

KENDRIYA VIDYALAYA SANGATHAN

KOLKATA REGION



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

RESOURCE MATERIAL FOR STUDENTS (2023-2024)

CLASS XII SUBJECT: ENGLISH CORE

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ENGLISH CORE RATIONALISED CURRICULUM

CODE NO. 301

CLASS – XII

2023-24

Section A – 22 Marks

Reading Skills

I Reading Comprehension through Unseen Passage

(12+10 = 22 Marks)

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

Note: The combined word limit for both the passages will be 700-750 words.

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

Section B – 18 Marks

Creative Writing Skills

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

Section C – 40 Marks

Literature Text Book and Supplementary Reading Text

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

7. One Poetry extract out of two, from the book **Flamingo**, to assess comprehension, interpretation, analysis, inference and appreciation. **(6x1=6 Marks)**

8. One Prose extract out of two, from the book **Vistas**, to assess comprehension, interpretation, analysis, evaluation and appreciation. **(4x1=4 Marks)**

9. One prose extract out of two from the book **Flamingo**, to assess comprehension, interpretation, analysis, inference and evaluation. **(6x1=6 Marks)**

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

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

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

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

CBSE SAMPLE QUESTION PAPER (2023-24)
ENGLISH CORE (CodeNo.301)
CLASS-XII

Time allowed: 3 Hrs.

Maximum Marks: 80

General Instructions:

1. The Question Paper contains THREE sections-READING, WRITING and LITERATURE.
2. Attempt questions based on specific instructions for each part.

SECTION A : READING SKILLS (22 marks)

Reading Comprehension Through Unseen Passages

1. Read the following text.

12 m

Arthur lay in his cabin, still trying to piece together the events of the last few hours. He had watched his home planet of Earth be demolished to make way for a hyperspace bypass, been saved by his friend Ford, and then whisked away on a ship that was powered by an "infinite improbability drive." It was all too much for him.

5 Just then, Ford stuck his head around the door.

"Hey, Earthman," he said, "come and have a look at this."

Arthur stumbled after him down a corridor and into the ship's control room. He gazed in amazement at the banks of controls and flashing lights. In the center of the room was a large console covered in buttons and switches, and in the middle of the console was a small, white mouse.

10 "What's that?" asked Arthur.

"That's the ship's computer," said Ford.

Arthur stared at the mouse. "That's a computer?" he said.

"Yup," said Ford. "Five-dimensional, biologically-based, super intelligent, and in the form of a whitelab mouse. Pretty neat, huh?"

15 "I don't know," said Arthur. "I don't think I really understand anything anymore. Why is a mouse the ship's computer?"

"It's a long story," said Ford. "But the short version is that the mice built the Earth as a giant computer to figure out the Ultimate Question of Life, the Universe, and Everything. Then they ran out of money and had to destroy it to make way for a hyperspace bypass. So now they're using the Heart of Gold to

20 finish the calculation."

Arthur was about to say something, but at that moment the ship's intercom crackled to life.

"Good evening, Heart of Gold," said a smooth, computerized voice. "This is Eddie, your shipboard computer. I'm feeling a bit depressed today. Would you like me to sing you a song?"

"Oh, not again," groaned Ford.

25 "Eddie, would you mind shutting up?" said Arthur.

Arthur sighed and leaned back against the console, trying to make sense of everything. But as he closed his eyes, he heard a voice inside his head.

"Hello?" it said.

Arthur jumped, startled. "Who's there?" he said.

- 30 "It's me," said the voice. "Marvin."
 "Marvin?" said Arthur. "Who's Marvin?" "The Paranoid Android," said the voice.
 Arthur looked around, but he didn't see anyone. "Where are you?" he said.
 "I'm down here," said the voice.
- 35 Arthur looked down and saw a small, metal figure shuffling across the floor. It was about three feet tall, with a round head and a body that looked like it had been cobbled together from spare parts. Its eyes were a dull red, and its voice was a monotone.
 "I've been waiting for someone to talk to me for over two million years," said Marvin.

Adapted - An excerpt from "The Hitchhiker's Guide to the Galaxy" by Douglas Adams / 444 words

Answer the following questions, based on the passage above.

| | | |
|------|---|---|
| i | Select the option that classifies Arthur's confusion about drastic events such as the destruction of his home planet and the introduction of new technologies, correctly. A. Routine and boredom B. Adventure and excitement C. Loss and change D. Calm and relaxation | 1 |
| ii | What is the significance of the white lab mouse in the control room of the Heart of Goldspaceship? A. It is the captain of the ship B. It serves as the ship's computer C. It is a pet of the crew D. It is used for scientific experiments | 1 |
| iii | Share evidence from the text, in about 40 words to support the view that the writer's writing style is descriptive and humorous. | 2 |
| iv | Complete the sentence appropriately with a characteristic or its description. Based on the information given in the excerpt, one can infer that the mice who built the Earthare_____. | 1 |
| v | Select the option that is similar in meaning to Ford's expression, "Pretty neat, huh?". A. Easy, isn't it? B. Could be worse, no? C. Impressive, yes? D. Too difficult for you? | 1 |
| vi | Explain, in about 40 words, why the name "The Paranoid Android" is considered ironic. | 2 |
| vii | In the line, "...a body that looked like it had been cobbled together from spare parts...", what comparison does the word "cobbled" refer to? | 1 |
| viii | How does the following, impact the reader, even though they know Marvin is just an android? <i>"I've been waiting for someone to talk to me for over two million years," said Marvin.</i> Answer in about 40 words. | 2 |
| ix | Read the five headlines (a) -(e), given below: (a) HUMANITY'S JOURNEY WITNESSED BY A DEPRESSED ROBOT (b) HITCHHIKING THROUGH SPACE: A COMICAL TAKE ON THE END OF THE WORLD (c) NEW STUDY FINDS ALIENS LIVING AMONG US (d) GROUNDBREAKING TECHNOLOGY WILL SOON ENABLE TIME TRAVEL (e) INTERGALACTIC TRAVEL VIA NEW INFINITE IMPROBABILITY DRIVE | 1 |

| | | |
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| | Identify the option that displays the headline/s that DOES/ DO NOT correspond with occurrences in the passage. A. Only (a) B. (b) (c) and (d) C. Only (e) D. (a) and (e) | |
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| 2. | Read the following text. | 10 m |
|-----------|---------------------------------|-------------|

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| (1) | In recent years, there has been a surge in both group and solo travel among young adults in India. A survey conducted among young adults aged 18-25 aimed to explore the reasons behind their travel preferences and recorded the percentage variation for 10 common points that influence travel choices. |
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| (2) | Among those who prefer solo travel, the most common reason cited was the desire for independence and freedom (58%), followed closely by the opportunity for introspection and self-discovery (52%). Additionally, solo travellers appreciated the ability to customize their itinerary to their preferences (44%) and the chance to meet new people on their own terms (36%). |
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| (3) | On the other hand, those who prefer group travel often cited the desire for socializing and making new friends (61%) as their primary reason. Group travel also provided a sense of security and safety in unfamiliar places (52%) and allowed for shared experiences and memories with others (48%). Additionally, group travellers enjoyed the convenience of having pre-planned itineraries and organized transportation (38%). |
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| (4) | Interestingly, both groups had similar levels of interest in exploring new cultures and trying new experiences (40% for solo travellers, 36% for group travellers). Similarly, both groups valued the opportunity to relax and escape from the stresses of everyday life (36% for solo travellers, 32% for group travellers). |
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| (5) | However, there were also some notable differences between the two groups. For example, solotravellers placed a higher priority on budget-friendly travel options (38%) compared to group travellers (24%). Conversely, group travellers were more likely to prioritize luxury and comfort during their travels (28%) compared to solo travellers (12%). |
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| (6) | Overall, the survey results suggest that both group and solo travel have their own unique advantages and appeal to different individuals, based on their preferences and priorities. |
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Created for academic usage / 290 words

Answer the following questions, based on given passage.

| | | |
|---|---|---|
| i | Infer two possible ways that the survey , mentioned in paragraph (1) could be beneficial. Answer in about 40 words. | 2 |
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| | | |
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| ii | Which travel choice point of the survey would influence tour operators to incorporate group dinners, social events, and shared accommodations in their itinerary? A. Freedom to customise itinerary B. Luxury and comfort C. Security and safety D. Desire for making new friends | 1 |
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| iii | What do the top choices in the survey, for traveling solo and in a group suggest about young adults? | 1 |
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| iv | Identify the solo traveller from the following three travellers: (a) Reshma- I don't want to keep hunting for rickshaws or taxis. A pre-booked vehicle is perfect. (b) Nawaz-I'm happy sharing a room in a hostel. I don't need hotel accommodation. (c) Deepak-I'm not worried about my well-being , even while exploring remote areas. | 1 |
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| v | Which of the following is an example of an opportunity for self-discovery, as mentioned in paragraph 2? A. Trying new cuisine B. Hiring a tour guide C. Purchasing local artifacts D. Advance booking travel tickets | 1 |
| vi | How might the differences in budget priorities between solo and group travellers impact the types of accommodations and activities offered by the travel industry in India? | 2 |
| vii | Complete the sentence appropriately. The similarities in the percentage of both solo and group travellers who are interested in exploring new cultures and trying new experiences may be due to_____. | 1 |
| vii i | State TRUE or FALSE. The title, "Wanderlust: The Solo Travel Trend Among Young Adults in India", is appropriate for this passage. | 1 |

SECTION B : CREATIVE WRITING SKILLS (18 marks)

| | | |
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| Note : All details presented in the questions are imaginary and created for assessment purpose . | | |
| 3 | Attempt ANY ONE of two , in about 50 words. | 4 |
| A | Bali High Public School has recently created <i>CureGreen</i> , a dedicated area for local medicinal herbs and shrubs, adjacent to the flower garden, on campus. As Rachel Tiwari, Captain of the Eco-Club , draft a notice for the school notice board, informing students of classes XI-XII, about a guided walkthrough <i>CureGreen</i> , post assembly, on Friday, 10 July. Invite care-giver applications, for <i>CureGreen</i> . | |
| OR | | |
| B | You are the Secretary of the Neighbourhood Watch Scheme , Jastinapur, Sector D-3 Society. Draft a notice for the Society notice board, informing residents about the change of personnel, Head Security, Gate 2 and share necessary details. Also, include the news of installation of the much awaited security camera, on the Eastern periphery of the Society. | |
| 4 | Attempt ANY ONE of two , in about 50 words. | 4 |
| A | You are the Student Head, Cultural Affairs, at M.K. Sr. Sec. School. Your school is organising a 2-day Yoga camp over the weekend, for parents of the school students. Create an invitation, inviting the school parents for this Yoga camp. Share information about the camp organisers and include other necessary details. | |
| OR | | |
| B | Smt. Leelavati Khatri, your grandmother, has received an invitation from her childhood friend , residing at a distance in the same city. The invite is for the blessing ceremony and celebratory dinner, marking the birth of her granddaughter. Your grandmother wishes to attend the event but would need to be accompanied by a family member to assist her with her wheelchair. Create an appropriate reply, accepting this invitation, on behalf of your grandmother. | |
| 5 | Attempt ANY ONE of two , in about 120-150 words. | 5 |

A You are Damanjit Singh, a fresh graduate of film-making (BFA), from JTTI, Chandigarh. You saw the given advertisement in the newspaper and wish to apply for the position advertised. Write a letter to Mili Johar Arts, along with your bio-data, expressing your interest in the advertised post.


Mili Johar ARTS
ASSISTANT DIRECTORS
wanted
For Feature Film
 Opportunity for aspiring Assistant Directors
WHO DO WE NEED?
Freshers. Experienced, both welcome
REQUIRED -Degree/ Diploma in Film Making
Skills : Camera handling, functional knowledge of Marathi,
exceptional communication skills and ability to multi-task
 Please send your resumes to- The Johar House, Offices 05-06,
 (latest by 23 July 2023) Diyali Hill, Mumbai

OR

B Despite being an essential component of road safety infrastructure, many people do not respect zebra crossings and fail to follow traffic rules, which results in hazardous situations on the roads. Write a letter to the editor of a national daily, sharing your concern, and examining the reasons for such behaviour. Provide suggestions for spreading awareness of rules and etiquettes involved, and ways to ensure adherence. Use the given cues along with your own ideas to compose this letter. You are Soma Baruah, a concerned city resident.

- For awareness-
 - General public/ educational institutions
 - How?- in person/ social media
- Dire consequences- self and others
- Adherence-
 - Fines and penalties
 - Revoking driving licenses
 - Strengthening traffic police force- monitoring resources and technology

6 Attempt **ANY ONE** of two, in about 120-150 words.

5

A You are Sohail Hassan of class XII-B. Write an article for your school magazine, sharing the importance of young adults, as volunteers in one's local community, the need to do so and the benefits involved. Use the given cues along with your own ideas to compose this article.

| | | | |
|--|--|--|--|
| | | <p>Importance for personal growth+community development</p> <p>Benefits- for self; new skills, experiences, a sense of purpose for community; positive impact</p> <p>What are the ways one could get involved</p> | |
|--|--|--|--|

OR

| | | | |
|---|---|--|--|
| B | <p>The R.W.A (Resident Welfare Association), Nandipura -II, launched a volunteer programme for the young adults in and around the neighbourhood, on 18 January 2023. As Sunitha. J, the local correspondent of the neighbourhood newsletter, write a report, covering this event. Support your ideas with outline cues given below, to craft your report.</p> | <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> - which volunteer programme? - purpose of the launch event -it's importance activities that took place -who attended ? - any key messages delivered? - how were young adults encouraged to join the volunteer program? - any resources and information provided to attendees? - any insight into follow-up activities planned? - what impact is expected to be achieved in the community? </div> | |
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SECTION C : LITERATURE TEXTBOOK AND SUPPLEMENTARY READING TEXT (40 marks)

| | | |
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| 7. | Read the given extracts and answer the questions for ANY ONE of the two, given. | 6 |
| A. | <p>And such too is the grandeur of the dooms We have imagined for the mighty dead; All lovely tales that we have heard or read: An endless fountain of immortal drink, Pouring unto us from the heaven's brink. (<i>A Thing of Beauty</i>)</p> | |
| i | <p>Which of the following themes is best represented in the given extract?</p> <p>A. The beauty of nature B. The power of imagination C. The immortality of art and literature D. The inevitability of death</p> | 1 |
| ii | <p>State whether the given statement is TRUE or FALSE, with reference to the extract. By referring to the dead as "mighty", the poet emphasizes their importance and the power they exerted on the people.</p> | 1 |
| iii | <p>Complete the sentence appropriately. The "endless fountain of immortal drink" is an apt analogy for the tales of the mighty dead because _____.</p> | 1 |
| iv | <p>The use of the word "brink" in the extract suggests that the immortality that is being poured onto us is on the verge of overflowing. This creates a powerful image of _____.</p> | 1 |
| v | <p>Based on the poem rhyme scheme, evident in lines 2-5, of the given extract, which word would rhyme with line 1?</p> | 1 |

| | | |
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| | said think tombs | |
| vi | Select the option that is NOT true about the lack of punctuation at the end of line 1 in the extract. A. Creates a sense of continuity and flow that connects the line with the second line. B. Encourages the reader to continue reading seamlessly without any pause. C. Creates a sense of anticipation and expectation for the reader. D. Encourages a revisit to the ideas in the preceding lines. | 1 |
| | OR | |
| B. | ...I looked again at her, wan, pale as a late winter's moon and felt that old familiar ache, my childhood's fear, but all I said was, see you soon, Amma, all I did was smile and smile and smile..... (<i>My mother at Sixty-six</i>) | |
| i | What is the speaker's emotional state when looking at her mother? A. Confused and disoriented B. Nostalgic and longing C. Empathetic and understanding D. Fearful and apprehensive | 1 |
| ii | What does the use of the word "but" at the beginning of the line, 'but all I said..', suggest ? | 1 |
| iii | Select the word that WILL NOT complete the sentence appropriately. The description of the mother as "wan, pale / as a late winter's moon" creates a vivid image of ____. A. vulnerability B. sensitivity C. frailty D. mortality | 1 |
| iv | State whether the given statement is TRUE or FALSE. The poetic device used in the line, 'pale as a winter's moon' is the same as the one used in the line, 'the winter wind wistfully wailed at night'. | 1 |
| v | What message do these lines highlight, in the context of familial relationships, and the speaker's sense of anxiety and fear at the prospect of losing her mother? | 1 |
| vi | Complete the sentence appropriately. The repetition of the word, 'smile' suggests that _____. | 1 |
| 8. | Read the given extracts and answer the questions for ANY ONE of the two, given. | 4 |
| A. | Climate change is one of the most hotly contested environmental debates of our time. Will the West Antarctic ice sheet melt entirely? Will the Gulf Stream ocean current be disrupted? Will it be the end of the world as we know it? Maybe. Maybe not. Either way, Antarctica is a crucial element in this debate — not just because it's the only place in the world, which has never sustained a human population and therefore remains relatively 'pristine' in this respect; but more importantly, because it holds in its ice-cores half-million-year-old carbon records trapped in its layers of ice. <i>(Journey to the End of the Earth)</i> | |
| i | How does the absence of a human population in Antarctica make it significant in the climate change debate? | 1 |

| | | |
|-----------|--|---|
| ii | Why is "climate change" described as a "hotly contested" issue in the extract provided? This is so, because there__. A. is universal agreement on the causes and implications of climate change B. is a planned path ahead about how to address climate change C. are differing views on the causes and implications of climate change D. are minimal reports of fresh threats to climate change | 1 |
| iii | The analogy of a time machine is an appropriate analogy for the role of carbon records in the study of climate change because_____. | 1 |
| iv | Give one reason why the writing style of the extract can be called factual and informative. | 1 |
| OR | | |
| B. | In other words, the Tiger King is dead. The manner of his death is a matter of extraordinary interest. It can be revealed only at the end of the tale. The most fantastic aspect of his demise was that as soon as he was born, astrologers had foretold that one day the Tiger King would actually have to die. "The child will grow up to become the warrior of warriors, hero of heroes, champion of champions. But..." they bit their lips and swallowed hard. When compelled to continue, the astrologers came out with it. "This is a secret which should not be revealed at all. And yet we are forced to speak out. The child born under this star will one day have to meet its death." <i>(The Tiger King)</i> | |
| i | Complete the sentence appropriately. The author's purpose in using foreshadowing, is to_____. | 1 |
| ii | In the given extract, what emotion were the astrologers feeling when they "bit their lips and swallowed hard"? A. Humiliation B. Disbelief C. Grief D. Unease | 1 |
| iii | Which trait are the astrologers lauding when they say "warrior of warriors, hero of heroes, champion of champions"? | 1 |
| iv | How is the line, "the most fantastic aspect of his demise", an example of contrast? | 1 |
| 9. | Read the given extracts and answer the questions for ANY ONE of the two, given. | 6 |
| A | Usually, when school began, there was a great bustle, which could be heard out in the street, the opening and closing of desks, lessons repeated in unison, very loud, with our hands over our ears to understand better, and the teacher's great ruler rapping on the table. But now it was all so still! I had counted on the commotion to get to my desk without being seen; but, of course, that day everything had to be as quiet as Sunday morning. Through the window I saw my classmates, already in their places, and M. Hamel walking up and down with his terrible iron ruler under his arm. I had to open the door and go in before everybody. You can imagine how I blushed and how frightened I was. <i>(The Last Lesson)</i> | |
| i | List any two sensory details present in this extract. | 1 |
| ii | Why does the protagonist feel anxious about entering the classroom on this particular day? A. The classmates have started the lesson B. The teacher is in a bad mood C. The classroom is too quiet D. The protagonist is running late | 1 |
| iii | Complete the sentence appropriately. | 1 |

| | | |
|----|---|---|
| | The phrase "as quiet as Sunday morning" suggests that _____. | |
| iv | Pick evidence from the extract that helps one infer that this was not the protagonist's first time being late to school. | 1 |
| v | What does the term 'terrible iron ruler' indicate about M. Hamel? | 1 |
| vi | Which of the following headlines best suggests the central idea of the extract? A. The Fears of a Latecomer B. The Importance of Punctuality C. The Rigidity of the School System D. The Anxiety of a Young Student | 1 |

OR

| | | |
|-----|--|--------|
| B | Unaware of what his name represents, he roams the streets with his friends, an army of barefoot boys who appear like the morning birds and disappear at noon. Over the months, I have come to recognise each of them. "Why aren't you wearing chappals?" I ask one. "My mother did not bring them down from the shelf," he answers simply. "Even if she did, he will throw them off," adds another who is wearing shoes that do not match. When I comment on it, he shuffles his feet and says nothing. "I want shoes," says a third boy who has never owned a pair all his life. Travelling across the country I have seen children walking barefoot, incities, on village roads. It is not lack of money but a tradition to stay barefoot, is one explanation. (<i>Lost Spring</i>) | |
| i | What is the writer's purpose in allowing the boys to speak for themselves via dialogue, as opposed to only a writer's commentary ? | 1 |
| ii | The line, "It is not lack of money but a tradition to stay barefoot" can be best classified as: A. A fact B. An opinion C. A theme D. A plot point | 1 |
| iii | Explain any one possible inference that can be drawn from the line, "an army of barefoot boys who appear like the morning birds and disappear at noon". | 1 |
| iv | Identify the line from the text that bears evidence to the fact that the writer's association with the boys is not a recent one. | 1 |
| v | Based on the context provided in the extract, select the most likely comment that the writer would have made, based on the boy's reaction to the mismatched shoes. A. "Why are your shoes mismatched? That's not a good look." B. "Don't worry about your shoes, you can wear a matching pair later." C. "I like your shoes. What matters is that they protect your feet." D. "Have you chosen to mismatch your shoes?" | 1 |
| vi | Complete the sentence with ONE word. The phrase "he answers simply", suggests that the boy's response to the writer's question about why he wasn't wearing chappals was _____. | 1 |
| 10 | Answer ANY FIVE of the following six questions, in about 40-50 words. | 5x2=10 |
| i | What can be inferred from Rajendra Prasad's recorded upshot of the lawyer consultations, at Motihari ? [Reference - <i>The senior lawyer replied, they had come to advise and help him; if he went to jail</i> | |

| | | |
|-----|---|-------|
| | <i>there would be nobody to advise and they would go home. What about the injustice to the sharecroppers, Gandhi demanded.]</i> <i>(Indigo)</i> | |
| ii | Douglas uses sensory details to create a vivid image of the unfortunate experience in the pool. What might be the impact on the reader if the narration were more informative than sensory? <i>(Deep Water)</i> | |
| iii | How does the setting of the remote forest location in 'The Rattrap' contribute to the overall tone and mood of the story? | |
| iv | How might the message of the poem, 'Aunt Jennifer's Tigers' be different, if the following last four lines were omitted? <i>When Aunt is dead, her terrified hands will lie Still ringed with ordeals she was mastered by. The tigers in the panel that she made</i> <i>Will go on prancing, proud and unafraid.</i> | |
| v | Umberto Eco, with reference to "The Name of the Rose" says, "I think if I had written The Name of the Rose ten years earlier or ten years later, it wouldn't have been the same." What could he have meant? <i>(The Interview)</i> | |
| vi | What does the story of Subbu's success in the film industry reveal about the importance of loyalty, creativity, and versatility in this field? <i>(Poets and Pancakes)</i> | |
| 11 | Answer ANY TWO of the following three questions, in about 40-50 words. | 2x2=4 |
| i | How can we say that the <i>vadai</i> packet incident reveals that the writer lacked the cognitive and emotional maturity required to understand the implications of untouchability? | |
| ii | What does the play 'On the Face of It' suggest about the importance of empathy in overcoming prejudice and stereotypes? | |
| iii | Answer the question in the context of the following lines from 'The Enemy'. "Stupid Yumi," she muttered fiercely. "Is this anything but a man? And a wounded helpless man!" In the conviction of her own superiority she bent impulsively and untied the knotted rugs that kept the whiteman covered. Explain the superiority Hana is convinced about. | |
| 12 | Answer ANY ONE of the following two questions, in about 120-150 words. | 5 |
| A | Imagine you are Pablo Neruda, the poet of <i>Keeping Quiet</i> . What advice might you offer to Robert Frost, the poet of <i>A Roadside Stand</i> , in the context of his conflicted emotions, as displayed in the given lines- <i>The requisite lift of spirit has never been found, Or so the voice of the country seems to complain, I can't help owning the great relief it would be To put these people at one stroke out of their pain.</i> Pen down your advice, in a letter to Frost. You may begin this way: Dear Robert I recently read your poem, "A Roadside Stand," and... You may end this way: I hope this advice is helpful to you. Please let me know if there is anything else I can do | |

to support you. Warmly,

Pablo Neruda

OR

B The different portrayals of women in the texts '*Aunt Jennifer's Tigers*', '*Going Places*', '*Lost Spring*', and '*My Mother at Sixty-six*', offer insights into the experiences of women in society. You have been asked to address your peers and share-

- the ways these portrayals highlight the diversity of the female experience.
- the importance of understanding each individual woman's challenges and experiences.

