the chief builder, but the latter pointed out that it was someone else's fault. This blame game continued until it was discovered that the king himself had to be executed by hanging by his own order. Following the execution of the king, the city was left without a king. The ministers agreed that the next man to pass through the city gates would be their king. As it turned out, the next man to pass was a moron. He proposed that a melon be crowned king. He said this because he adored melons. Ministers installed a melon on the throne. After this incident, the city came to be known as Melon city.	<b>6m</b>
<b>b</b>	A king commissioned the construction of an arch to 'edify' the people. The arch was low, and when the king passed beneath it, he lost his crown. The king ordered the chief of the builders' execution, but the latter claimed it was the fault of the workers. The bricks were blamed by the workers because they were the wrong size. So the masons were summoned. They blamed the architect, but the architect claimed that the king had made some changes himself. At this point, the king sought the advice of the country's wisest man. The oldest man alive was summoned, and he recommended that the arch be hanged. The arch was not hanged because it had come into contact with His Majesty's head. Because the nation desired a hanging, the king stated that whoever fit the gallows would be hanged. By chance, the king himself was the best fit and was executed.	<b>6m</b>

<b>c</b>	<p>The conclusion of ‘The Tale of Melon City’ is significant. It is directly related to the title. The poem’s conclusion reveals that the incidents occurred a long time ago. It challenges the state’s old custom of selecting their new ruler. When faced with a dilemma, the ministers chose the easy way out. The next person to pass through the City Gate was to name the king. It happened to be an idiot who answered every question with the standard “a melon.” As a result, the melon was crowned king, carried to the throne, and respectfully placed there. The people are not embarrassed that their king is a melon. They claim that if the king enjoys being a melon, that’s fine with them. They don’t mind him as long as he lets them have their peace, freedom, and free trade. Melon City, named after the king, is the capital city. Thus, the ending sheds light on the people’s selfish nature and their faith in old customs. It also clarifies the title.</p>	<b>6m</b>
<b>d</b>	<p>The just and placid king appears quite ruthless when he becomes ‘placid’ and decides to hang all the laborers rather than the chief of builders. The frequent changes in his decision show his shaky mind and capricious nature. He is easily swayed by arguments and appears to be unstable. He appears to be concerned about public welfare and has an arch built across the thoroughfare to edify them. The clever architect easily outwits the whimsical king. In a fit of rage, the king loses his head. To save his skin, he seeks the counsel of the country’s wisest man. The king wishes to keep the public amused. He is very perceptive and accurately predicts the mood of the masses. His lack of foresight is his undoing. The noose’s height only fits around his neck. He inadvertently becomes a victim of his own order. He wants to prevent a public uprising but pays for public entertainment with his blood. As a result, he is a dimwit with muddled reasoning abilities.</p>	<b>6m</b>
<b>e</b>	<p>The poem is a harsh indictment of the kings’ age-old practices of delivering justice by word of mouth. There was a time when the King’s word was considered divine, and anything he said became law. A just and peaceful king was expected to protect the innocent while punishing the bad. However, the trial process and the ever-changing judgements make a mockery of the entire process of fair trials and considered awards. This is evident from the statements of the accused, who attempt to save their lives by blaming others for their crimes. The King’s caprice and inability to see through the thin veil of their arguments make him a laughing stock rather than a dispenser of divine justice. Hence, we agree with the above statement.</p>	<b>6m</b>