Compose this draft, with reference to any three of these prescribed texts listed above.

You may begin this way:

Good morning, everyone.
As I analysed the allotted texts...

You may end this way.

To conclude, I'd like to say that ...

13 **Answer ANY ONE of the following two questions, in about 120-150 words.** 5

A In the story, '*The Third Level*' by Jack Finney, Charley is obsessed with finding the third level. In an attempt to thrash out whether this obsession is a good quality or a harmful one, Charley's wife expresses her thoughts in a diary entry. As Louisa, Charley's wife, write this diary entry. Support your response with reference to the story.

You may begin this way:

I have been married to Charley for a few years now and I have always known him to be an intelligent man with an imaginative mind. However, his recent obsession with finding the Third Level has ...

OR

B A grown up Zitkala-Sa, reflects on the incident about cutting of her long hair and is conflicted that she did not do enough to resist and surrendered easily. She also wonders if she could have tried something else to prevent the incident. As the grown-up Zitkala-Sa, create a diary entry, expressing these thoughts and conclude by absolving yourself of any blame. You may begin like this: I find myself reflecting on an event that happened many years ago...
(Memories of Childhood)

MARKING SCHEME (2023-24)
ENGLISH CORE (Code No. 301)
CLASS-XII

SECTION A : READING SKILLS (22 marks)

| 1. | Literary passage | 12m |
|-----|--|---|
| i | <p>B. It serves as the ship's computer [It is mentioned in the text that the white lab mouse in the control room of the Heart of Gold spaceship is the ship's computer.]</p> | 1 No partial credit |
| ii | <p>C. Loss and change [Destruction of his home planet = loss and the introduction of new technologies = change]</p> | 1 No partial credit |
| iii | <p>Descriptive "In the center of the room was a large console covered in buttons and switches, and in the middle of the console was a small, white mouse." [This description provides a clear image of the setting and the unconventional form of the ship's computer.]</p> <p>Humorous "Oh, not again," groaned Ford. [This line is humorous because it suggests that the ship's computer, Eddie, frequently offers to sing songs and annoy the crew. Ford's reaction of groaning implies that this is a common occurrence and that he's tired of it. The humour comes from the fact that a computer is attempting to sing a song, which is an unexpected and absurd situation.]</p> <p>Note- Accept any other appropriate example identified from the text.</p> | 2 -2 for correct identification -1 for correct identification of either |
| iv | <ul style="list-style-type: none"> ▪ highly intelligent / technologically advanced [they built the Earth as a giant computer] ▪ indifferent to the suffering of other beings [they ran out of money and had to destroy the Earth to make way for a hyperspace bypass.] | 1 No partial credit |
| v | C. Impressive, yes? | 1 No partial credit |
| vi | <p>The name "The Paranoid Android" is ironic because-</p> <ul style="list-style-type: none"> ▪ it is unexpected for a robot to exhibit human-like emotions such as paranoia. ▪ robots are often thought of as logical and unemotional, whereas the name "paranoid" implies irrational fear and anxiety. ▪ it plays with readers' expectations and stereotypes of robots. | 2 -2 for correct interpretation and explanation -Partial credit 1 for partially addressing the Q - No ½ credit |
| vii | The comparison is with cobblers, who take scraps of leather and stitch them together to create a shoe, in the same way in which the body of Marvin was put together or 'cobbled', using spare parts. [The word "cobbled" here, implies a sense of roughness and unevenness, as if the body has been put together in a haphazard | 1 No partial credit |

| | | |
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| | manner. It also suggests that the body is assembled together, rather than being a cohesive whole.] | |
| viii | <p>The statement by Marvin, despite being an android, humanizes the character by evoking a sense of loneliness and isolation that is relatable to the reader. It also emphasizes the theme of the alienation and lack of communication between beings in the vastness of space.</p> <p>This creates a sense of sympathy towards Marvin and also raises questions about the meaning and value of existence, regardless of whether one is organic or synthetic.</p> | <p>2</p> <p>-2 for correct interpretation and explanation</p> <p>-Partial credit 1 for partially addressing the Q</p> <p>- No ½ credit</p> |
| ix | <p>B. (b) (c) and (d)</p> <p>[(a) accurate -represents the main focus of the excerpt: Marvin, a depressed and paranoid android who precedes humanity; (b) incorrect- downplaying serious implications and though the passage does contain humorous elements, it also deals with weighty topics such as the destruction of Earth and the search for a new home; (c) incorrect- no mention of aliens ; (d) incorrect- there is no mention of time travel in the excerpt. The technologies mentioned, such as the Heart of Gold spaceship and the Infinite Improbability Drive, are related to time travel; (e) correct- there is mention of a new technology, the Infinite Improbability Drive, that allowed for Arthur’s quick travel across galaxies in a spaceship]</p> | <p>1</p> <p>No partial credit</p> |
| 2. | Case-based factual passage | 10 m |
| i | <p>Some possible ways: (Any 2/ relevant)</p> <ul style="list-style-type: none"> ▪ Help travel companies to tailor their services to meet the preferences and expectations of young adult travellers, leading to increased customer satisfaction and loyalty. ▪ Provide insights for the development of new travel packages and itineraries that cater to the specific needs and interests of young adult travellers. ▪ Enable the tourism industry to better understand the changing preferences and behaviours of young adult travellers, which can inform future marketing and promotional strategies. ▪ Can help policymakers and tourism boards to identify key trends and areas of growth in the tourism sector, and plan accordingly. ▪ Allow researchers to gain a better understanding of the motivations and travel behaviours of young adults, which can inform academic studies and literature in the field. ▪ Can provide a benchmark for comparison with similar studies conducted in different regions or countries, helping to identify cross-cultural differences in travel preferences. ▪ Help young adults themselves to gain a better understanding of their own travel preferences and motivations, and make more informed travel decisions in the future. ▪ Can highlight the importance of certain factors in the decision-making process for young adult travellers, such as budget, safety, and cultural exploration, which can inform discussions and debates around the future of the tourism industry. | <p>2</p> <p>- Full credit 2, to two relevant ways</p> <p>-partial credit 1, to one relevant way</p> <p>-No ½ credit</p> |

| | | |
|---|--|---|
| ii | D. Desire for making new friends | 1 No partial credit |
| iii | The top choices in the survey, for traveling solo and in a group suggest that young adult travellers value independence and freedom when traveling alone and when traveling in a group, they value socializing and making new friends. | 1 No partial credit |
| iv | (b) Nawaz [solo traveller-budget friendly; (a) group traveller- organised transport; (c) group traveller- high focus on safety and security] | 1 No partial credit |
| v | A. trying new cuisine [It allows an individual to explore new flavours and ingredients that they may not have been exposed to before, thus helping them discover more about themselves by way of likes/ dislikes] | 1 No partial credit |
| vi | <ul style="list-style-type: none"> ▪ To cater to budget-conscious solo travellers, the industry may need to provide more affordable accommodation options such as hostels and budget hotels. ▪ For group travellers, the industry may need to focus on offering more luxury accommodations and experiences that cater to their desire for comfort and convenience. | 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 |
| vii | (Any one) <ul style="list-style-type: none"> ▪ a shared desire for adventure ▪ a willingness to step outside of their comfort zones. ▪ the fact that that young adults in India are becoming more interested in cultural exchange and global understanding (Any other relevant) | 1 No partial credit |
| viii | FALSE [The passage is not about solo travel trend but more of solo vs group travel debate among young adults in India] | 1 No partial credit |
| SECTION B : CREATIVE WRITING SKILLS (18 marks) | | |
| Note : All names and addresses of places and organisations used, are fictitious. | | |
| 3 | NOTICE : Format – 1 Content -2 Accuracy of spelling and grammar -1 | |

| | | |
|---------------|--|--|
| | <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p style="text-align: center;">Name of Organisation NOTICE</p> <p>Date</p> <p style="text-align: center;">Heading</p> <p style="text-align: center;">[details]</p> <p>Signature Name (issuing authority) Designation</p> </div> | |
| A | <input type="checkbox"/> Correct format (as listed) <input type="checkbox"/> Drawing attention—students of XI-XII <input type="checkbox"/> Mentioning the event <input type="checkbox"/> Giving details -D,T,V <input type="checkbox"/> Inviting applications <input type="checkbox"/> Line with reference to the undersigned | |
| B | <input type="checkbox"/> Correct format (as listed) <input type="checkbox"/> Drawing attention—residents <input type="checkbox"/> Stating the information <input type="checkbox"/> Giving details <input type="checkbox"/> Sharing awaited news <input type="checkbox"/> Line with reference to the undersigned | |
| 4 | INVITATION & REPLY : Format – 1 Content -2 Accuracy of spelling and grammar -1 | |
| A | Card type-formal invite <ul style="list-style-type: none"> <input type="checkbox"/> a single sentence presentation in third person / end line punctuations skipped <input type="checkbox"/> Use the simple present tense <input type="checkbox"/> answers the questions who, whom, when, where, what time and for what <input type="checkbox"/> includes name and address of the organiser /host and name/s of special invitees (if any) <input type="checkbox"/> No signatures Layout usually pertains to the following-- <ul style="list-style-type: none"> <input type="checkbox"/> Name of host /hosts <input type="checkbox"/> Formal standard expression-cordial <input type="checkbox"/> Purpose of invitation <input type="checkbox"/> Date /time of event <input type="checkbox"/> Venue (address) <input type="checkbox"/> Name of special guest (if any) <input type="checkbox"/> RSVP <input type="checkbox"/> Contact detail/ number | |
| B | Letter type-informal reply | |
| 5 | FORMAL LETTER : | |
| | Format – 1 Content -2 Organisation -1 Accuracy of spelling and grammar -1 | |
| Format | | |

Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Letter, Complimentary close (largely accepted –*Yours truly* for letter to editor & in business circuits –*Yours sincerely*)

| | |
|---|--|
| A | <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Covering Letter <input type="checkbox"/> Reference to the advertisement <input type="checkbox"/> Conveying suitability for the position <input type="checkbox"/> Submission of application <p>Bio data as separate enclosure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Profile of self <input type="checkbox"/> Educational Qualifications (include advertised requirements) <input type="checkbox"/> Work experience/s (if relevant)- only internship / part-time relevant here <input type="checkbox"/> References <p>Any other relevant information</p> |
|---|--|

| | |
|---|---|
| B | <p>Content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lack of awareness of the significance of zebra crossings and traffic rules, ignorance of etiquettes involved, and the lack of enforcement of existing laws related to road safety. <input type="checkbox"/> Increased risk of accidents, injuries, and fatalities, disruption of traffic flow, damage to public property, legal penalties and fines, and revocation of driving licenses. <input type="checkbox"/> Public campaigns, educational programs in schools, colleges, and other public places, informative pamphlets, posters, and videos on traffic rules and etiquettes, and highlighting the consequences of not following traffic rules and respect for zebra crossings. <input type="checkbox"/> Imposing penalties and fines for those who violate traffic rules and do not respect zebra crossings, attending road safety awareness classes, and revoking driving licenses if necessary. Strengthening traffic police and providing them with the necessary resources and technology to monitor and enforce traffic laws. |
|---|---|

| | |
|---|--|
| ARTICLE WRITING / REPORT WRITING : | |
| Format – 1 Content -2 Organisation -1 Accuracy of spelling and grammar -1 | |

Article Writing

Format

- Title & By line

Organisation & Content:

The article should be crafted in this manner:

Name/ designation of the writer
(Use fictitious information if Q does not display)

Discussion of various aspects of the topic-- causes, effects etc. presented strongly with evidence

Title

Byline

Introductory para.

Development of topic (1 or 2 paras.)

Concluding para.

Illustrate thematic connect, eye-catching

relevant topic sentence + expansion

Writer's opinion/ comments + recommendations or solutions+ hope/ call for action/ warning

Note: An article is not boxed. A box has been used here, as a tool for clear illustration.

| | |
|---|--|
| A | <ul style="list-style-type: none"> <input type="checkbox"/> Intro: <ul style="list-style-type: none"> ▪ Volunteering in the local community -- a valuable experience for young adults |
|---|--|

--helps them develop new skills and interests ---benefits the community as a whole.

□ Reasons to volunteer:

- a great way to give back to the community --can make a positive difference in the lives of those around --create a sense of community and strengthen social bonds
- can help develop new skills and interests -- gain practical experience in a variety of areas such as event planning, communication, and leadership-- useful in future job applications and can also be personally fulfilling
- provides opportunities for personal growth and self-reflection --helps gain a deeper understanding of own values and beliefs --can also learn more about the needs and challenges faced by others in their community

□ Conclusion:

- volunteering in one's local community is a rewarding experience that can benefit both the individual and the community --is important for young adults to get involved and make a positive contribution to the world around them

Report Writing

Format

- Headline & By line
- Reporting place and date
- Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts)

Organisation & Content:

| The report should answer these questions | | | |
|---|---|--|--|
| WHO? name of event, sponsor/ organiser special guests, if any | WHERE & WHEN? date, time, place - town/ city + venue | WHAT & HOW? events/ programme details | WHAT DID THOSE PRESENT THINK? observations/ comments |

B

- Reason **why** the programme was launched was
- organised—by **whom? When? Who** attended?
- Event details --(refer to cues)
- Conclude including witness/ participant account/s

SECTION C : LITERATURE TEXTBOOK AND SUPPLEMENTARY READING TEXT (40 marks)

7

Poetry

No partial credit of ½, unless indicated.

A) i

C. The immortality of art and literature.
 [The extract emphasizes the idea that the tales of the mighty dead are an "endless fountain of immortal drink" that pour down to us from the heavens, suggesting that these stories and legends are timeless and will never truly die. This theme speaks to the enduring power of art and literature to transcend time and space and to continue to inspire and move people long after their creators have passed away.]

1

| | | |
|--|--|---|
| ii | FALSE [The dead are referred to as "mighty" in the poem because they have achieved greatness in their lifetime. They may have contributed to society in a significant way or achieved great things in their respective fields. It is not about the power they exerted on the people. By referring to them as "mighty," the poet emphasizes their importance and the positive impact or influence they have had on the world.] | 1 |
| iii | ...just as a fountain constantly pours forth water, the tales of the mighty dead pour forth endless inspiration and wisdom for the living. [The term "immortal drink" suggests that the stories are never-ending and that they have the power to nourish and sustain us in much the same way that water does.] | 1 |
| iv | abundance [The use of the word "brink" in the poem suggests that the immortality that is being poured onto us is on the verge of overflowing. This powerful image suggests that the beauty and grandeur of the dooms are so great that they are overflowing from heaven. This image of abundance reinforces the idea that the beauty and grandeur of the dooms are endless and that there is an infinite supply of it.] | 1 |
| v | tombs [rhymes with dooms , which is the last word of line 1] | 1 |
| vi | D. Creates a sense of anticipation and expectation for the reader [the lack of punctuation at the end of the first line has a subtle yet significant impact on the poem, creating a sense of flow and continuity while also building anticipation and engaging the reader's imagination.] | 1 |
| B) i | D. Fearful and apprehensive [The speaker mentions feeling an "old familiar ache" and "childhood's fear" when looking at her mother. This suggests a sense of fear or apprehension that is rooted in the speaker's past experiences with her mother.] | 1 |
| ii | It suggests a contrast between the speaker's internal emotional response and her outward behaviour. | 1 |
| iii | B. sensitivity | |
| iv | FALSE [the poem's line holds a simile/metaphor whereas the other line is an example of alliteration - w sound] | 1 |
| v | The poem highlights the importance of cherishing and appreciating the people we love, while we still can. [quality time -life is transient and similar] | 1 |
| vi | ...the speaker is trying to hold back her emotions and remain composed, despite the pain she feels at parting from her mother | |
| 8 | Prose-Vistas | |
| No partial credit of ½ , unless indicated. | | |
| A) i | This makes it an important reference point for understanding the effects of human activities on the environment and the potential impacts of climate change.[The absence of a human population in Antarctica means that the region is relatively pristine and has not been subject to the same levels of human impact as other areas of the world.] | 1 |
| ii | C. are differing views on the causes and implications of climate change | 1 |
| iii | ... just like a time machine would allow us to observe past events, carbon records allow us to observe past climate conditions. | 1 |

| | | |
|--|--|---|
| | [Carbon records allow us to study past climates by analysing the air bubbles trapped in ice cores. They provide a glimpse into the Earth's atmospheric conditions at the time the ice was formed and can help scientists understand how the climate has changed over time.] | |
| iv | (Any one) <ul style="list-style-type: none"> ▪ ...because the writer presents information in a straightforward and objective manner ▪ ...because the writer applies a third-person point of view and avoids the use of personal opinion or emotional language ▪ ...because the writer uses a logical structure to present their argument (starting with the importance of Antarctica as a relatively pristine location, and then moving on to explain the significance of the ice cores and carbon records found there) | 1 |
| B) i | (Any one) <ul style="list-style-type: none"> ▪ create a sense of approaching doom ▪ use it as a tool to heighten the reader's curiosity and interest in the story | 1 |
| ii | D. Unease [The use of this physical gesture indicates a sense of discomfort or unease, and implies that the astrologers were reluctant to reveal the prophecy. Humiliation or grief would be more strongly expressed in the text if they were the emotions being conveyed. Disbelief is also not the correct answer, as there is no indication that the astrologers doubted their prediction.] | 1 |
| iii | bravery/ heroism / leadership [The astrologers are predicting that the child born under this star will be a great warrior and a champion, implying that the child will display exceptional courage and bravery in battle or in other challenges. This also suggests that the child will be a leader and will inspire others with their bravery and heroism. The use of these superlative phrases further emphasizes the astrologers' admiration for this trait and the importance they place on it in predicting the child's future.] | 1 |
| iv | This is so because the word "fantastic" is usually associated with something positive or exciting, while the word "demise" suggests something negative or tragic. [In this context, the use of "fantastic" to describe the Tiger King's death creates a contrast between the positive connotation of the word and the negative reality of the situation] | 1 |
| 9 | Prose -Flamingo | |
| No partial credit of ½ , unless indicated. | | |
| A) i | (Any two) <ul style="list-style-type: none"> ▪ the sounds of the opening and closing of desks ▪ the loud lessons repeated in unison ▪ the teacher's ruler rapping on the table | 1 |
| ii | A. The classmates have started the lesson. [The protagonist sees through the window that the other students are already in their places, and this makes him feel anxious as he is trying to avoid being seen and is worried about being scolded by the teacher and embarrassed in front of his classmates. The fact that the other students have already started the lesson adds to his anxiety.] | 1 |
| iii | ...the school was unusually quiet and still, as if it were a day of rest / | 1 |

| | | |
|-------------|---|---|
| | holiday/ school off, rather than a bustling school day | |
| iv | The protagonist seems to have a plan for how to sneak into class without being noticed, suggesting that they may have been in similar situations before. [The protagonist states: "I had counted on the commotion to get to my desk without being seen," which implies that they have been late before and have developed a strategy for avoiding punishment.] | 1 |
| v | The strictness and severity of M. Hamel's discipline | 1 |
| vi | B. The Importance of Punctuality [The extract revolves around the theme of punctuality and the consequences of being late. The protagonist is anxious and embarrassed about being late to school, highlighting the importance of being on time. The other options, such as A) The Fears of a Latecomer, C) The Rigidity of the School System, and D) The Anxiety of a Young Student, touch upon some of the themes in the extract but do not fully capture the central idea.] | 1 |
| B) i | (Any one) <ul style="list-style-type: none"> ▪ To give voice to their hopes, dreams, and struggles in a way that is immediate and relatable ▪ To add a sense of authenticity and realism to the story ▪ To make the experience more engaging and memorable for the reader | 1 |
| ii | B. An opinion. [The line "It is not lack of money but a tradition to stay barefoot" is an opinion, since it is a subjective interpretation of the cultural practice of walking barefoot. The author is expressing her belief ("explanation"), in this extract] | 1 |
| iii | <ul style="list-style-type: none"> ▪ (Any one) ▪ The boys are barefoot, which suggests that they may come from poor or marginalized backgrounds and do not have access to proper footwear. ▪ The phrase "an army of barefoot boys" implies that the boys are a unified group, and that they have a sense of solidarity or shared identity. ▪ The comparison to "morning birds" suggests that the boys are lively and energetic, and that they move around quickly and unpredictably. ▪ The fact that the boys "disappear at noon" suggests that their time is limited or constrained in some way, and that they may need to return to their homes or other responsibilities. ▪ The use of the word "disappear" may also imply that the boys are overlooked or ignored by the wider society, and that they are not given the recognition or support that they need. ▪ The phrase "like the morning birds" could also imply that the boys are vulnerable, and that their carefree lifestyle may be disrupted by external factors such as poverty, exploitation, or violence. | 1 (explanation needed via reference to the line) |
| iv | The line from the text: "Over the months, I have come to recognize each of them." [This suggests that the writer has been observing and interacting with the boys for a prolonged period of time, and that she has developed a deeper understanding of their lives and circumstances. The phrase "over the months" indicates that the writer's relationship with the boys is ongoing and has developed gradually, rather than being a one-time encounter.] | 1 |
| v | C. "I like your shoes. What matters is that they protect your feet." | 1 |

| | | |
|--|--|---------------|
| | <p>[The reason for this is that the writer's comment had been met with silence and the shuffling of feet by the boy, which suggests that he may feel embarrassed or uncomfortable about his footwear. Therefore, a comment that emphasizes the functional purpose of shoes and acknowledges their value in protecting one's feet would likely be more reassuring and positive. Option A ("Why are your shoes mismatched? That's not a good look.") could be seen as critical and potentially judgmental, and may not be well-received by the boy.</p> <p>Option B ("Don't worry about your shoes, you can wear a matching pair later.") may not be practical or realistic, depending on the boy's circumstances.</p> <p>Option D ("Have you chosen to mismatch your shoes?") may come across as sarcastic or dismissive, and may not effectively address the boy's feelings or needs.]</p> | |
| vi | <p>straightforward / uncomplicated / direct/ clear</p> <p>The boy's simple answer implies that there may not be any hidden or complex reasons for his lack of footwear, and that the explanation for why he wasn't wearing chappals was as straightforward as his mother not bringing them down from the shelf. The use of the word "simply" in this context emphasizes the directness and clarity of the boy's response, and suggests that he may not have felt the need to elaborate or justify his situation further.]</p> | 1 |
| 10 | Answer any FIVE of the six following questions in 40-50 words each. | 5x2=10 |
| <p>Content -1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full credit for appropriate inclusion of all content asked for <input type="checkbox"/> Partial credit ½ for relevant but incomplete content <p>Expression – 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full credit for effective organisation <input type="checkbox"/> Partial credit ½ for some semblance of organisation of ideas <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p> | | |
| <p>The given detailed reference points can be drawn upon to structure the desired response:</p> | | |
| i | <ul style="list-style-type: none"> ▪ that Gandhi's commitment to the cause of the peasants, despite being a stranger to the region, was exemplary and motivated the lawyers to continue their support ▪ highlights the idea that the lawyers were conscious of the potential shame they would bring upon themselves if they deserted the peasants in their time of need ▪ suggests that Gandhi's moral authority and courage had a significant impact on those around him and helped to inspire a sense of purpose and conviction in their own efforts to fight for justice and freedom. | |
| ii | <p>If more informative than sensory, the impact on the reader would likely be less emotional and engaging as :</p> <ul style="list-style-type: none"> ▪ sensory details help readers connect with the experience being described on a deeper level. ▪ sensory details allow readers to visualize the scene in their minds and feel like they are a part of it. <p>Even though informative details may provide more factual information but can sometimes feel detached and impersonal, leaving readers feeling less connected to the story.</p> | |
| iii | <p>Serves as a significant backdrop for the events that unfold in the story.</p> <ul style="list-style-type: none"> ▪ creates a sense of isolation and desolation, emphasizing the loneliness and despair that the peddler experiences ▪ the harsh winter conditions and the barren landscape add to the overall tone of | |

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| | <p>melancholy and hopelessness</p> <ul style="list-style-type: none"> the forest also represents the metaphorical wilderness of the human soul, highlighting the struggles and temptations that people face in their journey through life <p>Therefore, the setting plays a vital role in establishing the mood and atmosphere of the story.</p> |
| iv | <ul style="list-style-type: none"> If the last four lines were omitted, the poem would have a more sombre tone. Without the image of the tigers continuing to prance, the poem would end on a note of despair, with Aunt Jennifer's hands still ringed with the ordeals she was mastered by. The message of the poem would refer to the oppression and suffering of women, without any hope for liberation. <p>[By ending the poem on these lines, the author achieves a sense of hope and transcendence. The image of the tigers continuing to prance, proud and unafraid, suggests that there is a way to transcend the oppression and suffering of women, even if it is only through art. The poet suggests that art can provide a kind of liberation, even in the face of social and cultural constraints.]</p> |
| v | <p>Umberto Eco suggests that the success of his book, "The Name of the Rose," was largely due to timing. He believes that if he had written the book ten years earlier or ten years later, it wouldn't have had the same impact.</p> <ul style="list-style-type: none"> This could be interpreted as Eco recognizing the importance of cultural context and how the reception of a work of art is influenced by the historical, social, and political climate of its time. Eco might be suggesting that the themes and ideas he explored in his novel resonated particularly strongly with readers in the cultural moment in which it was published, and that this moment was fleeting. <p>Therefore, if he had written the book earlier or later, it might not have been as relevant or timely, and might not have captured the same level of attention and interest.</p> |
| vi | <p>Subbu's success in the film industry reveals that loyalty, creativity, and versatility are essential qualities for success in this field –</p> <ul style="list-style-type: none"> Subbu was an extremely loyal employee who identified himself completely with his principal and turned his entire creativity to his principal's advantage. He was also a highly versatile and creative person who could be inspired to come up with numerous alternatives when given a problem to solve. Additionally, he had the ability to work well with others and was tailor-made for the film industry. <p>These qualities made him an invaluable asset to the Gemini Studios during its golden years.</p> |
| 11 | <p>Answer any TWO of three following questions in 40-50 words each.</p> <p>(2x2=4)</p> |
| <p>Content -1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full credit for appropriate inclusion of all content asked for <input type="checkbox"/> Partial credit ½ for relevant but incomplete content <p>Expression – 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full credit for effective organisation <input type="checkbox"/> Partial credit ½ for some semblance of organisation of ideas <p>Deduct ½ mark from the overall score if the error density is high (more than a total of 2 spellings and/or grammatical errors).</p> | |
| <p>The given detailed reference points can be drawn upon to structure the desired response.</p> | |
| i | <ul style="list-style-type: none"> At the time of the incident, the writer was only in the third grade, which means that she was likely around eight years old - children at that age are still developing their cognitive and emotional abilities - it is not uncommon for them to lack a full understanding of complex social issues like untouchability |

| | |
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| | <ul style="list-style-type: none"> ▪ The writer's shared that she had not, till then, heard people speak openly of untouchability - suggests that she may not have had a complete grasp of the issue's societal implications. ▪ It is possible that she understood that certain individuals were treated differently from others, but she may not have fully comprehended the scope of the problem |
| ii | <p>The play highlights the damaging effects of prejudice and stereotypes on both the victim and the perpetrator. However, it also suggests that empathy and understanding can overcome these barriers.</p> <p>Through the development of a relationship between the two characters, Derry and Mr. Lamb, we see how their initial assumptions about each other are challenged and ultimately broken down.</p> <p>This underscores the importance of empathy in recognizing and overcoming prejudices, as it allows individuals to see beyond surface-level differences and connect on a deeper level.</p> |
| iii | <ul style="list-style-type: none"> ▪ In the given lines, Hana is expressing her frustration with Yumi, who is hesitant to help her with the wounded white man. ▪ By saying "Is this anything but a man? And a wounded helpless man!" Hana is highlighting the fact that they are all humans, regardless of their race or nationality. ▪ She believes that their common humanity makes it their moral duty to help the wounded man. ▪ In these lines, she is asserting her own intervention and belief in the importance of doing the right thing, even if it goes against traditional values or societal norms. ▪ This demonstrates her sense of moral superiority over Yumi, who is more concerned with following the strict rules of her society than with helping a fellow human being. |

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| 12. | Answer ONE of the two following questions, in about 120-150 words. | 5 |
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Content -2

- Full credit for sustained, clear, well-developed personal response to the task that appropriately justifies any arguments
- Partial credit of 1 ½, 1 and ½ as per the response clarity and relevance

Expression – 2

- Full credit for effective organisation -structure, relevant vocabulary and effective relay of ideas
- Partial credit of 1 ½, 1 and ½ as per the level of coherence and cohesion

Accuracy-1

- Full credit for none to minimal errors
- Partial credit of ½ for spellings and/or grammatical, largely accurate
- No credit for error density causing impediment in understanding

[Content , in suggested responses, may be above the recommended word limit, as it aims to share content points that can be drawn upon to structure the final desired response.]

| | |
|----|---|
| A. | <p>Suggested response :</p> <p><i>Dear Robert</i></p> <p><i>I recently read your poem, "A Roadside Stand," and was struck by the conflicting emotions that you expressed towards the end. I understand that it can be difficult to make decisions when we are overwhelmed by our emotions.</i></p> <p>In my own experience, I have found that taking a moment of stillness and reflection can be very helpful in gaining a deeper understanding of the situation and connecting with our own humanity and that of others. This is the message that I try to convey in my poem, "Keeping Quiet."</p> <p>I would advise you to take a moment to be still and contemplative before making any decisions about the fate of the people at the roadside stand. By quieting your mind and being present in the moment, you may be able to understand their struggles and pain objectively, and gain a</p> |
|----|---|

new perspective about your own place in the world too. I also feel that by breaking from your routine and taking a moment of stillness and reflection, you might gain a deeper understanding of the situation and make a more functional decision.

I believe that this moment of reflection could help you to see beyond your conflicting emotions. We are all human, after all, and before connecting with others, and resolving their issues, we must try to connect with our own selves to advice from a place of balance and calm.

I hope this advice is helpful to you. Please let me know if there is anything else I can do to support you.

Warmly Pablo Neruda

B. Suggested response :

Good morning, everyone.

As I analysed the allotted texts , I noticed that though each portrayal of women was unique, they all offered varied insights into the experiences of women in society.

To begin with, Aunt Jennifer was portrayed as a victim of patriarchy, living in a world where women were expected to conform to societal norms and expectations and was unable to attain freedom and strength she desired, due to the limitations imposed upon her by society. In contrast, Sophie was portrayed as ambitious and determined to break free from societal norms. She refused to be limited by her gender and sought to challenge the restrictions placed upon her. Sophie's mother, on the other hand, from a generation prior, had chosen to conform and sacrifice her individuality to societal expectations.

Similarly in "Lost Spring," the grandmother and daughter-in-law, in Firozabad, were portrayed as resilient in the face of poverty and the societal constraints of their caste. However, unlike Sophie's and Aunt Jennifer's need to find an outlet, they found ways to make the best of their situation, despite the limitations placed upon them.

When we analyse the portrayal of the aged mother, in "My Mother at Sixty-six," she is presented as vulnerable and in need of protection. Sadly, it does make one wonder about the unaddressed vulnerability of Sophie's mother and the grandmother in "Lost Spring". A point worth considering is that Kamala Das' mother's acceptance of her circumstances comes across as a voluntary decision, whereas that of the women in "Lost Spring" is akin to resignation. These portrayals of women offer valuable insights into the experiences of women in our society -from victimization to the resilience in the face of poverty - and offer us important lessons about strength, vulnerability, and the need for empathy and respect.

To conclude, I'd like to say that as readers, we can learn from their experiences and strive towards a more equitable and just society. These characters, stress that it is important to recognise the complexities of each woman's experiences, and refrain from passing sweeping judgements as women are not a uniform group, but rather unique individuals.

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| 13. | Answer ONE of the two following questions, in about 120-150 words. | 5 |
| <p>Content -2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full credit for sustained, clear, well-developed personal response to the task that appropriately justifies any arguments <input type="checkbox"/> Partial credit of 1 ½, 1 and ½ as per the response clarity and relevance <p>Expression – 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full credit for effective organisation -structure, relevant vocabulary and effective relay of ideas <input type="checkbox"/> Partial credit of 1 ½, 1 and ½ as per the level of coherence and cohesion <p>Accuracy-1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full credit for none to minimal errors <input type="checkbox"/> Partial credit of ½ for spellings and/or grammatical, largely accurate | | |

No credit for error density causing impediment in understanding

[Content , in suggested responses, may be above the recommended word limit, as it aims to share content points that can be drawn upon to structure the final desired response.]

A

Suggested response :

I have been married to Charley for a few years now and I have always known him to be an intelligent man with an imaginative mind. However, his recent obsession with finding the Third Level has left me quite worried. While he talks about it with excitement, I cannot help but wonder if it is a good quality or a harmful one.

On one hand, Charley's obsession displays his determination and persistence in achieving his goals. It shows that he is willing to go to great lengths to unravel the mysteries of life. His imagination and curiosity are admirable qualities that have always attracted me to him.

However, his obsession has caused him to become detached from reality. He is no longer able to differentiate between what is real and what is not. He spends all his time and money searching for a place that may not even exist. This could be harmful not only to himself but also to our family.

I understand that he feels overwhelmed by the stress and pressures of his present life and Sam indicated that he uses his obsession as a coping mechanism. I think this is harmful as it prevents him from addressing the underlying issues that are causing him stress.

Furthermore, Charley's obsession has caused him to neglect his responsibilities. He has been absent from work and has not been able to contribute financially to our household. His obsession is affecting our relationship, and I am afraid that if he continues on this path, it might lead to irreparable damage.

Finally, all I can say is , I believe that Charley's obsession with finding the Third Level may have started as a harmless curiosity, but it has now become a harmful one. I love him dearly and I hope that he realizes that his obsession is affecting not only himself but also those around him.

B

Suggested response :

I find myself reflecting on an event that happened many years ago, one that has continued to haunt me ever since. It is the incident where my long hair was forcefully cut off at the Carlisle Indian School. As I sit here today, I cannot help but feel conflicted about my actions that day.

On one hand, I am proud that I stood up for myself and refused to submit to their demands at first. I remember the fire in my belly as I declared that I would struggle before giving in. However, as time passed, my spirit wavered, and eventually, I allowed them to cut my hair. Looking back now, I cannot help but feel that I gave in too easily, that I did not do enough to resist.

As I ponder over what I could have done differently, I realize that there might have been other options. Perhaps I could have sought help from my fellow students. Maybe I could have tried to escape or find another way out of the situation. But in that moment, I was so overwhelmed and confused that I could not think straight.

I know that I have blamed myself for this incident for far too long. But today, I choose to absolve myself of any blame. As a young girl, I forced into a strange place. I was not given the chance to make my own choices, to decide what was best for me. I was a victim of a system that sought to strip away my identity and forced me to assimilate.

Today, I choose to forgive myself and honour the brave little girl who stood up for herself that day. I am grateful for her courage and strength, and I will continue to honour her memory by fighting for justice and equality for all.

READING SECTION

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

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|----------|--|---------------|------------|
| 1 | Read the following text. (Discursive passage1) | Q TYPE | 12M |
|----------|--|---------------|------------|

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 words

Answer the following questions, based on the passage above.






| | | | |
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| 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 C. Unwittingly | MCQ | 1 |

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| | 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 | 12M |
|---|---|--------|-----|
| | <ol style="list-style-type: none"> <li data-bbox="252 338 1492 555">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. <li data-bbox="252 595 1492 741">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. <li data-bbox="252 781 1492 999">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. <li data-bbox="252 1039 1492 1364">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. <li data-bbox="252 1404 1492 1588">5. There are several misperceptions about salt reduction like <i>“On a hot and humid day when you sweat, you need more salt in the diet:”</i> 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. <li data-bbox="252 1628 1492 1980">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 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-room/fact-sheets/detail/salt-reduction> (509 words)

Answer the following questions, based on the passage above.

| | | | |
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| 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;">Fig I Fig II Fig III Fig IV Fig V</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 |

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| 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, reworking 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 |

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| 3 | Read the following text. (Discursive passage 3) | Q TYPE | 12M |
|----------|--|---------------|------------|

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 |

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|----------|---|---------------|------------|
| 4 | Read the following text (Discursive passage 4) | Q TYPE | 12M |
|----------|---|---------------|------------|

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 |
|----|--|-----|---|

| | | | |
|----|--|-------------|---|
| | 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 5th/ 6th 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"> 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. 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. 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. 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. 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. 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. 7. The strict enforcement of wildlife acts and the setting up of new initiatives are anticipated to replenish this highly endangered species. | | |
| SOURCE OF THE PASSAGE: https://www.iswkoman.com/uploads/work-sheet/1631634894.pdf | | | |
| 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 |

| | | | |
|----------|--|---------------|------------|
| 6 | Read the following text. (Discursive passage 6) | Q TYPE | 12M |
|----------|--|---------------|------------|

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? (40words) | 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> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <p style="text-align: center;">(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 |
|----|---|-----|---|

| | | | |
|----------|--|---------------|------------|
| 8 | Read the following text. (Discursive passage 8) | Q TYPE | 12M |
|----------|--|---------------|------------|

(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 | "Many a time it pays to mug up answer properly." 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 | "Thanks to our stereotyped upbringing that forces our thinking to conform to a set of patterns." 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 |

| 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> | | | |
| SOURCE OF THE PASSAGE | | | |
| Answer the following questions, based on the passage above. | | | |
| i | How much does luxury car maker Mercedes-Benz expect its EV portfolio in the next three years? a) 50% b) 25% c) 100% d) 60% | MCQ | 1 |
| ii | Where is the car maker's plant located in India? a) Hyderabad b) Pune c) New Delhi d) None of the above | MCQ | 1 |
| iii | What does Mercedes Benz want to do in the next three years in India? | SA | 2 |
| iv | It would be easier for Mercedes Benz car users to adopt EV as..... | GAP FILLING | 1 |
| v | The phrase betting big mean? | MCQ | 1 |

| | | | |
|------|---|-----------|---|
| | <ul style="list-style-type: none"> a) Significant risk b) Donning the role of a bookie c) Gambling d) Playing cards | | |
| 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 does not mean investment?</p> <ul style="list-style-type: none"> a) The company decided to pursue its <u>financing</u> option to lauch new products in the market. b) The start-up successfully secured <u>funding</u> from bank to invest in its Mobile App. c) The company has decided to <u>revoke</u> its policies to mitigate its losses. d) The initial <u>outlay</u> for the new manufacturing equipment was substantial, but the company expected it result in increased production. | 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"> • As it is cheap, • because it weighs heavily • imparts a pleasing colour • an agreeable aroma | 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"> • Reduces the quality of the food • fools the customers • any other relevant point | 1 Full credit 1, to at least 1 relevant reason |
| viii | <p>MICROSCOPIC STUDY:</p> <ul style="list-style-type: none"> • Fat globules • Presence of blood, hair and dirt • bacteria <p>CHEMICAL TEST:</p> <ul style="list-style-type: none"> • Quantity of water | 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"> • incrementally reducing salt in products over time so that consumers adapt to the taste and don't switch to alternative products; • promoting the benefits of eating reduced salt foods through consumer awareness activities in food outlets; • publish information related to the calorie count and salt intake on the product package • mention the long term hazards of product intake on the package | 2 (ANY TWO) |
| iv | reducing people's exposure to unhealthy diets | 1 |
| v | c) Salt added during cooking is not the main source of salt intake | 1 |
| vi | <p>Salt consumption at home can be reduced by:</p> <ul style="list-style-type: none"> • not adding salt during the preparation of food; • not having a salt shaker on the table; • limiting the consumption of salty snacks; • choosing products with lower sodium content. | 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 |

| | MARKING SCHEME PASSAGE 4 | 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) Han | 1 No partial credit |
| ii | B) October to March. | 1 No partial credit |
| iii | The planned location for the captive breeding center for Hangul deer is Shikargah, Tral in south Kashmir , and its purpose is captive breeding of Hangul, which will be eventually released in the wild. | 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"> ● A Habitat Research Study using satellite collaring to understand their movement patterns and habitat. ● Conducting the census program of Hangul using satellite telemetry and high-definition field cameras. ● Collaborative research with the Wildlife Trust of India to study the relic population of Hangul outside Dachigam National Park. | 2 Full credit 2, to two relevant reason -partial credit 1, to one relevant reason -No ½ credit |
| vii | c) unusual. | 1 Full credit 1, to at least 1 relevant reason |

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

| MARKING SCHEME PASSAGE 9 | | |
|---------------------------------|--|---|
| 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 |

| | MARKING SCHEME PASSAGE 10 | 12m |
|-----|---|--|
| 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"> - not at all fearsome or bloodthirsty - benevolent and caring - empathetic and sensitive <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"> - Silently by means of gestures - Without using a verbal inputs/ words - By means of emotions and not verbal expressions <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

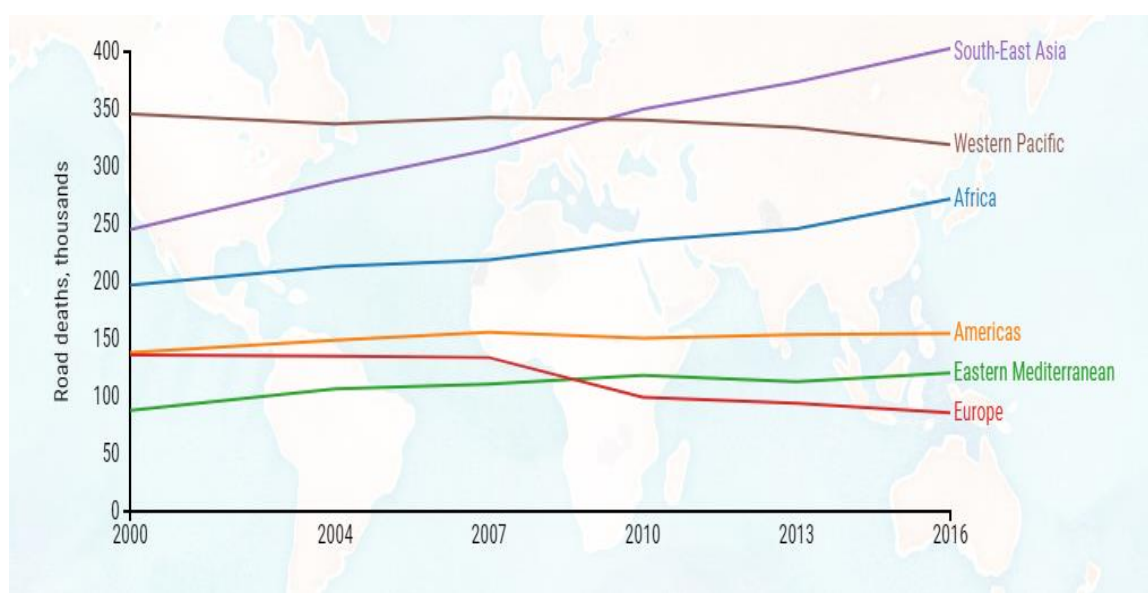
Answer the following questions, based on given passage.

| | | | |
|----|---|-----|---|
| 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 21st 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.

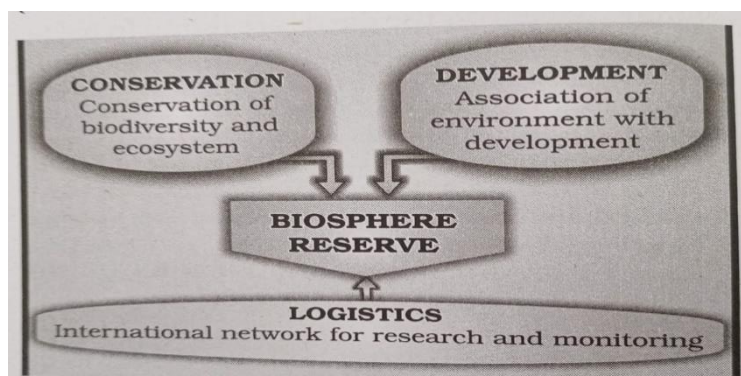
Project Elephant was launched in 1992 to assist states having free ranging population of wild elephants. It was aimed at ensuring long- term survival of identified viable population of elephants in their natural habitat.

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.

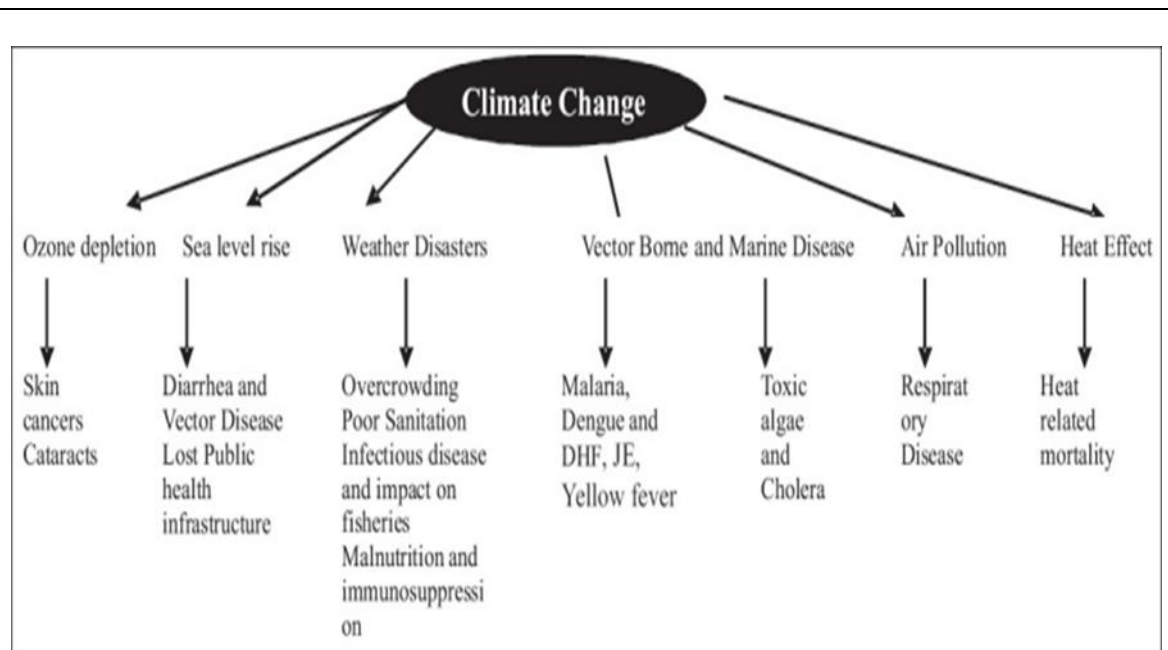
In the same year, there was another record broken in Eastern Indian state of Orissa, for unusual mercurial rise in summer, June 2005 recorded the highest temperature of 46.3 degree Celsius in Bhubaneswar of the last 33 years which is 10 degrees above normal, leading to a heatwave. Speaking of heat wave, 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 True or False: 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.

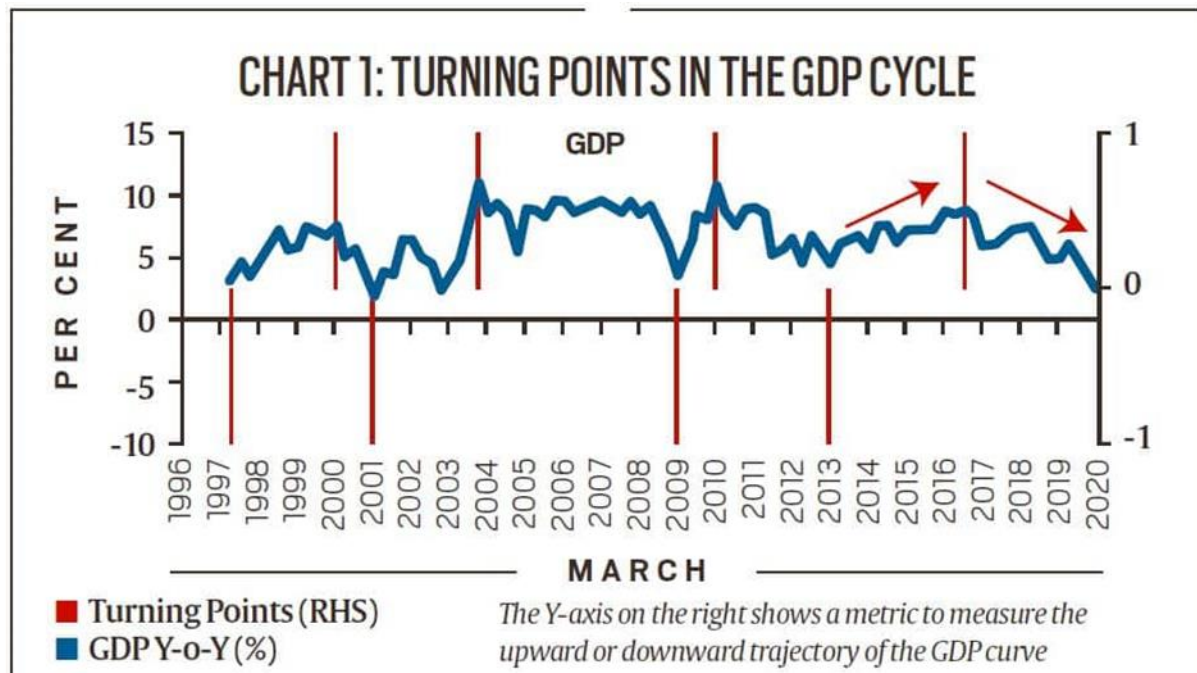
| | | | |
|-----|---|-----|---|
| i | Mention inherent qualities of geotourism. | SA | 2 |
| ii | In the line “..... recognised as the benchmark”, the word “benchmark” does not refer to: (a) a basis for something. (b) the criterion required. (c) the ability to launch something new. (d) a standard point 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)

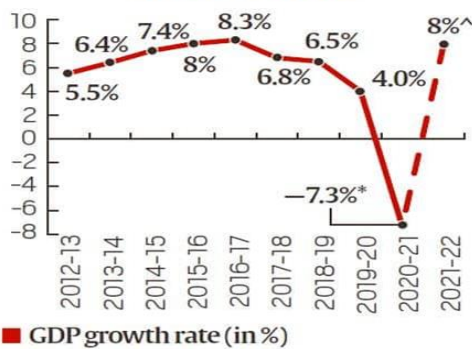
Read the following passage:

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.



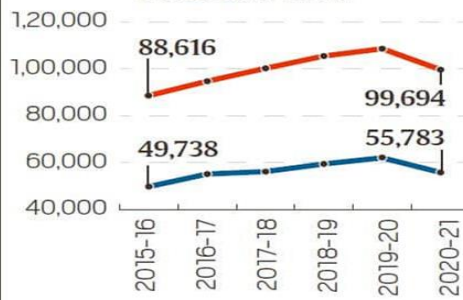
Two things stand out. After the decline in the wake of the Global Financial Crisis, the Indian economy started its recovery in March 2013 — more than a year before the present government took charge. The government's decision to demonetize 86% of India's currency overnight on November 8, 2016 is seen 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.

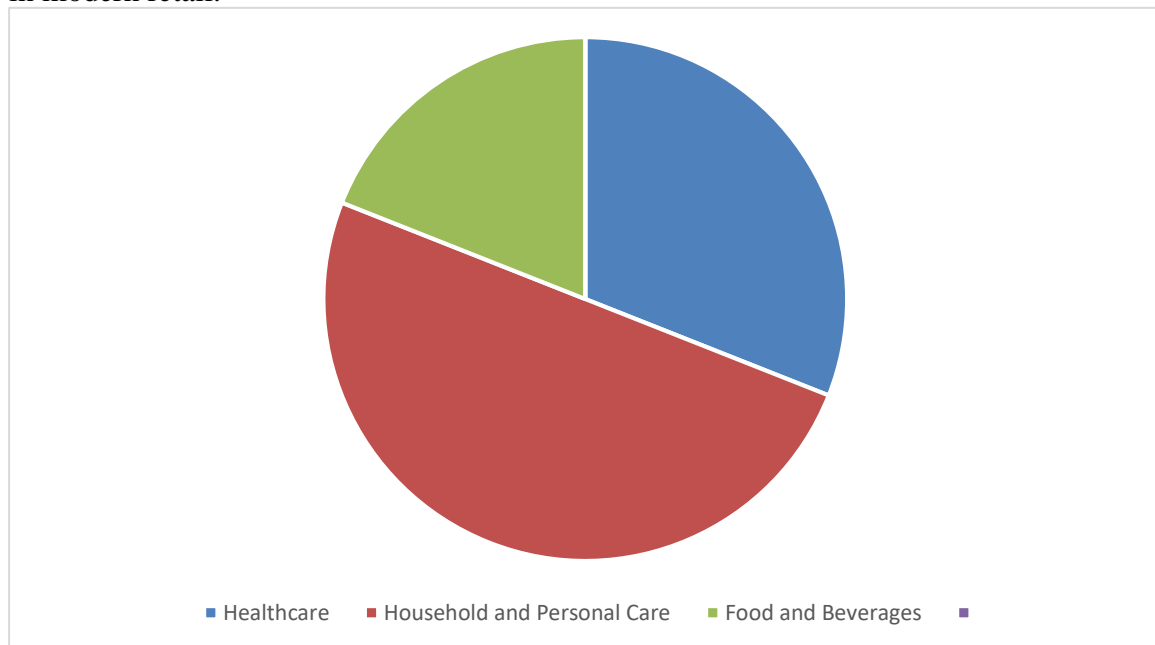


Table 1. FMCG Products

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"> a. FMCG sector has been unable to get investments from the Government. b. PLI schemes do not reach the rural sector. c. Gross Merchandise Value (GMV) of the online grocery segment in India is expected to double in the next five years. d. There is a desire to buy branded products in the villages too. | 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"> a. Food and beverages b. Healthcare c. Household and personal care d. Electronics and technology | MCQ | 1 |
| v | Complete the sentence based on the following statement: The Indian FMCG industry grew by 16% in 2021, a 9-year high, despite nationwide lockdowns because <ol style="list-style-type: none"> a) The Government taking a direct interest b) The demand for branded products. c) Price increases across product categories d) The fall of supply in urban areas. | MCQ | 1 |

| | | | |
|------|--|----------------|---|
| vi | What will be the impact of increased level of brand consciousness? | SA | 2 |
| vii | Complete the sentence based on the following statement: The Indian FMCG industry grew by 16% in 2021, a 9-year high, despite nationwide lockdowns because _____ | GAP FILLING | 1 |
| viii | Does the following statement agree with the information given in para 1? Food and beverages segment dominates the Global FMCG market and is expected to retain its dominance. 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. | 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.

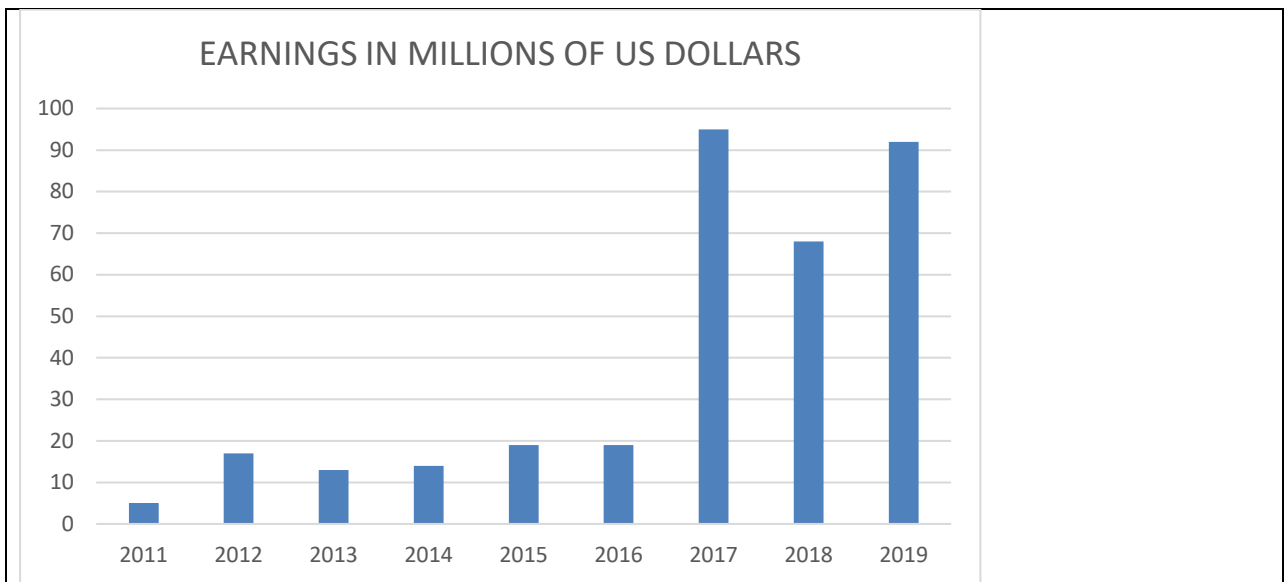
Rowling says she started writing the first book, Harry’ Potter and the Sorcerer’s Stone, in Portugal, where she was teaching English.

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

In 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) | | |
| Answer the following questions, based on the passage above. | | |

| | | |
|------|--|---|
| 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">• Coral was growing back,• fish were as plentiful as they had ever been. | 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. | MARKING SCHEME PASSAGE 4 | 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) Technical snag. | 1 No partial credit |
| iii | On July 26, as part of the Chandrayaan-2 mission, ISRO Telemetry, Tracking, and Command Network (ISTRAC) fired the propulsion systems for more than 883 seconds to raise Chandrayaan-2's orbit. | 1 No partial credit |
| iv | c) To capture images of the lunar surface and analyze it. | 1 No partial credit |
| v | C) To capture images of the lunar surface and analyze it. | 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 " lander " named Vikram at the moon's South Pole. | 1 No partial credit |
| viii | The statement is False . 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

| | | |
|---------------------------------|--|--|
| 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 |

| MARKING SCHEME PASSAGE 9 | | |
|---------------------------------|---|---|
| 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"> - Financial commitment/ Pledging of funds - Sincere involvement/ Policy formulation <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 |

WRITING SECTION

TOPIC : NOTICE WRITING

INTRODUCTION:

A Notice can be described as a written or printed piece of information, news or announcement. It is issued to inform general public or the students of a school about an activity or an event that is to happen at a given time and place or sometimes regarding lost and found items. It could also be specifically issued for a selected group.

TIPS FOR THE STUDENTS:

- a) Be precise and to the point. The ideal length of notice is 50 words, so precise language is appreciated.
- b) It is a formal form of communication so the language used should be formal as well. No flowery text.
- c) Keep the sentences short and use simple words. Since notices are fairly brief it is best to keep it simple.
- d) Use passive voice as far as possible.
- e) Present your notices in a proper format in a box. The presentation should be neat and thus be appealing to the eye.

MARKS DISTRIBUTION:

TOTAL MARKS: 4M

FORMAT: 1M

- At the top, the title should have the name of the organization putting the notice.
- The next line includes the word 'Notice'.
- Upper case is not mandatory but is preferred to capture attention.

CONTENT: 2M

- It is the main body of a notice. It should be within 50 words.
- It should be precise yet deliver all the essential information.
- It usually answers the questions : what, how, when, where, why, etc.
- Should cover all value points (necessary information) to easily score 1 mark.

ACCURACY OF SPELLING AND GRAMMAR: 1M

- It is the overall quality of writing that is judged to decide if the final 1 mark should be given or not.
- Grammatical accuracy, sentence structure and spellings are the main checkpoints.

FORMAT

NAME OF THE ORGANISATION / INSTITUTION, PLACE

NOTICE

DATE

HEADING

This is to bring to the notice of the(target group) that (event.).....is being organised by the school / organisation, as per the details given below:

Date

Time

Venue .

Chief Guest (if any)

For further clarification, please contact the undersigned.

Signature

Name

Designation

Title

Content

SAMPLE QUESTIONS WITH MODEL ANSWERS

1. Sarvodaya Education Society, a charitable organisation, is coming to your school to distribute books among the needy students. As Head Boy/Head Girl, Sunrise Public School, Surat, write a notice in about 50 words asking such students to drop the list of books they need in the box kept outside the Principal's office. You are Navtej/Navita.

SUNRISE PUBLIC SCHOOL, SURAT
NOTICE

14th February 20XX

Free Books for Needy Students

This is to inform all the students that Sarvodaya Education Society, a charitable trust, will distribute free books to the under-privileged children of the school Those who want free books, may write the name of the books with their names and grade and drop the list in the boxes kept outside the Principal's office. For further enquiries, please contact the undersigned.

Navtej/Navita

(Head boy/ Head girl)

2. You are Tripti/Trilok Lahiri, Secretary, ABL School Cricket Association. It has been decided that a meeting of all the members of the school cricket team will be held to discuss plans and strategies for the coming Zonal Tournament. Write a notice in not more than 50 words informing the members of the team about the meeting and requesting them to attend it.

ABL SCHOOL CRICKET ASSOCIATION

NOTICE

16th January, 20XX

Cricket Association Meeting

All the members of the school cricket team are invited to attend a meeting that has been planned to discuss the plans and strategies for the coming Zonal Tournament. The members shall report at 11 a.m. in the sports room on 18th January, 20XX. For further details, please contact the undersigned.

Tripti/Trilok Lahiri
(Secretary)

QUESTIONS FOR PRACTICE

1. APV International School, Mumbai is going to organise a traffic awareness week in three different zones of the city. Draft a notice to call for students to volunteer and make the initiative successful. Imagine you are the co-scholastic coordinator of the school.
2. Sunrise Public School wants to organise a summer camp for its students of junior section. On behalf of the principal of the school, draft a notice for this purpose, inventing necessary details.
3. Imagine you are the secretary of Hazel Apartment, Pune. There is going to be an anti-termite treatment in 44 flats in your complex. Draft a notice to call for a meeting of flat-owners for this purpose, asking for their cooperation.
4. There is going to be an intra-class quiz competition on the theme of Indian freedom struggle. As the CCA coordinator of your school, draft a notice to ask for participation and involvement of students for this purpose.
5. Your classmate has lost his watch in the school premises. As the head boy of SNB Memorial School, draft a notice for the school notice board to find this lost property.

TOPIC : FORMAL/INFORMAL INVITATION WRITING

INTRODUCTION

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

Formal invitations are formal letters. They can be printed on cards or can be drafted in the form of social letters. Formal invitations can be of two types: Printed invitation cards inviting guests to be present on a particular occasion. Such invitations do not include the name of the addressee.

Informal invitations are sent for personal occasions.

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

Guidelines for Writing Formal Invitations

- Does not include the name of the addressees.
- The occasion, name of invitee, name of host, day, date, time, the venue is in this order.
- Details like name, address of organizer, sponsor, the host must be included.
- If a VIP is invited, then the name of the VIP should appear prominently.

◆ In a formal invitation card:

- Start with the designation of the organizer.
- Followed by the name and address of the host.
- Details of date, time, venue of the event/function.
- The name of the chief organizer with R.S.V.P on the right/left hand (bottom) corner of the card.
- (R.S.V.P is a French word “Repondez sil vous plait” meaning “please respond”.)

TIPS FOR THE STUDENTS

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

- the name(s) of the host(s) issuing the invitation
- the standard expression ‘request the pleasure of the company of ...’
- the reason for the invitation
- the time and date of the event
- the venue of the event
- In case a VIP is to be invited (at an official function), his/her name appears prominently.
- In the case of printed cards, the name of the invitee may not figure in the invitation.
- The date of issuing the invitation is not mentioned.

- No punctuation is required at the end of a line.
- There is no signature at the end of the letter.
- The simple present tense is used.

An informal invitation:

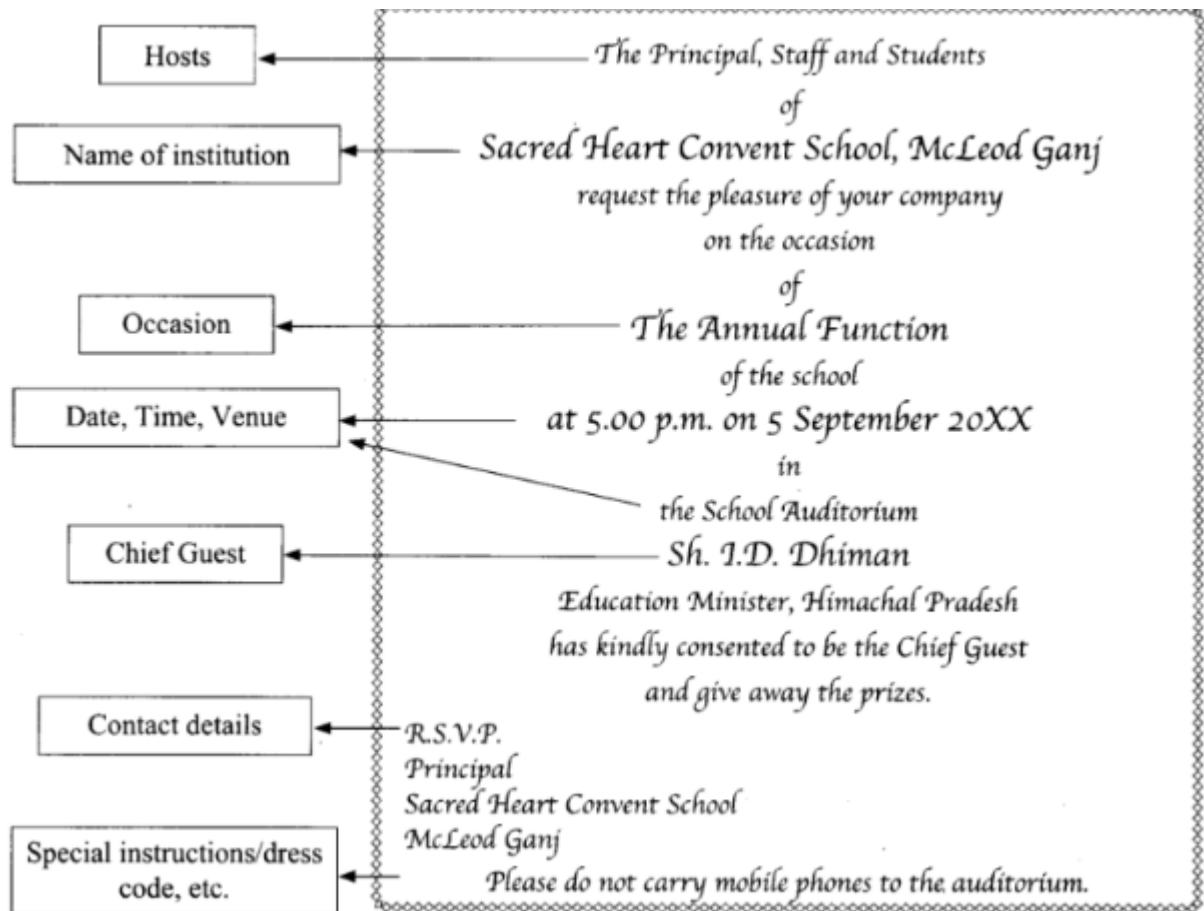
- It is written in the first person (I/we).
- The sender's address is written as usual but the receiver's address is not mentioned.
- The date of writing the invitation is given but there is no need to write the year.
- The salutation is Dear + name.
- The complimentary close is 'Yours sincerely'.
-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

MARKS DISTRIBUTION:

Maximum marks: 4

Format – 1, Content – 2, Accuracy of Spelling and Grammar - 1

FORMAT



SAMPLE QUESTIONS WITH MODEL ANSWERS

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

| | |
|--------------------------------|--|
| Sender's address | ← 27, The Apple Tree Orchard Kottayam |
| Date | ← 8 October 20XX |
| Salutation | ← My dear/Dear Naomi, |
| Occasion | ← We have much pleasure in inviting you to the 21st birthday party which we are giving for our son, Vineet, at 6.30 p.m. on 14 October at our residence. |
| Time, date and venue | ← We hope that you will be able to come. |
| Subscription and sender's name | ← Yours sincerely Mr and Mrs G. Joseph |

2. Neha Rawat, the President of the English Literary and Debating Society of Government Model Senior Secondary School, Sector 19, Chandigarh, has organized an Inter-school Declamation Competition on the topic 'More Vocational Courses should be introduced at the +2 level. She wishes to invite Dr Geeta Sabni, an eminent educationist, to the occasion to preside over the function to be held on 5 October 20XX at 10.00 a.m.

| | |
|--|--|
| School letterhead | ← Govt. Model Senior Secondary School, Sector 19, Chandigarh |
| Receiver's name and address | ← Dr Geeta Sahni 75, Sector 11 A Chandigarh |
| Date | ← 15 September 20XX |
| Salutation | ← Ma'am, |
| Subject statement | ← Subject: <u>Invitation to preside over Inter-School Declamation Competition</u> |
| Name of society/ association/organization | ← The English Literary and Debating Society of our school has organized an Inter-school Declamation Competition on the topic 'More Vocational Courses should be introduced at the +2 level'. A number of students from all over Punjab, Haryana and Himachal Pradesh are likely to participate in the competition. |
| Event/Occasion | ← We shall be honoured if you kindly consent to preside over the function to be held on 5 October 20XX at 10.00 a.m. in the school auditorium. |
| Additional details | ← |
| Request | ← |
| Date, time and venue | ← |
| Complimentary close | ← With warm regards, |
| Subscription | ← Yours faithfully |
| Sender's name and designation | ← Neha Rawat President |

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

The Management, Staff and Students
of
Government Model Sr. Sec. School, Chandigarh
cordially invites you to their
ANNUAL FUNCTION
Tarang
at 6.00 p.m. on 4 December 20XX
in
The National Auditorium
Sh. Promod Kumar
Secretary Higher Education has kindly consented to be the chief guest.

Instructions

- The card admits two people only.
- Please be seated by 5.30 p.m.
- The use of mobile phones and cameras is prohibited.

Programme overleaf

QUESTIONS FOR PRACTICE

Formal Invitation

1. Your grandparents are going to reach their 50th Wedding Anniversary and you are planning to organise a party for this purpose. Draft an invitation for this purpose.
2. Imagine you are Mr.Sanyal whose daughter is going to be 5years on 3rd November 2023. Make an invitation card to invite friends and relatives on this day.
3. APV High School is going to celebrate Annual Function on 23rd December 2023. Draft an invitation card for parents, guests for this purpose on behalf of the principal, staff and students of the school.
4. Your school is going to organise Annual Sports Day in November and you wish the eminent badminton player Saina Nehwal to be the chief guest. Write an invitation letter to request her for the honourable presence.
5. You are the president of Suvichar Cooperative Association. Your association is going to open a library for children and you want to request the local councillor to inaugurate the same. Write an invitation for this occasion, also asking for convenient time and date.

Informal Invitation

1. You want to organise a surprise birthday party for your younger sister who is turning eighteen years old recently. Write a letter to her school friends for this purpose, inviting them and assigning interesting roles.
2. You are Akash of BN Road, Chennai. You have recently cracked the All India Management Entrance and want to invite three friends to a restaurant, as they had asked for a treat. Write an invitation for this purpose.
3. Imagine you are A K Bajaj of Danapur, Bihar. Write an informal letter to invite some close relatives for your house warming ceremony.
4. Your brother had recently adopted a pet puppy. Draft an informal invitation for your pet-lover cousin to come and see the pet.
5. Imagine you are Mansi Singh from Jaisalmer, studying in Delhi. Your semester break is going to begin in the month of December and you want your best friend from your college in Delhi to come and visit your hometown then, along with her family. Write an invitation letter for this purpose.
6. Mr. and Mrs. G Joseph of 27, The Apple Tree Orchard, Kottayam invited their neighbour, Priyanka, to a party on the occasion of 21st birthday of their son, Vineet. Draft an informal reply. Do not exceed 50 words.
7. Akshi Thakur has passed out of Kasturba Medical College, Mangalore. She has invited you to celebrate the occasion with her. You are Sneha/Parag of 114 ,Industrial Phase, Mangalore. Write an informal reply in not more than 50 words.
8. Your cousin Akmal is celebrating your grandmother's 80th birthday celebration. He has invited you and asked you for your help with the decoration and arrangements for the party. Draft an informal response in not more than 50 words.
9. Your friend Rustom has invited you to celebrate his 18th birthday at Hotel Leela Palace, Kolkata. You are Abhay of Sector-5, Salk Lake, Kolkata. However you are unable to attend it as you have an examination scheduled on that day. Draft an informal reply in not more than 50 words.

TOPIC: REPLY TO FORMAL AND INFORMAL INVITATION

SUB-TOPIC: REPLY TO FORMAL INVITATION

INTRODUCTION:

- ◆ Reply to an invitation is an essential courtesy for two reasons:
 1. to appreciate the host for inviting you to the occasion
 2. to let the host know whether you will be attending the function or not in order to enable him/ her to make necessary arrangements.
- ◆ A formal reply is brief, to the point and the language used here is formal.
- ◆ After acknowledgement, the guest must write whether he/ she is accepting the invitation or denying it.

TIPS FOR STUDENTS:

- ◆ To start with one must acknowledge the invitation.
- ◆ Express gratitude (Thanks) in third person. Avoid using 1st person.
- ◆ Be specific, do not elaborate.
- ◆ Use third person while replying.
- ◆ If it is for acceptance, confirm date and time.
- ◆ If it is to decline, give reasons for being unable to attend the program; add your best wishes.
- ◆ Word limit : 50

MARKS DISTRIBUTION:

Maximum marks: 4

Format – 1, Content – 2, Accuracy of Spelling and Grammar - 1

FORMAT:

(Letter Format)

Sender's address

Date

Salutation

Body of the Reply

- Express gratitude to the host
- Express the reason for invitation
- Mention Date, Time and Venue of the Invitation
- Accept or Deny
- If denying, state the reason
- Convey best wishes

Complimentary close with the name of the guest (writer of the letter)

SAMPLE QUESTION WITH MODEL ANSWER:

Question:

The Principal of Army Public School, Barrackpore, invited Col P. Chatterjee, SM, Deputy Commander, to be the Chief Guest on the occasion of the Annual Sports Day of the school. On behalf of Col P. Chatterjee, SM, Deputy Commander, draft a formal reply to the invitation expressing inability to attend the programme for certain reasons. Do not exceed 50 words.

Answer:

23, River Side Road,
Barrackpore

2nd September, 2023

Sir,

Col P. Chatterjee, SM, Deputy Commander, thanks Mr. A. Basu, Principal, Army Public School, Barrackpore, for the kind invitation to attend the Annual Sports Day as the Chief Guest on 25th September, 2023. However, he regrets his inability to attend the programme due to a prior engagement. He has sent his best wishes to the school.

Regards,

Col P. Chatterjee
SM, Deputy Commander
Barrackpore Cantonment

SUB-TOPIC: REPLY TO INFORMAL INVITATION

INTRODUCTION:

- ◆ Informal replies are sent to close friends or relatives. They are written in the form of personal letters.
- ◆ The style is informal.
- ◆ The vocabulary is informal too.
- ◆ It is written in the first person.
- ◆ The informal invitation does not ask for a reply like the formal invitations. However, it is polite to reply to the invitation.

TIPS FOR STUDENTS:

Remember these salient points:

- Acknowledge the invitation.
- Mention acceptance/ refusal (add reason for refusal).
- Make use of simple and warm language.

MARKS DISTRIBUTION:

Maximum marks: 4

Format – 1, Content – 2, Accuracy of Spelling and Grammar - 1

FORMAT:

- Sender's Address
- Date
- Salutation (example: Dear + Name of the host)
- Body
 - ✓ Express gratitude to the host
 - ✓ Express the reason for invitation
 - ✓ Mention Date, Time and Venue of the Invitation
 - ✓ Accept or Deny
 - ✓ If denying, state the reason
 - ✓ Convey best wishes
- Complimentary close (with name of the guest/ writer)

SAMPLE QUESTION WITH MODEL ANSWER:

Question:

Mr. and Mrs. Sen, 44, S.P.Road, Kolkata, invited their neighbour, Mr. Shukla to a party on the occasion of their daughter's 5th birthday. Write a reply to the invitation on behalf of Mr. Shukla expressing his acceptance and stating his ability to attend the party. Do not exceed 50 words.

Answer:

32, S.P.Road
Kolkata

10th September, 2023

Dear Mr. and Mrs. Sen,

Thank you for your cordial invitation on the occasion of your daughter's 5th birthday. I would like to inform you that I will definitely join the party.

Best wishes to your daughter, Mini.

With warm regards,

Yours Sincerely,

Mr. Shukla.

QUESTIONS FOR PRACTICE

1. You have received an invitation to attend the prize giving ceremony on the occasion of the Regional Social Sciences Exhibition. Write a letter to the Secretary of the 'The World View' (the organiser of the exhibition) informing him about your inability to attend. Give three reasons.
2. You are AV Raman of Mysore. Prepare a formal reply expressing inability to attend the marriage of a colleague owing to a prior engagement.
3. You are renowned environmentalist Vinod Kumar of 10, Nehru Park, Delhi. You have been invited for a tree plantation drive function on the occasion of Van Mahotsav. Draft a suitable reply of acceptance to attend the function.
4. You have received an invitation from the Manager, Rotary Club, Ishapore to attend the Premiere of the play called 'Desh Ki Pukar'. Write a letter of regret giving at least three reasons for your not being able to attend the programme.
5. You are Naresh/Madhu. You have been invited by the The Budding Artists Club of your locality to give a dance performance on the occasion of its Silver Jubilee Celebrations. Draft a suitable reply of acceptance to attend the function.

TOPIC : LETTER TO EDITOR

INTRODUCTION:

A letter to Editor is written to the Editor of a newspaper or a magazine to draw the attention of the authorities / public regarding a social problem or issue. It is a powerful medium to express views and comment on the activities of various departments and also respond to various social issues. It is the easiest way to get your message across thousands of readers.

TIPS FOR THE STUDENTS:

There are a few important points to remember-

Content:

*It should be in three paragraphs

*1st Para: should start with----

Through the columns of your esteemed daily/ newspaper, I wish to draw the attention of the concerned authorities /public regarding the problem of _____.
(mentioned in the Ques)

Change para by leaving a line.

2 nd Para: should include the causes of the problem and the effects thereof. The difficulties faced by people for the negligence of the authority.

3 rd Para: Some practical suggestions/solutions as an aware citizen.

Remember: Do not ask the Editor to take action.

Editor may only get your concern printed if it really benefits large number of public.

Expression:

*Language should be formal but the problem should have a personal touch along with the concern for the mass/ public.

* Clear and concise writing style should be incorporated.

* Use examples and anecdotes to justify your point.

* End the letter with a strong closing sentence with a positive note.

*Remember to maintain word limit and complete within time.

MARK DISTRIBUTION

Format: 1 mark

Content: 2 marks

Organization of ideas:1 mark

Grammatical accuracy:1 mark

Total: 5 marks.

Word limit: 120- 150 words

Format:

- Letter to the Editor follows the format of a formal letter hence it should start with
- Sender's Address followed by
- Date (expanded form)
eg : 5th March 2024 followed by

- Editor's address.
- Subject
- Salutation
- Body of the letter
- Complimentary closing
- Signature
- Name and designation if any.

SAMPLE QUESTIONS WITH MODEL ANSWER

1) You are Mohan/ Mohini a student of Matangini High School, Tamluk. You are concerned about the lack of awareness regarding animal rights. Write a letter to the editor about the need to raise awareness about animal rights among the public.

Answer:

Matangini High School
Tamluk

20th Sep 2023

The Editor
The Times of India
Kolkata

Subject : Awareness regarding animal rights

Sir/Madam,

Through the columns of your esteemed newspaper, I wish to raise awareness about animal rights and the importance of preserving them.

Deforestation, thirst for adventures, greed for money, and other factors are all contributing to the extinction of wild animals today. Because of man's avarice, many wild animal species are on the verge of extinction. Animals too have the right to live and also contribute to ecological balance. Despite the fact that the government has launched numerous programmes aimed at protecting wild animals, no positive results have been achieved. Some people keep pet animals but do not take proper care of them. Government agencies should create laws to check and prevent such incidents. Strict laws should be implemented against atrocities towards animals. Proper rules and regulations can make lives of pets much better.

Hope my concern finds space in your esteemed columns, so that awareness can be spread among the public and animal rights can be protected .

Yours faithfully,
Mohan / Mohini

2. Recent incidents of illegal cyber activities among adolescents has been the cause of concern and has been in news headlines. You want to raise awareness about the rising incidences of cyber crimes.

Write a letter to the editor of Cyber magazine “Info news”, highlighting the issue and suggesting measures to prevent such happenings. You may use the given clues along with your own ideas to write the letter . You are Rahul/ Rukmini an IT Professional.

- *Cyber crime- fake identity
- *Hackers
- *Misuse of information
- *Money cheated
- * Stringent Cyber Law

Model Answer

30 MG Road
Bangalore

12th Oct 2023

The Editor
Info News
Bangalore

Subject: Awareness about cybercrimes

Sir/Madam,

Through the columns of your esteemed daily, I would like to draw the attention to an important aspect of cybercrime, which is a big source of concern. If you could give my views a little space in your esteemed daily, I would be grateful.

Cybercrime has become a major menace to the digital society, and the victims are none other than ourselves. The internet is the sole source of information in today’s world. Everything is digital nowadays, from the work-from-home or attending courses and seminars online. This online form, however, has also provided a new opportunity for hackers. They are lurking at every corner, waiting to pounce on someone’s email or bank account. Cybercrime has now become uncontrollable. We urgently want stringent cyber regulations and public knowledge of the numerous sorts of cybercrime.

There are several options for keeping our sensitive information private on the internet, including tailored privacy settings and encryption. If individuals are aware of their actions, the chances of being hacked are reduced. In addition, robust cyber law and enforcement are required to ensure that such offenders are punished and that victims receive justice.

I genuinely hope that my concern will cause people to consider the potential hazards of cybercrime and that they will take further measures when using internet.

Yours faithfully,
Rahul/Rukmini.

Questions for practice

1. You are Ritu /Rohit Bhatnagar of 3/1 Mayur Vihar New Delhi. The street lights in your colony are not working for the past one month. Several phone calls have been made but to no avail. Miscreants' activities have increased and the colony has become the hub of crime. As a concerned citizen draft a letter to the Editor of a National Daily to draw attention of the concerned authorities for respite to the inhabitants of Mayur Vihar.
2. You are a resident of Aundh Pune. You are concerned about the increasing number of road mishaps in your city. Write a letter to the editor of a local newspaper " Pune Jagaran" highlighting the problem and suggesting measures to check the problem. Use the clues given below to write the letter. You are Vijay/ Vijaya of 2B Motinagar Gali ,Aundh, Pune

- Uncontrolled traffic
- Craze to own personal vehicle
- Negligent of traffic rules
- No maintenance of Speed limit
- Mismanagement of traffic during rush hours

3. You are Deepa/ Deepak of Bharatpur. You have noticed that the number of migratory birds visiting your town has dwindled drastically in recent times. The main reasons are encroaching of habitats by humans, dearth of food and increasing pollution. This has been a matter of grave concern for the environmentalists. Draft a letter to the Editor of a National Daily, venting your concern and suggesting ways to bring back the treasures of the far off land.
4. Ragging is not fun at all, rather it has severe consequences. Write a letter to the editor of an English daily in 120-150 words about the ill practices of ragging in educational institutions.
Hints: Mental and physical trauma- Anxiety, stress, depression- Impact on studies- Forced to quit colleges etc- Need for immediate actions .Colleges having counsellor- Importance to mental health- Punishment for the wrongdoers
5. Write a letter to the Editor, The Times of India, Mumbai expressing your views on how the standard of performance in sports can be improved in India.
6. Write a letter to the Editor, The Hindustan Times Delhi giving your views on frequent breakdown of electricity in your locality.
7. You are Ramesh/Reema of 20, Sarvodaya, Lucknow. Write a letter to the Editor, Nagrik Times to draw the attention of traffic police Department to the lawlessness among bus drivers and conductors.
8. The problem of corruption is increasing in India with a rise in consumerism and inflation. Mr. S.K. Singh, a lecturer in Physics. Writes a letter to the editor of —'Our India' expressing this views on the steady decline in moral values of Indians. His address in save India Forum, Patna.

TOPIC : JOB APPLICATION

INTRODUCTION:

A job application is a formal document or process through which individuals express their interest in and qualifications for a specific job or position within a company or organization. It serves as your initial introduction to a potential employer and is a critical step in the hiring process. The purpose of a job application is to provide the employer with essential information about your skills, qualifications, work history, and suitability for the role. Here is an introduction to the key components of a job application:

Remember that a well-prepared job application can significantly improve your chances of securing an interview and ultimately landing the job you desire. Tailor your application to the specific job and company you are applying to, emphasizing how your qualifications align with their requirements and values.

TIPS FOR THE STUDENTS:

Writing a job application is a common task in Class 12 CBSE exams, especially for English or business studies. To help you prepare, here are some tips for writing a job application as per the CBSE exam pattern:

1. **Understand the Format:** Start by understanding the format and structure of a job application. In CBSE exams, job applications typically follow a specific format with sections for personal information, educational qualifications, work experience, and a closing statement.
2. **Read the Job Advertisement:** Carefully read the job advertisement or description provided in the exam. Note down the key requirements and qualifications the employer is looking for. Your application should directly address these points.
3. **Use Formal Language:** Your job application should be written in a formal and professional tone. Avoid using slang, abbreviations, or casual language.
4. **Address Properly:** Begin the application by addressing it to the appropriate person or organization, if mentioned in the exam question. If not, use a generic salutation such as "To Whom It May Concern."
5. **Provide Accurate Contact Information:** Include your full name, address, contact number, and email address at the beginning of the application. Ensure that this information is accurate.
6. **Write a Convincing Opening Paragraph:** In the opening paragraph, express your interest in the job and briefly mention where you learned about the job opening. You can also include a sentence about your suitability for the position.
7. **Educational Qualifications:** In the next section, provide details of your educational qualifications. Start with your latest or current qualification and work backward. Mention the name of the institution, degree obtained, year of passing, and any notable achievements or awards.
8. **Work Experience:** If you have relevant work experience, include it in a separate section. List your previous jobs, the names of the companies or organizations, your job titles, and the duration of employment. Describe your roles and responsibilities, emphasizing skills and experiences that relate to the job you're applying for.

9. **Highlight Key Skills:** Mention any key skills or qualifications that are relevant to the job. This could include technical skills, certifications, language proficiency, or any other skills mentioned in the job advertisement.

10. **Express Enthusiasm:** In the closing paragraph, express your enthusiasm for the job and your desire to contribute to the organization. You can also mention your availability for an interview or further discussions.

10. **Use Proper Grammar and Spelling:** Proofread your job application for grammatical errors and spelling mistakes. Errors can create a negative impression.

11. **Check Word Count:** In CBSE exams, there is usually a word limit for job applications. Ensure that your application stays within the specified word count.

12. **Format Neatly:** Format your job application neatly with proper indentation and spacing between paragraphs. Use a legible font and maintain consistency in formatting.

13. **Review and Revise:** Before submitting your job application, review it carefully. Check for clarity, coherence, and completeness.

14. **Practice:** Practice writing job applications in a timed environment to get a sense of how to manage your time effectively during the exam.

Remember that the key to a successful job application is to tailor it to the specific job and organization, showcasing your qualifications and enthusiasm. Following these tips and practicing writing job applications will help you excel in the Class 12 CBSE exam.

MARKS DISTRIBUTION:

FORMAT: 01

ORGANISATION OF IDEAS: 01

CONTENT: 02

ACCURACY OF SPELLING AND GRAMMAR: 01

FORMAT

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

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

RECEIVER'S ADDRESS– Whether to write “To” above the address depends on the writer's preference. Make sure you write the official title/name/position etc of the receiver, as the first line of the address.

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

SALUTATIONS- Here you greet the person you are addressing the letter to. keep in mind that it is a formal letter, so the greeting must be respectful and not too personal. The general greetings used in formal letters are “Sir” or “Madam”.

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

1. **PARAGRAPH 1**– Begin the body of the letter by mentioning the source (from where you got to know about the job) of information about the job (e.g., newspaper) along with the day, date and advertisement number. Also mention the post you wish to apply for.
2. **PARAGRAPH 2**- Here, you are supposed to offer your candidature by briefing about your qualifications, achievements, previous experiences and your strengths. In other words, this paragraph should be an answer to the question: ‘How are you the perfect candidate for the job?’.
3. **PARAGRAPH 3**- In this part of the body, you are supposed to make a reference to the photograph (passport-sized), Bio-data or curriculum vitae and other detailed documents that you have enclosed. You can also appeal for a one-on-one interview.

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

COMPLIMENTARY CLOSE- At the end of your letter, we write a complimentary closing. The words “Yours Faithfully” or “Yours Sincerely” are used.

SIGNATURE– Here finally you sign your name. And then write your name in block letters beneath the signature. This is how the recipient will know who is sending the letter.

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

1. Personal Details
2. Qualifications

3. Experience

4. References

BIO-DATA

NAME

MOTHER'S NAME

FATHER's NAME

DATE OF BIRTH

ADDRESS

CONTACT NO.

EMAIL ID

NATIONALITY-Indian

QUALIFICATIONS-

| NAME OF THE EXAMINATION | NAME OF THE BOARD/ UNIVERSITY | NAME OF THE INSTITUTION | YEAR PASSING | OF | PERCENTAGE |
|-------------------------|-------------------------------|-------------------------|--------------|----|------------|
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |

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

WORK EXPERIENCE– It should be written from latest to the oldest along with the duration.

ACHIEVEMENTS

LANGUAGES KNOWN

SKILLS

HOBBIES

REFERENCES

DATE

PLACE

SIGNATURE

SAMPLE QUESTIONS WITH MODEL ANSWERS

Question:

1. You are Rajesh/Rajeshwari, residing at 123 Main Street, City - PIN Code. You have recently seen an advertisement for the position of "Marketing Executive" in ABC Marketing Services, as published in 'The Daily Times' newspaper on September 15, 2023. Write a job application letter expressing your interest in the position. Highlight your qualifications and relevant skills, and request an opportunity for an interview. Sign it as Rajesh/Rajeshwari.

Model Answer:

123 Main Street
City - PIN Code

September 20, 2023

The Human Resources Manager

ABC Marketing Services
456 Marketing Avenue
City - PIN Code

Subject: Application for Marketing Executive Position

Sir/Madam,

I am writing to express my keen interest in the "Marketing Executive" position advertised in 'The Daily Times' newspaper on September 15, 2023.

With a Bachelor's degree in Marketing from XYZ University and over three years of experience in marketing roles, I believe I possess the skills and qualifications required for this role. My educational background has equipped me with a strong foundation in marketing principles, consumer behavior analysis, and market research.

During my tenure at XYZ Company, I had the opportunity to work on several successful marketing campaigns, which resulted in a significant increase in brand visibility and customer engagement. I am proficient in market analysis, digital marketing, and customer relationship management. My ability to identify market trends and develop effective marketing strategies has consistently contributed to achieving sales targets.

I am particularly excited about the prospect of joining ABC Marketing Services, a renowned name in the industry, and I am confident that my skills align well with the requirements of the "Marketing Executive" role. I am enthusiastic about contributing my knowledge and expertise to your team to drive the company's marketing objectives.

Enclosed, please find my resume, which provides further details about my qualifications and work experience. I am also available for an interview at your convenience to discuss how my skills and experiences can benefit ABC Marketing Services. I appreciate your time and consideration.

Thank you for considering my application. I look forward to the opportunity to meet with you in person and discuss how I can contribute to the continued success of ABC Marketing Services.

Yours Faithfully,

[Your Signature]

Rajesh/Rajeshwari

Encl: Bio-data and testimonials

BIO-DATA

NAME

MOTHER'S NAME

FATHER's NAME

DATE OF BIRTH

ADDRESS

CONTACT NO.

EMAIL ID

NATIONALITY-Indian

QUALIFICATIONS-

| NAME OF THE EXAMINATION | NAME OF THE BOARD/ UNIVERSITY | NAME OF THE INSTITUTION | YEAR PASSING | OF | PERCENTAGE |
|-------------------------|-------------------------------|-------------------------|--------------|----|------------|
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |

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

WORK EXPERIENCE– It should be written from latest to the oldest along with the duration.

ACHIEVEMENTS

LANGUAGES KNOWN

SKILLS

HOBBIES

REFERENCES

DATE

PLACE

SIGNATURE

2. You are Neha/Nikhil, residing at 456 Elm Street, City - PIN Code. You recently came across an online job posting for the position of "Content Writer" at XYZ Content Creations. Write a job application letter expressing your interest in the position. Highlight your relevant qualifications, writing skills, and passion for content creation. Request an opportunity for an interview. Sign it as Neha/Nikhil.

Model Answer:

456 Elm Street
City - PIN Code

September 25, 2023

The Hiring Manager
XYZ Content Creations
789 Creative Avenue
City - PIN Code

Subject: Application for Content Writer Position

Sir/Madam,

I am writing to express my enthusiastic interest in the "Content Writer" position recently advertised on your website. With a deep passion for writing and a strong background in content creation, I believe I am well-suited for this role at XYZ Content Creations.

I hold a Bachelor's degree in English Literature from ABC University and have honed my writing skills through academic pursuits and personal projects. Additionally, I have actively contributed articles to

my college magazine and managed a personal blog, which has given me practical experience in crafting engaging and informative content.

My proficiency in writing spans across various genres, including articles, blog posts, and creative writing. I am adept at conducting research, ensuring content accuracy, and adhering to deadlines. I am excited about the opportunity to leverage my writing skills to create compelling and valuable content for XYZ Content Creations.

One of the aspects that drew me to XYZ Content Creations is its reputation for fostering creativity and innovation in content development. I am eager to contribute my ideas and skills to your team, collaborate with fellow content creators, and help XYZ Content Creations continue to deliver high-quality content to its audience.

I have attached my resume to provide further details about my educational background and writing experience. I would welcome the opportunity to discuss how my qualifications align with your requirements in a personal interview. Please feel free to contact me at [Your Contact Number] or [Your Email Address] to schedule an interview at your convenience.

Thank you for considering my application. I am looking forward to the possibility of joining the talented team at XYZ Content Creations and contributing to its creative endeavors.

Sincerely,

[Your Signature]
Neha/Nikhil

Encl: Bio-data and testimonials

BIO-DATA

NAME:

MOTHER'S NAME:

FATHER's NAME

DATE OF BIRTH

ADDRESS

CONTACT NO.

EMAIL ID

NATIONALITY-Indian

QUALIFICATIONS-

| NAME OF THE EXAMINATION | NAME OF THE BOARD/ UNIVERSITY | NAME OF THE INSTITUTION | YEAR PASSING | OF | PERCENTAGE |
|-------------------------|-------------------------------|-------------------------|--------------|----|------------|
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |

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

WORK EXPERIENCE– It should be written from latest to the oldest along with the duration.

ACHIEVEMENTS

LANGUAGES KNOWN

SKILLS

HOBBIES

REFERENCES

DATE

PLACE

SIGNATURE

QUESTIONS FOR PRACTICE

Q1. Study the following advertisement and write a suitable letter of application. Enclose the bio-data and invent all the necessary details.

WANTED A MAINTENANCE ENGINEER

Power Engineering(India) Pvt. Ltd. requires a maintenance engineer.

Qualification: Degree holders in mechanical engineering with 3-5 years of experience.

Apply immediately giving complete bio-data, and all the necessary details.

The Personal Manager, Power Engineering(India) Pvt. Ltd.

33 Sector- 21D, Haryana- 121001

Q2. You are Ashish/Nimmi Dhar B – 94 Fort Road, Jammu. You have read the advertisement given below. You are qualified for the job. Write an application in 120 – 150 words along with a resume. Enclose the bio-data.

India Chemical Industries, Delhi

Requires:Accounts Officers

Qualification : BCom.

Experience : Minimum 4 years

Job requirement : Maintaining books of accounts, preparation of Balance Sheet, etc.

Salary : Best in the industry

Apply to : Managing Director, ICI, B – 12 Gandhi Road, New Delhi

Q3. You are Krishna / Krishan from F-9, Mayur Vihar, Delhi. You have come across an advertisement in a national daily for recruitment of Radio Jockey by Radio One, Noida. Apply in response to this advertisement giving your detailed bio-data. (b) You are Ritu / Ritva of 131, Jagriti Vihar, Gurgaon. You recently read about a post of chemist being advertised by Charak Research Ltd. Noida. You wish to apply for it. Apply with full details to the Managers of the Production Unit.

Q4. Sameer Dutta sees the following ad. In the —Morning News|| and decides to apply for the job. His address is 16, Jawahar Nagar, New Delhi.

COACHING INSTITUTE AT PITAMPUR

Requires Part-Time Tutors for primary/middle classes. Graduates/under graduates with excellent academic record can apply. Write to Career Point, A-50, Pushp Enclave New

Q5. Madhumita Rai of Nehru colony, Delhi is interested in taking up a career in acting. She decides to send her resume to CINEVISTA FILMS,P.O. Street, Shalimar Bagh, Mumbai. Write the application..

TOPIC : REPORT WRITING

Reports are written to be published in a newspaper or magazine. It is a factual description of an event or programme.

TIPS FOR THE STUDENTS

(A) Report writing is easy provided we are able to understand the difference between subjective narration and objective narration. Subjective means when you are talking about the impact of the events on yourself. Objective means when you are talking only about the event.

For example

Objective -

1. Today the sun is shining brightly after many days of rain.
2. Outdoor life and bright sunshine will be enjoyed by all.

Subjective -

1. Thank God the rain has stopped. The Sun feels so good.
2. I am going to go to the park with my friends. We are going to enjoy the day.

(B) Avoid using first person and second person pronouns like - I, my, me, mine, we, our, you. Instead use third person like - he, she, his, her, it, they, their.

(C) Write using passive voice instead of active voice.

For example

Don't write

Republic Day was celebrated at our school.

We celebrated Republic Day at our school.

Write

Republic Day was celebrated at _____ (Fill up the blank with the name of the school as per QP/ or with ABC/XYZ) School.

In the above line we haven't used the word 'our' and we have used passive voice.

Why should we do that?

We are to write in such a way because of the following reasons -

1. The event is to be given priority. The event is the most important thing. The event should be the centre of our writing. The report is not about our activities but it is about the event.

2. We are not to express our personal experience of the event but we are to express the facts/ happenings which marked the conduct of the event. We are to focus on only those facts which are true for everyone and not just individual specific.

Two focus areas are -

1. Event
2. Facts

We shouldn't focus on our individual/ personal

1. experiences and perspectives
2. emotions and feelings
3. understanding, thoughts and ideas

(D) We should also keep in mind the use of date and place. Place should be followed by a coma and then the date followed by a colon. If we are writing for a newspaper or magazine, then we need to write both. If we are writing for the school magazine, then only the date will suffice and we need not write the place. The reason behind that is that the newspaper reports are from different places whereas the reports published in the school magazine are from the same place/geographical location.

(E) The title/heading and the by line should be centre justified. There should be a space of one line between the two. Again a space of one line should be left vacant before the start of the body of the report. The body of the report should start with the place or date as per the details [point number (D)] explained above. There shouldn't be a paragraph after that. Instead it should be a continuation from the left hand side margin.

(F) Don't end the report with a 'thank you'. You also need not write the name of the writer of the report at the end of the report because you have already written it just below the title/ heading in the form of the 'by line'.

(G) Don't write 'By line'/ 'By Line'. Instead write By followed by the name of the writer as per the QP. If the name of the writer is not given in the QP, then don't write your own name. Instead write the name in the form of a collection of alphabets in block letters. The alphabets should be 3 in number, in a series and not randomly selected. For example ABC/ XYZ/ EFG/ MNO etc.

(H) The title/heading shouldn't be a long sentence or line but should be at most 5 words describing the topic of the report.

(I) Body of the report should be three paragraphs having answer to the following 10 questions

Paragraph 1

1. What was the programme/ event?

2. Where and when was it organized?
3. How did it start or how was it inaugurated?

Paragraph 2

4. What happened in the course of the programme/ event? Any cultural event? Any demonstration? Any speech? Any oath?
5. Was there any Chief Guest/ Special Speaker?
6. What was the gist of the Chief Guest's speech?
7. Was any handout given to the audience or participants?

Paragraph 3

8. Was any refreshment/ food packets/ snacks given?
9. How did it end? What was done to conclude the programme/ event?
10. Was there anything else important/ unique happening in the programme/ event?

(J) Some sample line beginnings which can be used while writing a report

_____ (Programme/ Event Name) was organized/ celebrated/ held at _____ (Place Name).

The programme was inaugurated by _____ (an event like singing of a group song/ lighting of a lamp/ cutting of a ribbon/ speech/ address).

Mr./ Ms. _____ (Name of the Chief Guest) was the Chief Guest.

The Chief Guest in his/her speech pointed out/ stressed on/ focused on/ highlighted that _____ (an idea or thought connected to the topic of the event/programme).

It was also pointed out that _____ (any other thought or idea connected to the theme of the programme/ event).

Handouts were given to the audience./ A demonstration was held to help the audience understand.

The programme came to an end with _____ (an event like singing of the National Anthem).

Refreshments/ food packets were distributed among the audience.

The programme became riot of colour and celebration with _____ (any unique characteristic like the waving of tricolour by little children).

Many among the audience applauded and expressed joy. Their happy and jubilant faces were testimony to that.

Mr. ABC, an attendee said that he had learnt a lot by attending the programme/ he had thoroughly enjoyed the programme/ he felt lucky to be able to attend the programme/ he was enlightened and enchanted by the speakers.

MARKS DISTRIBUTION:

Format - 1

Content - 2

Organisation - 1

Accuracy of Spelling and Grammar - 1

Total - 5

FORMAT

Headline & By line

Reporting place and date

Paragraphing organisation (Introductory paragraph + one or two Body paragraphs including event details + Concluding paragraph inclusive of witness accounts)

Organisation & Content:

WHO?

name of event, sponsor/ organiser special guests, if any

WHERE & WHEN?

date, time, place- town/city venue

WHAT & HOW?

events/ programme details

WHAT DID THOSE PRESENT THINK?

observations/comments

The report should answer these questions

SAMPLE QUESTIONS WITH MODEL ANSWERS

Q1. A press conference was called at Mahatma Gandhi HS School, Kolkata to spread awareness about the implementation of the New Education Policy. Write a report on the programme in 120-150 words. You are Amit/ Amita, who covered the event for the school magazine. You may frame your report by using the cues given below.

- purpose of the event
- who attended and what activities took place
- any key messages delivered
- any changes resulting from the implementation
- any resources or information provided
- any follow up activity
- what impact is expected to be achieved

Press Conference on New Education Policy

By Amit/ Amita

17 Sep 2023: A press conference, attended by journalists and reporters, was organized at Mahatma Gandhi HS School to spread awareness about the New Education Policy at 10 a.m. on 16 Sep 2023.

The principal of the school along with two senior teachers briefed the media personnel at the conference hall of the school. The meeting was chaired by the principal. In his address he focused on different unique aspects of the new education policy. That was followed by a question- answer session in which the two senior teachers answered the queries of the journalists. The journalists then interacted with the students and teachers. This was followed by a plantation drive in which the journalists planted saplings.

The programme concluded with the distribution of refreshments. Mr. ABC, a journalist, said that he had first-hand experience of the changes in the teaching - learning process because of the implementation of the New Education Policy.

Q2. Mahatma Gandhi's birth anniversary was celebrated as 'Swaachata Diwas' at Radha Raman Housing Society, Howrah. Write a report on the programme in 120 - 150 words. You are Rahim/ Reshma, a journalist from the local newspaper. You may write your report by making use of the hints given below.

- purpose of the event
- who attended and what activities took place
- any key messages delivered
- any changes resulting from the implementation
- any resources or information provided
- any follow up activity
- what impact is expected to be achieve

A suggestive answer is given below. The following answer may be written in multiple ways. The answer given below is just one such way of writing it. It is not the only way. It must be clear to the students that there can be variation in content and in style of writing. But there mustn't be any variations in format and accuracy of spelling and grammar.

'Swaachata Diwas' at Radha Raman Housing Society

By Rahim/Reshma

3 Oct 2023, Howrah: Swaachata Diwas was celebrated at Radha Raman Housing Society to mark the birth anniversary of Mahatma Gandhi at 9 a.m. on 2 Oct 2023. It was attended by all the residents of the housing society.

They divided themselves into four teams and visited four different localities of the surrounding community. There they collected non-biodegradable garbage and interacted with the people telling them not to litter. After the cleanliness drive, they returned to the community hall of the housing society and shared their experiences over tea and biscuits. This was followed by a painting competition among the children of that housing society. The winners were given prizes.

They offered floral tributes to a portrait of Mahatma Gandhi. The programme concluded with the residents agreeing that on the fourth Sunday of every month they would visit the surrounding community and carry forward the cleanliness campaign which was initiated on 2 Oct.

QUESTIONS FOR PRACTICE

1. There was a massive fire because of a short circuit in a roadside tea stall. A large area of the market was gutted because of the fire. Fortunately no life was lost. However, it resulted in huge material loss. The arrival of the fire engines and fire fighters stopped the fire from spreading further. Write a report in 120 - 150 words on the incident focusing on two aspects - 1. the spreading of the fire and 2. bringing the fire under control. You are Animesh/ Anamika, a journalist working for The Telegraph.
2. At Green Field Residential School, a camp was organized by Baruipur Municipality. The theme of the camp was ways to prevent the spread of dengue. Write a report in 120 - 150 words on the same as Ruksana/ Raktim for the school magazine.
3. You are Satupa/ Suresh, a student of Class 12 Sc of R R Memorial School. Your school celebrated Teachers' Day on 5 Sep 23. Draft a report in 120-150 words (describing the celebration) for the school magazine.
4. Two of India's finest young Grandmasters from Chennai, R. Praggnanandhaa and D. Gukesh, were felicitated by their school, Velammal Nexus with a cash award of Rs. 20 lakh each for

their recent accomplishments. You attended the felicitation ceremony for a local newspaper. Write a report in not more than 150 words.

5. Your school organised the live streaming of Chandrayaan -3 landing on August 23. You witnessed this spectacular moment in your school along with your teachers. Write a report in not more than 150 words for your school magazine. You are Aditi/ Aniket.
6. Recently your school held a Seminar on Conservation of Water as a part of World Water Day celebrations. Write a report in 120-150 words for a local daily. Sign as Pritham/Preeti of DAV Public School Durgapur.
7. Your school Bal Bharti Public School, R.K Puram, New Delhi organized a symposium on India's G-20 Presidency and India's role. G-20 Sherpa Amitabh Kant was also present at the inauguration of the symposium. Write a report on the symposium in not more than 150 words for a local daily.
8. The Art and Craft Club of your school organised an exhibition-cum-sale of the items prepared by the students. There was an overwhelming response from the public. Prepare a report in 125-150 words for a local daily. You are the Coordinator, work education activities, KV CRPF Amerigog.

TOPIC : ARTICLE WRITING

INTRODUCTION:

An article is a piece of information that is written to influence or provide information to people at large. The form and the style of article writing may vary from one topic or writer to another. Yet, an ideal article provides all the relevant factual information to the people which catches their attention, allows them to think and triggers them to act. There are several types of articles, including:

- Expository article – The most common type of article, which allows the writer to disseminate information on any topic without imposing their own opinions.
- Argumentative article – An article in which the author poses a problem or issue, proposes a solution and provides arguments to support why their suggestions/solutions are good.
- A narrative article is one in which the author is required to narrate primarily in the form of a story.
- Descriptive article – An article written to provide a vivid description that allows readers to visualise what is being described. Using the appropriate adjectives/adjective phrases will assist you in writing a descriptive article.
- Persuasive article – An article written to persuade or convince readers to accept an idea or a point of view.

Objectives of Article Writing

An article must be written with the following objectives in mind:

- It should bring the topic or subject of interest to the foreground.
- The article must discuss all the necessary information.
- It must make or suggest recommendations to the readers.
- It must be eligible to have an impact on the readers and make them think.
- The article must cover a wide range of topics, including people, places, emerging challenges, and technological advancements.

TIPS FOR WRITING A GOOD ARTICLE

Here's a step-by-step guide with plenty of helpful hints to help you write an excellent article in no time:

- The first and most important thing to consider when you decide to write an article is whether or not you are well-versed in the subject matter.
- The second question you must answer is why you are writing the article.
- The next thing you must consider is the type of audience for whom you are writing the article because you will not be able to write it in a way that will entice them to read it unless you know your audience.
- The language you use is critical because the article would be unable to sell itself without proper spelling, grammar, punctuation, and sentence structure.
- Make use of keywords to attract a large number of readers.
- Maintain coherence between and within paragraphs.
- Regardless of the type of article, double-check the data and information you provide.
- Keep the title and description as brief and memorable as possible.

- Before it is published, it should be edited and proofread.

ARTICLE WRITING FORMAT

Whatever you wish to write, it is important for you to first know the structure of the article and then mention the details accordingly. Divided mainly into 3 sections- *Heading, Byline and Body*, let us have a look at the article writing format you should keep in mind while composing your piece of information.

Heading or Title

The first thing to be noticed and the most important component in article writing is the heading/title. To draw the attention of the readers, it is important to give a catchy heading of not more than 5 to 6 words to the article.

Byline or Name of the Author

Below the title comes the byline which states the name of the author who has written the article. This part helps the writer earn the actual credit that they deserve.

Body of the Article

The body consists of the main content of an article. Be it **story writing** or article writing, it is completely upon the author to fix the length of the composition and the number of paragraphs that would embed the information. Generally, an article contains 3 or 4 paragraphs wherein, the first paragraph introduces the readers to what the article will be about and all the prerequisite information. The second and third paragraphs will cover the crux of the topic and here, all the relevant data, case studies and statistics are presented. Following this, the fourth paragraph will conclude the article where the solutions to the problems, as presented in the second and third passages (if any) will be discussed.

SAMPLE ARTICLES

Covid -19 for Students

By Sahil

Covid-19 has affected all sections of human life. While it affected all industry sectors it has a major impact on education. Classes were switched from offline to online at night but it created confusion among students, especially the ones that were about to enter college. Students even took a gap year hoping for the situation to get better. While schools and colleges are opening because vaccination is in full swing across the globe there are still many challenges.

Understanding COVID-19, how it spreads, and how to protect ourselves are the most important things to be learned first as soon as the school reopens. Students should know the rules they are going to follow and the benefits of following the covid-19 Safety Rules in the School Classroom. It's very difficult to make the children understand because innocent minds may not get acquainted with the current situation.

To avoid the risk of contracting the Covid- 19, these rules should be followed by every student and school faculty at all times. Students must carry hand sanitisers at all times. Students should never sneeze on their hands, rather they should cover them with their elbows, or may use a tissue or a handkerchief. Inform students not to touch their eyes, nose, and mouth frequently. As chances are high that the virus gets spread through the touching of the eyes and nose. If students and teachers follow these basic rules, the spread can be stopped and schools can reopen.

My Vision of India in the Future

By Aayush

Most of us have a psychological barrier to looking at India's future vision, and those who perceive the future as coming straight out of the present typically have their perspective narrowed as well. I believe that the year 2050 will belong to individuals who strive to recognise diversity as a virtue in and of itself, rather than as a tool for combating new mental monocultures or a necessary compromise for social and ethical concord. In the future, India will be in the centre of the world, with variety valued as a goal in itself. My vision statement is neither a forecast of what will happen nor a wish list of desirable but unreachable goals.

It's a statement of what we believe our country can achieve, given the level of concern that our current youth has about issues like corruption, pollution, and mismanagement of natural resources, among other things. Recognize that the elements that affect national development have changed in recent years and will continue to change in the future when imagining India in 2050. This is expected to create more opportunities than ever before.

The expanding impact and influence of India in domains such as technology, education, information, and productive skills supports the belief that India will attain and sustain higher economic growth and development in the decades ahead.

QUESTIONS FOR PRACTICE

Q1 Along with air and water pollution, our cities are also under an attack of noise pollution. Marriage processions, DJs during wedding receptions, loud music from neighbourhood flats etc. are all sources of noise which is not good for the old, the ailing and students. Write an article on the impact of noise pollution in 120-150 words. You are Dev/ Devika.

Q2 Recently 18 year old Praggnanandhaa Rameshbabu won Silver medal in Fide World Chess Championship. While you are happy to see his achievement , you feel that India still lacks sports infrastructure and basic support essential to nurture talents like Praggnanandhaa in smaller localities or towns. Write an article on the need to revamp the sporting infrastructure in the country. You are Jack/ Annie , City Centre, Durgapur.

Q3. Recently ISRO successfully launched the Chandrayaan -3 Mission to the moon. You feel that successful scientific ventures will bring a giant leap for the humanity. Write an article on the importance of scientific innovations and experimentation in not more than 150 words. You are Mohit/ Mahima.

Q4 With the onset of monsoons, mosquitoes also arrive. As Ajay/Trini of class XII, write an article for the school magazine about the mosquito menace and the ways to get rid of it in not more than 150 words.

Q5 You are Mayuri/ Rishi of Salt Lake Sector-5 ,Kolkata. You have observed that despite various initiatives of cleanliness drive , people still litter .There are frequent piles of garbage choking the roads. Plastic wastes can be frequently seen strewn all over the roads. Write an article on the importance of cleanliness and hygiene in not more than 150 words.]

LITERATURE SECTION

THE LAST LESSON BY Alphonse Daudet

Key points of the lesson:

The Last Lesson is based on the backdrop of the Franco-Prussian War of the 1870s.

During the war, France was defeated by Prussia which consisted of Germany, Poland, and various parts of Austria.

The French cities Alsace and Lorraine have been conquered by the Prussian men and it is the last lesson of M. Hamel, a French teacher for the last 40 years.

The Last Lesson aims at showcasing the longing for one's mother tongue, and culture when lost in the war. It tries to explain the pain, sadness, and grief of all those who lose their lands, language and culture during war.

Franz who had neglected his studies throughout, suddenly developed love and affection for his mother tongue, culture, and teacher. This explains that it is the behaviour of a human to feel attached to something/ someone whom he is about to lose, and that same thing isn't given much importance, love, and attention when is freely and readily available.

Character Sketches:

M Hamel- A dedicated and determined teacher. Very passionate about his work. A Nationalist and a patriot as he took great pride in introducing the French language and culture to his students. Courageous --since he took the last lesson even after the order from Berlin.

Franz- Franz is a fun loving and active boy who likes to do a variety of activities. He is disinterested in learning French but is usually eager to explore new things like seeking bird's eggs, going sliding on the Saars and watching the Prussian soldiers drilling. He is observant since he observes M Hamel very closely in his Sunday suit. (Green coat, frilled shirt and black silk cap)He is emotional by nature since he suddenly developed a soft corner for his language, nation, and M Hamel on knowing that his teacher would leave the next day.

Sequence of incidents of the lesson:

Franz, as usual, is late for the class and on the way notices Prussian soldiers drilling, people hanging on the bulletin board to check the updates of the war, and a solemn classroom. He notices that the area around the school is very silent.

M Hamel, the French teacher, informs his students that this was his last French lesson because of the orders from higher authorities.

M Hamel does not scold Franz that day for being late to the class and for not learning his lessons.

Instead, he starts recalling memories when he used to scold students for doing the same and how all of them behaved in a manner that they had sufficient time to learn French.

He further talks about French being a beautiful language.

M Hamel wears his special suit, the one he carries on Sunday morning and on special occasions like inspection days only.

After entering the class, Franz notices that the last benches that were usually empty were occupied by the villagers. On hearing about the orders from Berlin, he realized that all of them were there to pay tribute to M Hamel for his dedicated forty years of faithful service, and to feel sorry for not taking French classes and not going to school.

That day all of them did their class work and listened to M Hamel with full attention, dedication, and devotion since they were aware of the fact that they were never going to learn French again and it was M. Hamel's Last lesson.

As the clock struck twelve, with tears in his eyes and heaviness in his heart he was choked and could not say a word.

He takes the chalk in his hand and writes on the blackboard 'Vive La France', which means Long Live France'. With utter grief, he asked the students to go and said that the class was dismissed.

Extract based Question 1.

6 M

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

“While I was wondering about it all, M. Hamel mounted his chair, and, in the same grave and gentle tone which he had used to me, said, "My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive." What a thunderclap these words were to me! Oh, the wretches; that was what they had put up at the town hall!”

i. Who are 'the wretches' Franz refers to in this extract?

- a. the French
- b. the Prussians
- c. the village people
- d. the school children

ii. Why does M. Hamel tell everyone to be 'very attentive'?

- a. He wants to quiz them on the last lesson later in the day.
- b. He wants to inform them of his wish to retire as a teacher.
- c. He wants to tell them about the new language they will soon learn.
- d. He wants to teach them as much of their language as possible in that class

iii. What does the order from Berlin signify?

- a. the blending of two different cultures.
- b. the imposition of one culture over another
- c. the peaceful coexistence of multiple cultures
- d. the universal recognition of one culture as superior

iv. This line from the extract depicts Franz's _____. What a thunderclap these words were to me!

- a. confusion about the new language
- b. astonishment at a wasted opportunity
- c. disappointment in M. Hamel's teaching
- d. anger towards the people of the village

v. Select the option that uses 'mounted' as used in the extract.

- a. Salma mounted the bicycle and rode downhill.
- b. Prakash mounted the platform to a rousing welcome.
- c. Satya bit his nails as the tension mounted in the game.
- d. Taruna mounted a protest by refusing to talk to her sister all day.

vi. Assertion (A): The order has come from Berlin to teach only German in the schools of Alsace and Lorraine.

Reason (B): The new master comes tomorrow.

- a) Both Assertion (A) and Reason (R) are true and (R) is the correct explanation of (A)
- b) Both (A) and (R) are true but (R) is not the true explanation of (A).
- c) (A) is true and (R) is false
- d) (A) is false and (R) is true.

Extract Based Question 2.

6M

“Poor man! It was in honor of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because

they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.”

i) Why does the narrator refer to M. Hamel as ‘Poor man!’?

- a. He empathizes with M. Hamel as he had to leave the village.
- b. He believes that M. Hamel’s “fine Sunday clothes” clearly reflected that he was not rich.
- c. He feels sorry for M. Hamel as it was his last French lesson.
- d. He thinks that M. Hamel’s patriotism and sense of duty resulted in his poverty.

ii) Choose the option that might raise a question about M. Hamel’s “faithful service”.

- a. When Franz came late, M. Hamel told him that he was about to begin class without him.
- b. Franz mentioned how cranky M. Hamel was and his “great ruler rapping on the table”.
- c. M. Hamel often sent students to water his flowers and gave them a holiday when he wanted to go fishing.
- d. M. Hamel permitted villagers put their children “to work on a farm or at the mills” for some extra money.

iii) Choose the option that most appropriately fills in the blanks, for the following description of the given extract.

The villagers and their children sat in class, forging with their old master a (i) _____ togetherness. At that moment, the classroom stood (ii) _____. It was France itself, and the last French lesson a desperate hope to (iii) _____ to the remnants of what they had known and taken for granted. Their own (iv) _____.

- a. (i) graceful; (ii) still; (iii) hang on; (iv) country
- b. (i) bygone; (ii) up; (iii) keep on; (iv) education
- c. (i) beautiful; (ii) mesmerized; (iii) carry on; (iv) unity
- d. (i) forgotten; (ii) transformed; (iii) hold on; (iv) identity

iv) “It was in honor of this last lesson that he had put on his fine Sunday clothes.”

Which of the following best captures M. Hamel on the last day of school?

- a. cranky, miserable, dedicated,
- b. patient, dignified, emotional,
- c. calm, nostalgic, patriotic

d. proud, reproachful, heroic

v) Concluding his last lesson by writing 'Vive la France!' on the blackboard shows that M. Hamel

a. was overwhelmed with emotions.

b. wanted to distract all attending class that day.

c. was keen on not leaving the country.

d. wanted to teach French participles through it.

vi) Assertion (A): The old men of the village were sitting there in the back of the room.

Reason (B) : This was because they were sorry, too, that they had not gone to school more.

a) Both Assertion (A) and Reason (R) are true and (R) is the correct explanation of (A)

b) Both (A) and (R) are true but (R) is not the true explanation of (A).

c) (A) is true and (R) is false

d) (A) is false and (R) is true.

Extract Based Question 3.

6 M

Ah that's the great trouble with Alsace; she puts off learning till tomorrow. Now those fellows out there will have the right to say to you, 'How is it; you pretend to be Frenchmen, and yet you can neither speak nor write your own language?' But you are not the worst, poor little Franz. We've all a great deal to reproach ourselves with." "Your parents were not anxious enough to have you learn. They preferred to put you to work on a farm or at the mills, so as to have a little more money. And I? I've been to blame also. Have I not often sent you to water my flowers instead of learning your lessons? And when I wanted to go fishing, did I not just give you a holiday?"

i) 'Those fellows' in the extract refers to

a) The villagers

b) The soldiers

c) The parents

d) The Germans

ii) Select the appropriate expression that signify the economic condition of the people of Alsace and Lorraine –

a) Your parents were not anxious enough to have you learn.

b) They preferred to put you to work on a farm or at the mills

- c) Have I not often sent you to water my flowers
- d) All of the above
- iii) “But you are not the worst, poor little Franz .We’ve all a great deal to reproach ourselves with.”
Whom does ‘all’ refer to ?
- a) Students – parents – himself
- b)Students – parents – villagers
- c)Villagers – workmen- soldiers
- d)Workmen- soldiers – parents
- iv) How does the speaker justify that he too should be blamed?
- v) Based on the extract what do you understand about Alsace?
- vi) What advantages did “those fellows” have to get a chance to express their views?

Short Answer Type Questions (40-50 words)

- Q1) What were more tempting for Franz than the rules of participles? 2M
- Q2) What was the significance of the bulletin board? 2M
- Q3)Describe the school scene on usual days. 2M
- Q4) Mention all that surprised little Franz in school that day. 2M
- Q5) ‘What a thunderclap these words were to me!’ Why does Franz say so?
- Q6) Why does M Hamel reproach himself for his students’ unsatisfactory progress in studies? 2M
- Q7) Choked with emotion M. Hamel is unable to speak , yet he reveals superb patriotism. Explain with appropriate example. 2M
- Q8) How does M. Hamel glorify French language? 2M
- Q9) Why did M Hamel not scold Franz when the latter fumbled with the rules of participles? 2M
- Q10) Who were sitting on the back benches during M Hamel’s last lesson ? Why? 2M

Long type Questions (120-150 words)

Q1) You are the former Postmaster of Alsace who attended The last lesson of M. Hamel. Make a diary entry venting your feelings and expressing your gratitude towards the French teacher. You may start....

Dear Diary

Today is a sad day in my life. I have to bid farewell to the most respectable person of this whole village.... 5M

Q2) 'If one can hold fast to their language, it is as if they have the key to the prison' Elucidate the statement in the light of the lesson " The Last Lesson". 5M

Q3) Little Franz grows up to be a soldier. He decides to write a letter to his childhood classmate regarding the Futility of War which brings only death, destruction and separation from loved ones. 5M

Q4) 'My Last French Lesson! Why I hardly knew how to write! I should never learn any more! I must stop there, then.' The problem of school dropout and illiteracy /backwardness still plagues our country. What qualities on the part of the administration, educationists and youth do you think will help to surmount this hurdle? Write a letter to the Chairman of Education department suggesting ways to curb the problem. You are Soham / Sujata of 12/C MG Road Kolkata. 5M

Q5) Franz thinks, "Will they make them sing in German, even the pigeons?" After reading the chapter, you realize that man has an intense desire to subjugate others. You feel that in the modern world; there is a strong need for fellow feeling, noble nature and universal brotherhood.

Write an article in about 120-150 words for your school magazine. 5M

MARKING SCHEME

Extract based questions

Q1

- i) b. the Prussians
- ii) d. He wants to teach them as much of their language as possible in that class
- iii) b. the imposition of one culture over another
- iv) b. astonishment at a wasted opportunity

- v) b. Prakash mounted the platform to a rousing welcome.
- vi) b. Both (A) and (R) are true but (R) is not the true explanation of (A).

Q2)

- i) c. He feels sorry for M. Hamel as it was his last French lesson.
- ii) c. M. Hamel often sent students to water his flowers and gave them a holiday when he wanted to go fishing.
- iii) d. (i) forgotten; (ii) transformed; (iii) hold on; (iv) identity
- iv) b. patient, dignified, emotional,
- v) a. was overwhelmed with emotions.
- vi) b) Both (A) and (R) are true but (R) is not the true explanation of (A).

Q3)

- i) d) The Germans
- ii) b) They preferred to put you to work on a farm or at the mills
- iii) a) Students – parents – himself
- iv) as he too sent them to water his flowers instead of learning lessons.
- v) People of Alsace put off learning till next day and did not pay heed to it.
- vi) ‘ Those people ‘ were the Germans . They had defeated the French , hence they had the chance to express their views.

SHORT ANSWER TYPE QUESTIONS

- a) It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling. It was all much more tempting than the rule for participles.
- b) For the last two years all bad news had come from the Bulletin-board the lost battles, the draft, the orders of the commanding officer. The crowd in front of the Bulletin-board meant something grave-the orders from Berlin.

- c) Usually, when school began, there was a great bustle, which could be heard out in the street, the opening and closing of desks, lessons repeated in unison, very loud, the teacher's great ruler rapping on the table.
- d) It was all so still - teacher had on his beautiful green coat, his frilled shirt, and the little black silk cap, all embroidered, that he never wore except on inspection and prize days. Besides, the whole school seemed so strange and solemn. But the thing that surprised Franz most was to see, on the back benches that were always empty, the village people sitting quietly .
- e) M. Hamel said "My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson." This was a thunderclap for Franz.
- f) M. Hamel had been to blame also. He had often sent the students to water his flowers instead of learning their lessons. And when He wanted to go fishing, gave them a holiday.
- g) M. Hamel stood up, very pale, in his chair. He, too, was crying; his voice trembled with emotion. Then he turned to the blackboard, took a piece of chalk, and, bearing on with all his might, he wrote as large as he could — "Vive La France!"- That meant Long-live France- showcasing his superb patriotism.
- h) French language was the most beautiful language in the world — the clearest, the most logical; that we must guard it among us and never forget it, because when people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison.
- i) M . Hamel did not scold little Franz when he fumbled with the rules of participles as it was the last day M.Hamel was teaching and he did not want to scold him. He also asked Franz to feel sorry for postponing learning lessons, thinking that they had plenty of time. The Germans would take advantage of the situation and belittle them for not knowing their own language.
- j) The back benches that were always empty, were occupied by the village people sitting quietly like students. The old Hauser, with his three-cornered hat, the former mayor, the former postmaster, and several others. Everybody looked sad; and Hauser had brought an old primer. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking their master for his forty years of faithful service and of showing their respect for the country that was theirs no more.

LONG TYPE QUESTIONS

Q1)

Dear Diary

Today is a sad day in my life. I had to bid farewell to the most respectable person of this whole village – M. Hamel.

He had been a dedicated teacher of this village for the last forty years. He had been teaching French language with sincerity and devotion. It is sad that the villagers could not fully utilize his knowledge. They took him for granted. They kept on postponing their learning thinking they had plenty of time. But Alas! The Prussians have defeated the French and German language will be taught from tomorrow. M.Hamel, our French teacher will have to leave. Poor man, he is so sad. All the villagers had gathered in his class as that was the Last Lesson he taught. His lessons were so easy today. He taught history, grammar, writing, loud reading. He also said that French language was the most beautiful language in the world. He wanted to teach us everything at one stroke. He was choked with emotion and wrote on the black board- Vive La France! This makes him a true patriot. I salute his love for the Nation and dedication for his work. Alsace will miss a great soul.

Q2) Language is a powerful tool to face the atrocities of invaders. It is a symbol of Patriotism . M.Hamel praised

French language and said that it was the most beautiful language in the world — the clearest, the most logical; that we must guard it among us and never forget it, because when people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison.

3) 3/1 R.G Lane

Alsace

France

30 th April 1900

Dear Harry

Hope you are doing well. You must be knowing that I passed my exams with flying colours and have joined the army.

I have fought several wars for the past six years. I am tired and sick of these wars. It causes only death and destruction. I have seen several family members being separated due to war. It not only causes pain and loss of life and property but also a scar for lifetime. The authorities do not understand that war can do no good. It is waste of resources and human life.

How nice it would be if we were able to talk and solve the problems between nations. Let us adopt the method of win through love and not by war. War is futile . It does no good to any nation.

Your loving friend

Franz

4)

12/C MG Road

Kolkata

27th Sep 2023

The Chairman

Education Department

Park Street

Kolkata

Sub: Concern regarding school drop outs

Sir/ Madam

This is to inform that it is a matter of grave concern that even in this 21st century there are several children who miss basic education due to drop out from school.

It has been observed that several children miss out their basic education due to several reasons. Poverty, lack of amenities, child labour being a few major reasons. In case of riots and war where in school buildings are destroyed, children miss their school and education is severely hampered. It takes several years for the children to cope up with the situation. Children are often lured into other trades and child trafficking also becomes rampant in such areas. These menaces cause severe damage to the society and the economic growth of the nation is severely damaged.

The authorities should take sincere efforts to repair the loss of innocent children. Education is their birth right. In no way a child can be deprived of basic education. Initiative should be taken to bring them back to the mainstream so that the loss can be repaired.

The young generation can take initiative to motivate the drop out children to cope up with the loss by taking night school and coaching.

Hope you would be kind enough to take a measures so that the situation can be improved and a healthy society can be built.

Thanking you in anticipation.

Yours faithfully

Soham/ Sujata

Universal brotherhood - key to Peaceful Society.

By XYZ

It is a known fact that the powerful dominates and subjugates the weak and the less privileged in the society in every walk of life. Lack of noble nature, fellow feeling, kindness and empathy is the root cause of violence and domination in modern world.

Selfish motives and self centred life causes alienation, greed and anger towards the less privileged ones. The powerful dominates over the weak and ultimately brings an imbalance in the society. The rich becomes richer and the poor - poorer.

Universal brotherhood, feeling for each other, the spirit of sacrifice can bring about a peaceful world. Coexistence of various cultural diversity and linguistic variety brings about harmony among the heterogeneous groups of people. Let us join hands in making the world a wonderful place for the young generation.

LESSON: LOST SPRING: STORIES OF STOLEN CHILDHOOD (ANEES JUNG)

1. KEY POINTS OF THE CHAPTER:

- The author examines and analyses the impoverished conditions and traditions that condemn children to a life of exploitation these children are denied an education and forced into hardships early in their lives.
- The writer encounters Saheb - a rag picker whose parents have left behind the life of poverty in Dhaka to earn a living in Delhi.
- His family like many other families of rag pickers lives in Seemapuri. They do not have other identification other than a ration card.
- The children do not go to school and they are excited at the prospect of finding a coin or even a ten rupee note for rummaging in the garbage.
- It is the only way of earning the life they live in impoverished conditions but are resigned to their fate.
- The writer is pained to see Saheb, a rag picker whose name means the ruler of earth, lose the spark of childhood and roams barefooted with his friends.
- From morning to noon the author encounters him in a tea stall and is paid Rs. 800. He sadly realizes that he is no longer his own master and this loss of identity weighs heavily on his tender shoulders.
- The author then tells about another victim, Mukesh who wants to be a motor mechanic.
- Hailing from Firozabad, the centre of India's bangle making and glass blowing industry, he has always worked in the glass making industry.
- His family like the others there do not know that it is illegal for children to work in such close proximity to furnaces, in such high temperatures.
- They are exposed to various health hazards like losing their eyesight as they work in abysmal conditions, in dark and dingy cells.
- Mukesh's father is blind as were his father and grandfather before him.
- They lead a hand to mouth existence as they are caught in the vicious web of the money lenders, middlemen, police and the traditions
- So burdened are the bangle makers of Firozabad that they have lost their ability to dream unlike Mukesh who dreams of driving a car.

| | | |
|---|---|----|
| 1 | EXTRACT BASED QUESTION 1 | 6m |
| | <p>My acquaintance with the barefoot ragpickers leads me to Seemapuri, a place on the periphery of Delhi yet miles away from it, metaphorically. Those who live here are squatters who came from Bangladesh back in 1971. Saheb's family is among them. Seemapuri was then a wilderness. It still is, but it is no longer empty. In structures of mud, with roofs of tin and tarpaulin, devoid of sewage, drainage or running water, live 10,000 ragpickers. They have lived here for more than thirty years without an identity, without permits but with ration cards that get their names on voters' lists and enable them to buy grain. Food is more important for survival than an identity. "If at the end of the day we can feed our families and go to bed without an aching stomach, we would rather live here than in the fields that gave us no grain, say a group of women in tattered saris when I ask them why they left their beautiful land of green fields and rivers. Wherever they find food, they pitch their tents that become transit homes. Children grow up in them, becoming partners in survival And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art. Garbage to them is gold. It is their daily bread, a roof over their heads, even if it is a leaking roof. But for a child it is even more.</p> | |
| a | <p><i>Seemapuri was then a wilderness. It still is, but it is no longer empty.</i> How does the writer bring out the contrast between wilderness and empty?</p> | 1 |
| b | <p>Complete the sentence appropriately. The phrase 'live without an identity' suggest that</p> | 1 |
| c | <p>Justify one trait of the Seemapuri dwellers that the extract reveals.</p> | 1 |
| d | <p>Pick evidence from the extract that helps one to realise that ragpickers are just surviving and not living.</p> | 1 |
| e | <p>Why is garbage 'gold' to the ragpickers? (a) They learnt to live by the garbage dump. (b) They found real gold in the garbage dump. (c) They make their living from the garbage dump. (d) They clean the garbage dump.</p> | 1 |
| f | <p>Choose the option that best states the relationship between Delhi and Seemapuri. a) Creator and consumer b) centre and margin c) language and culture d) parent and child</p> | 1 |
| | | |
| 2 | EXTRACT BASED QUESTION 2 | 6m |
| | <p>Savita, a young girl in a drab pink dress, sits alongside an elderly woman, soldering pieces of glass. As her hands move mechanically like the tongs of a machine, I wonder if she knows the sanctity of the bangles she helps make. It symbolises an Indian woman's suhaag, auspiciousness in marriage. It will dawn on her suddenly one day when her head is draped with a red veil, her hands dyed red with henna, and red bangles rolled onto her wrists. She will then become a bride. Like the old woman beside her who became one many years ago. She still has bangles on her wrist, but no light in her eyes. "Ek waqt ser bhar khana bhi nahin khaya," she says, in a voice drained of joy. She has not enjoyed even one full meal in her entire lifetime — that's what she has reaped! Her husband, an</p> | |

| | | |
|---|---|----|
| | old man with a flowing beard, says, “I know nothing except bangles. All I have done is make a house for the family to live in.” | |
| a | Choose the word from the extract that best matches the meaning ‘the favourable quality of strongly indicating a successful result’. (a) Soldering (b) Symbolised (c) Reaped (d) Auspiciousness | 1 |
| b | Cite evidence from the extract to prove that the old man has achieved something important in his lifetime. | 1 |
| c | Complete the sentence appropriately. The phrase “drained of joy” suggests that_____. | 1 |
| d | ‘She still has bangles on her wrist, but no light in her eyes’, what does it say about the bangle makers of Firozabad. | 1 |
| e | Which trait of Savita can be inferred by ‘her hands move mechanically like the tongs of a machine’? | 1 |
| f | Which literary device is used in this line from the extract: ‘her hands move mechanically like the tongs of a machine’? . (a) Analogy (b) Simile (c) Metaphor (d) Irony | 1 |
| | | |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| | “There is no school in my neighbourhood. When they build one, I will go. “. “If I start a school, will you come?” I ask, half-joking. “Yes,” he says, smiling broadly. A few days later, I see him running up to me. “Is your school ready?” “It takes longer to build a school.” I say, embarrassed at having made a promise that was not meant. But promises like mine abound in every corner of his bleak world. | |
| a | Cite evidence from the extract to prove that the boy was taken in by the hollow promises. | 1 |
| b | Why does the author feel anxious and embarrassed on meeting the poor boy? a) Her school was not willing to give him admission. b) the school was not ready as yet. c) She had raised the boy’s hopes in jest. d) The boy had been harassing her. | 1 |
| c | Complete the sentence appropriately. The phrase “a bleak world” suggests that_____. | 1 |
| d | The fact that the poor boy fell for the empty promises made by the author shows this character trait in the boy’s personality. | 1 |
| e | What does the statement, “There is no school in my neighbourhood. When they build one, I will go” suggest about the boy? | 1 |
| f | Which one of the following headlines best suggests the central idea of the extract? a) There is no dearth of promises which remain unfulfilled. b) There is a scarcity of people promising things for betterment. c) People make a lot of promises which are often fulfilled. d) Promises made, live up to the expectations of people. | 1 |
| | | |

| SHORT ANSWER TYPE QUESTIONS: | | |
|-------------------------------------|--|----|
| a | “ <i>Let them earn knowledge, not money</i> ” Support the above statement using Saheb as an example from the lesson. | 2m |
| b | ‘I say glibly, realising immediately how hollow the advice must sound’. What advice did the author give and why did he feel its hollowness. | 2m |
| c | ‘Saheb-e-Alam – Lord of the universe’ Infer why the parents of Saheb named him ‘Lord of the universe’ inspite of their contrasting reality. | 2m |
| d | After reading the lesson, analyse the reason why law against child labour is not enforced in Firozabad? | 2m |
| e | Saheb is no longer his own master whereas Mukesh insists on being his own master. Bring out the character of the two boys in light of this statement. | 2m |
| f | What differentiates Saheb’s milk canister from his plastic bag? | 2m |
| g | What does the difference in point of view of adults and children regarding the garbage dump show? | 2m |
| h | Will you believe that ‘God given linear can be broken’? Support your position with a rationale. | 2m |
| i | How do you think the auther's life might have been impacted after interactions with the children and their families mentioned in ‘Lost Spring’? | 2m |
| j | From the story what can you infer about the relationship between the authorities and the bangle sellers? | 2m |
| LONG ANSWER TYPE QUESTIONS: | | |
| a | Imagine that Robert Frost (<i>A Roadside Stand</i>) has read the book by Anees Jung ‘ <i>Lost Spring: Stories of Stolen Childhood</i> ’ and is appalled to read about the miserable condition of ragpickers and bangle makers, he compares them to the roadside stand owner. As Robert Frost write a diary entry. Support your response with reference to the story. | 5m |
| b | Anees Jung after interacting with the people of Firozabad wants to write a letter to the Minister of Rural Development and highlight the predicament of bangle makers. As Anees Jung write the letter using instances from the story. | 5m |
| c | You are Anees Jung. You are pained by the words of Saheb who told you that he was not going to school as there was no schools in his vicinity. Write a letter to the editor of a newspaper citing the lack of schools in Seemapuri. | 5m |
| d | ‘ <i>Education is the most powerful weapon which you can use to change the world</i> ’- Nelson Mandela Write a speech for your classmates using Saheb and Mukesh from the lesson as a reference to show how education can change their future. | 5m |
| e | Your NGO works for the upliftment of bangle maker of Firozabad. After years of association and observing their life from close quarters you decide to write an article to be published in a national newspaper highlighting the callousness of society and the political class to the suffering of the poor. Use references from the text in your article. | 5m |
| f | Imagine that you are Mukesh. Write a diary entry reflecting your dreams and plans to achieve it. | 5m |
| g | Can Saheb’s family be considered climate refugees? Substantiate with reference to the text. | 5m |

MARKING SCHEME

| | | | |
|----------|--|--|----|
| 1 | EXTRACT BASED QUESTION 1 | | 6m |
| a | Living without permission, so wilderness, but not empty as 10000 ragpickers live there | | 1 |
| b | Food is more important than identity | | 1 |
| c | Wherever they find food they stay there | | 1 |
| d | Just surviving by fulfilling basic necessities, not living as per dreams and wishes | | 1 |
| e | (c) They make their living from the garbage dump. | | 1 |
| f | c) centre and margin | | 1 |
| | | | |
| 2 | EXTRACT BASED QUESTION 2 | | 6m |
| | | | |
| a | (d) Auspiciousness | | 1 |
| b | Made a house for his family | | 1 |
| c | Work hard yet unhappy | | 1 |
| d | Lost eyesight in the process of making bangles | | 1 |
| e | She is hardworking and experienced | | 1 |
| f | (b) Simile | | 1 |
| | | | |
| 3 | EXTRACT BASED QUESTION 3 | | 6m |
| | | | |
| a | A few days later, I see him running up to me. "Is your school ready?" | | 1 |
| b | c. She had raised the boy's hopes in jest. | | 1 |
| c | for the poverty-stricken children, the world is a hopeless place. | | 1 |
| d | Naïve, innocent | | 1 |
| e | The boy was keen to get an education | | 1 |
| f | a. There is no dearth of promises which remain unfulfilled. | | 1 |
| | | | |
| | SHORT ANSWER TYPE QUESTIONS: | | |
| a | <ul style="list-style-type: none"> • Saheb is interested in going to school and studying • Works in tea stall and helps his family survive | | 2m |
| b | Advice- go to school There was no school in his neighbourhood | | 2m |
| c | Hopeful of better future for Saheb | | 2m |
| d | Keeper of law, bureaucrats, policemen, etc. all benefit from child labour in Firozabad | | 2m |
| e | Saheb accepts his reality, Mukesh wants to fight against all odds to achieve his dream | | 2m |
| f | Plastic bag: belongs to Saheb, freedom Milk Canister: belongs to master, Saheb feels burdened | | 2m |
| g | Children: creative, takes it to be a game Parents: tired of fighting, only want to survive | | 2m |
| h | God given lineage can be broken by education hard work and will power | | 2m |
| i | Change in perspective- life not same for all- can help poor children in future | | 2m |
| j | Authorities don't support them in their upliftment, treat them badly | | 2m |
| | | | |

| LONG ANSWER TYPE QUESTIONS: | | | |
|------------------------------------|---|--|----|
| a | Follow the format of Diary Entry, Start with Dear Dairy pain to see how the people of Firozabad and Seemapuri are suffering lack of actions on the part of Government and society children are the worst sufferers- don't get basic rights like education similar to roadside stand owner begging for money- waiting for a better life and demanding action from the society and governance | | 5m |
| b | <ul style="list-style-type: none"> • Follow the format of formal letter • demand help from the ministry of rural development • bangle makers not allowed to form cooperative • in human working conditions of the furnaces • practice of child labour | | 5m |
| c | <ul style="list-style-type: none"> • Follow the format of formal letter • mention lack of school in Seemapuri • need of school to educate under privileged children • education can be there opportunity for a bright of future and better means of survival • draw attention of the government towards this issue | | 5m |
| d | Follow the format of speech Saheb and Mukesh can have a bright future if educated Sahib is interested in going to school- can study and get better job opportunities or start a small business Mukesh can have vocational training and improve his condition rather than working in bangle industry | | 5m |
| e | Yes <ul style="list-style-type: none"> • Forced to flee from the country because of change in environment which affected the livelihood • Sahib and his family left Dhaka Bangladesh because their fields and homes was washed away by many storms • they migrated to Seemapuri | | 5m |





QUESTIONS FOR PRACTICE





1. Imagine that you are Mukesh. Write a diary entry reflecting your dreams and plans to achieve it.
2. Can Saheb's family be considered climate refugees? Substantiate with reference to the text.

LESSON: DEEP WATER





KEY POINTS OF THE CHAPTER:

2. The story has been taken from the author's autobiography- '*Of Men and Mountains*'. In this piece, he tells about his fear of water and how he conquered it by determination and willpower.
3. As a child, when he was 3 or 4 years old, he would go to the beach in California with his father. He would get scared by the might of the huge waves which swept over him and it instilled fear in his subconscious mind.
4. A few years later, in his eagerness to learn swimming, he joined a swimming pool where an incident further increased his terror. He was pushed into the pool by another boy and experienced death closely.
5. Many years after that incident, he stayed away from water but the desire to go fishing and swimming in nature was strong enough to motivate him to overcome his fear.
6. He learned swimming with the help of an instructor who ensured that William knew swimming well enough to be able to swim in huge lakes and waterfalls also. Still, when he would swim, the fear from his childhood experiences, embedded in his subconscious mind would grip him over and over again. He wanted to conquer that fear.
7. He faced it sarcastically, thinking that now, as he knew how to swim, what harm could it do to him. He challenged his fear in the face of it and finally, it would vanish. It was a baseless fear instilled in his subconscious mind. This experience was valuable for him. He had experienced terror and death. He overcame it and finally conquered it. William realized that death is peaceful and it is the fear of death that is terrorizing. His will to live life grew intensely as he had overcome his fear and started living fearlessly.

| | | |
|---|--|----|
| 1 | EXTRACT BASED QUESTION 1 | 6m |
| | <p>My introduction to the Y.M.C.A. swimming pool revived unpleasant memories and stirred childish fears. But in a little while I gathered confidence. I paddled with my new water wings, watching the other boys and trying to learn by aping them. I did this two or three times on different days and was just beginning to feel at ease in the water when the misadventure happened.</p> <p>I went to the pool when no one else was there. The place was quiet. The water was still, and the tiled bottom was as white and clean as a bathtub. I was timid about going in alone, so I sat on the side of the pool to wait for others.</p> <p>I had not been there long when in came a big bruiser of a boy, probably eighteen years old. He had thick hair on his chest. He was a beautiful physical specimen, with legs and arms that showed rippling muscles. He yelled, “Hi, Skinny! How’d you like to be ducked?”</p> | |
| a | <p>Choose the correct option with reference to the two statements given below. Statement 1: The muscular boy wanted to play prank with William Douglas Statement 2: The boy was unaware of the intensity of the consequences of his actions.</p> <p>a) Statement 1 is true but Statement 2 is false. b) Statement 1 is false but Statement 2 is true. c) Both Statement 1 and Statement 2 cannot be inferred. d) Both Statement 1 and Statement 2 can be inferred.</p> | 1 |
| b | <p>The misadventure that took place right after the author felt comfortable was that</p> <p>a) the author slipped and fell into the swimming pool. b) a bully tossed him into the pool for the sake of fun. c) his coach forgot to teach him how to handle deep water. d) his father couldn’t help him from drowning into the water.</p> | 1 |
| c | <p>Assertion (A) : William Douglas gathered confidence after joining YMCA Pool Reason (R): The other boys with their water wings made him feel at ease.</p> <p>(a) Both Assertion (A) and Reason (R) are the true and Reason (R) is a correct explanation of Assertion (A). (b) Both Assertion (A) and Reason (R) are the true but Reason (R) is not a correct explanation of Assertion (A). (c) Assertion (A) is true and Reason (R) is false. (d) Assertion (A) is false and Reason (R) is true.</p> | 1 |
| d | <p>Choose the option that describes the equipment used by the author while learning to swim</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>1</p> </div> <div style="text-align: center;">  <p>2</p> </div> <div style="text-align: center;">  <p>3</p> </div> <div style="text-align: center;">  <p>4</p> </div> </div> <p>a) Option 1 b) Option 2 c) Option 3 d) Option 4</p> | 1 |

| | | |
|-----------------------------------|---|----|
| e | <p>Which of the following sentences DO NOT reflect the meaning of the word 'childish'?</p> <p>a) The faces especially of the children show <i>childlike</i> characteristics with a high forehead and large eyes</p> <p>b) <i>She's rather immature for her age, don't you think?</i></p> <p>c) <i>He was ridiculed in a rather juvenile and at times spiteful way.</i></p> <p>d) I have never heard a more <i>puerile</i> or weak excuse for a matter involving fundamental civil liberties.</p> | 1 |
| f | <p>The 'big bruiser of a boy's' act of endangering the life of Douglas has not been reflected in which image?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>1</p> </div> <div style="text-align: center;">  <p>2</p> </div> <div style="text-align: center;">  <p>3</p> </div> <div style="text-align: center;">  <p>4</p> </div> </div> <p>a) Option 1 b) Option 2 c) Option 3 d) Option 4</p> | 1 |
| 2 EXTRACT BASED QUESTION 2 | | |
| | <p>Thus, piece by piece, he built a swimmer. And when he had perfected each piece, he put them together into an integrated whole. In April he said, "Now you can swim. Dive off and swim the length of the pool, crawl stroke."</p> <p>I did. The instructor was finished. But I was not finished.</p> <p>I still wondered if I would be terror-stricken when I was alone in the pool. I tried it. I swam the length up and down. Tiny vestiges of the old terror would return. But now I could frown and say to that terror, "Trying to scare me, eh? Well, here's to you! Look!" And off I'd go for another length of the pool.</p> | 6m |
| a | <p>What led the narrator to believe that he was 'not finished'?</p> <p>A. his childhood experience of swimming</p> <p>B. his instructor's attitude towards his swimming</p> <p>C. his insecurity over his ability to overcome fear</p> <p>D. his motivation to overcome his newly-developed fear</p> | 1 |
| b | <p>Which of these BEST describes the narrator's relationship with his fear?</p> <p>A. hostile</p> <p>B. evasive</p> <p>C. indifferent</p> <p>D. repressive</p> | 1 |
| c | <p>Which of these BEST describes the contrast in the focus of the swimming instructor and the narrator when it came to swimming?</p> <p>A. While the former focused on the mechanics, the latter focused on the creativity involved.</p> <p>B. While the former focused on the physical, the latter was more focused on the psychological.</p> <p>C. While the former focused on the practical, the latter was more focused on the theoretical aspects.</p> | 1 |

| | | |
|----------|---|-----------|
| | D. While the former focused on casual learning, the latter focused on learning how to do it competitively. | |
| d | The narrator mentions his conversations with fear in this story to emphasize the _____. A. gaps in his skills as a swimmer B. grip that fear of water still has on his life C. improvement in his assurance as a swimmer D. ease with which he forgot about his fear of swimming | 1 |
| e | The swimming instructor helped the narrator to regain his _____. A. strength B. prosperity C. innocence D. confidence | 1 |
| f | Select the option that lists the qualities of Douglas' trainer. (1) adventurous (2) generous (3) patient (4) methodical (5) encouraging (6) courageous A. (1) and (6) B. (3), (4) and (5) C. (2) and (5) D. (1), (4) and (6) | 1 |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| | Tiny vestiges of the old terror would return. But now I could frown and say to that terror, "Trying to scare me, eh? Well, here's to you! Look!" And off I'd go for another length of the pool. This went on until July. But I was still not satisfied. I was not sure that all the terror had left. So, I went to Lake Wentworth in New Hampshire, dived off a dock at Triggs Island, and swam two miles across the lake to Stamp Act Island. I swam the crawl, breast stroke, side stroke, and back stroke. Only once did the terror return. When I was in the middle of the lake, I put my face under and saw nothing but bottomless water. The old sensation returned in miniature. | |
| a | Why did Douglas go to swim at Lake Wentworth? A. To showcase his skills for all who had doubted him. B. To honour the efforts of his swimming instructor. C. To build on his ability of swimming in a natural water body. D. To know for sure that he had overcome his fear of drowning in water | 1 |
| b | Select the option that lists the correct inference based on the information in the extract. A. Triggs Island and Stamp Act Island are both located in Lake Wentworth. B. Lake Wentworth is a part of Triggs Island. C. Stamp Act Island is two miles away from New Hampshire. D. Lake Wentworth is connected via docks to New Hampshire. | 1 |

| | | |
|-------------------------------------|--|----|
| c | What was the reason for the ‘return’ of terror? A. Superstitions about the dock at Triggs Islands B. Recent reports about drowning incidents C. Prior drowning experiences D. Warnings by experienced swimmers | 1 |
| d | Douglas mentions that the old sensation returned in miniature. He means that he felt the familiar feeling of fear A. at irregular intervals. B. on a small scale. C. repeatedly. D. without notice. | 1 |
| e | How did Douglas handle the ‘old sensation’? A. Addressed it. B. Avoided it. C. Submitted to it. D. Stayed indifferent to it. | 1 |
| f | It would have been difficult for Douglas to swim from Triggs Island to Stamp Act Island had he used stroke _____     STROKE A STROKE B STROKE C STROKE D a) STROKE A b) STROKE B c) STROKE C d) STROKE D | 1 |
| SHORT ANSWER TYPE QUESTIONS: | | |
| a | Mention any two long term consequences of the drowning incident on Douglas. | 2m |
| b | How did the near drowning experience at the pool affect Douglas? | 2m |
| c | Seemingly small everyday wins are actually the greatest learnings of life. Comment on the statement with reference to the chapter “Deep Water” | 2m |
| d | If you could give the chapter a new title, what would it be? Support your answer with reference to the chapter “Deep Water” | 2m |
| e | Getting rid of fear is an extremely difficult task. Elucidate with reference to the chapter “Deep Water”. | 2m |
| f | Discuss the significance of the references to the natural world in the chapter “Deep Water”. | 2m |
| g | Describe both the physical and emotional impacts that the misadventure at the YMCA pool had on the narrator. | 2m |
| h | In Deep Water, which qualities of the swimming instructor played a role in helping Douglas overcome his fear? | 2m |
| i | What handicap did Douglas suffer from ? How did he overcome that ? | 2m |
| j | How did William Douglas’s fear of water start ? | 2m |

| LONG ANSWER TYPE QUESTIONS: | | |
|------------------------------------|--|----|
| a | The childhood experience of terror of Douglas made him stronger and more determined. Elucidate the above statement supporting it with evidences from the text. | 5m |
| b | The story Deep Water talks about Douglas' attempts to overcome his fear of water. The story can also be viewed as a figurative manifestation of life's many challenges. Elaborate with reference to the text. | 5m |
| c | The prose selections, Deep Water and Indigo, bring out the importance of overcoming fear, in order to be able to lead our lives successfully. Imagine yourself to be a motivational speaker who has to address high school students. Write this address in 120 – 150 words elaborating on occurrences from the two texts to inspire your audience and to convince them about the importance of overcoming fear. You may begin like this ... Good morning, students! We all know what it's like to be afraid. Fear is our body's natural response to a perceived threat or danger. But when ... | 5m |
| d | Imagine that the bully who threw Douglas into the pool, reads this chapter and realizes his mistake. As the bully, write a dairy entry penning down your response to Douglas' perseverance and your own feelings of guilt and regret. | 5m |
| e | Douglas' mother writes to the YMCA authorities holding them accountable for the mishap as well as demanding that the authorities employ a team of guards near the pool for supervision of the children. As the mother, write a letter to the authorities with reference to the case of your son. You may begin like this: Sir Subject: Negligence on Premises This is with reference to the incident of near fatal drowning of my son, William on your premises. We were... | 5m |
| | | |

MARKING SCHEME

| | | |
|---|--|----|
| 1 | EXTRACT BASED QUESTION 1 | 6m |
| a | d) Both Statement 1 and Statement 2 can be inferred. | 1 |
| b | b) a bully tossed him into the pool for the sake of fun. | 1 |
| c | (c) Assertion (A) is true and Reason (R) is false. | 1 |
| d | b) Option 2 | 1 |
| e | a) The faces especially of the children show <i>childlike</i> characteristics with a high forehead and large eyes | 1 |
| f | a) Option 1 | 1 |
| 2 | EXTRACT BASED QUESTION 2 | 6m |
| a | C. his insecurity over his ability to overcome fear | 1 |
| b | A. hostile | 1 |
| c | B. While the former focused on the physical, the latter was more focused on the psychological. | 1 |
| d | C. improvement in his assurance as a swimmer | 1 |
| e | D. confidence | 1 |
| f | B. (3), (4) and (5) | 1 |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| a | D. To know for sure that he had overcome his fear of drowning in water. | 1 |
| b | A. Triggs Island and Stamp Act Island are both located in Lake Wentworth | 1 |
| c | C. prior drowning experiences | 1 |
| d | B. on a small scale | 1 |
| e | A. Addressed it. | 1 |
| f | C. STROKE C | 1 |
| | SHORT ANSWER TYPE QUESTIONS: | |
| a | <ul style="list-style-type: none"> • felt terrified near water/ • feared water, • spoiled holidays, • couldn't go swimming, fishing or canoeing | 2m |
| b | <ul style="list-style-type: none"> • Felt weak and trembling as he walked back home • Shook and cried as he lay on the bed • Couldn't eat that night • Haunting fear gripped him for days • Slightest exertion tired him • Knees felt wobbly • Felt sick in the stomach • suffered from hydrophobia for years (any four) | 2m |
| c | <ul style="list-style-type: none"> • Douglas hired the instructor • Practiced five times a week • Became a swimmer slowly • Challenged himself regularly | 2m |

| | | |
|---|---|----|
| d | Title : any suitable answer (Journey to Freedom) <ul style="list-style-type: none"> • Description of crippling effect of fear • Steps taken to overcome the fear and become free • Own your weakness and work your way to strength | 2m |
| e | <ul style="list-style-type: none"> • Fear of water prevented Douglas from enjoying water sports • Realised his infirmities and hired an instructor to overcome the same • Practised regularly at the pool in the presence of his instructor. • Despite subsequent challenges, he faced his demons head on | 2m |
| f | <ul style="list-style-type: none"> • Reference to unlimited access to water related activities like boating, swimming, kayaking, rafting, surfing • Douglas has provided a list of spots to enjoy water sports waters of the Cascades, Tieton or Bumping River or bathing in Warm Lake of the Goat Rocks, Maine lakes fishing for landlocked salmon, bass fishing in New Hampshire, trout fishing on the Deschutes and Metolius in Oregon, fishing for salmon on the Columbia, at Bumping Lake in the Cascades | 2m |
| g | Physical impact: wobbly in the legs, shivering, unsteadiness, inability to breath, legs froze, body refused to move Mental impact: stark terror, haunting fear, could not enjoy water sports or simple activities like fishing or swimming, froze in fear | 2m |
| h | <ul style="list-style-type: none"> • The instructor's ability to empathise with Douglas and understand his fear led him to put a belt around Douglas to teach him to swim. This gave Douglas confidence. • The instructor's patience was key as day after day, he held on to the rope and walked the length of the pool to help Douglas swim. | 2m |
| i | <ul style="list-style-type: none"> • Fear of water • Hired an instructor and learnt how to swim professional help | 2m |
| j | When he was thrown at the deep end of the pool by a muscular boy. He nearly drowned | 2m |
| | | |
| | LONG ANSWER TYPE QUESTIONS: | |
| a | <ul style="list-style-type: none"> - Experience at California beach developed an aversion of water in Douglas - Misadventure at YMCA pool because of a eighteen year old, developed fear and terror of water in him - Swallowed water, legs paralyzed, head throbbed, felt terror that knew no understanding - Could not go need water for years - But, gathered courage again, as was deprived of canoeing, fishing, swimming - Hired an instructor and learnt swimming - Terror returned every time he put his head in water but did not give up - After learning from instructor, tested himself alone in pool, then went to fresh waters to do away with residual doubts - Fought with his terror all through with determination and strength | 5m |
| b | <ul style="list-style-type: none"> - Douglas' struggle – determination to face fear—overcome it - Accept any relevant examples from the text as a link to life's challenges/ setbacks/ obstacles - symbolism- deep water not just restricted to water but is a metaphor for human fears/phobias/anxieties | 5m |

| | | | |
|---|---|--|----|
| | - significance- the struggle and journey of overcoming one's fears. (important to develop a connection between Douglas' journey / determination to face fear with life's challenges) | | |
| c | <p>Fear immobilizes us and prevents us from progressing – as in the case of William Douglas – due to his fear of water he could not lead a normal life – could not go fishing, canoeing, etc. Similarly, due to their fear of the Britishers, the peasants of Champaran could not take a stand for their rights.</p> <ul style="list-style-type: none"> • Need to face our fear, devise a plan and work through it – William Douglas worked through his fear rather than giving into it. When the peasants gathered around the courthouse in Motihari, it was a step towards overcoming their fear. • Require determination – persistence – it took Douglas months to overcome his fear of water and learn swimming. It took nearly a year to get justice for the peasants in Champaran. • strength in unity when fighting a common fear – only when the people in Champaran were they able to overcome their fear and fight for justice. • But once overcome, one is free to live his / her life to the fullest. | | 5m |
| d | <p>Dear dairy,</p> <p>It has been a number of years since that near fateful misadventure. I still feel the pangs of shame at my irresponsible and childish attitude. How naïve I was then? How good it felt to see Douglas after all these years at Wentworth! It was most unexpected and I never imagined that he would ever talk to me. But there he was at the lake, fishing and laughing with his friends. He seems to have changed much after that eventful day. I felt so relieved after talking to him. He seems to have forgiven me finally but my guilty conscience haunts me till this day. His surging confidence and his journey from fear to freedom has sparked new hope in me. Might be one day I can forgive myself and follow his example.</p> <p>Yours Mark</p> | | 5m |
| e | <p>Sir</p> <p>Subject: Negligence on Premises</p> <p>This is with reference to the incident of near fatal drowning of my son, William on your premises. We were utterly shocked by the chain of events which might have led to fatality. Bullying and ragging must be condemned by your esteemed club. The life of our children rests in the able hands of this Club and its authorities. I was speechless when my son recounted the event and realised that there were severe lapses in the management itself. Although we have decided not to press charges on the boy in question at the behest of his parents but we expect the management to take stern steps to curb such practices in the future.</p> <p>Yours sincerely, Louisa Douglas M/o William Douglas</p> | | 5m |
| | | | |

QUESTIONS FOR PRACTICE

3. “I was frightened, but not yet frightened out of my wits,” says Douglas. Which qualities of the speaker are highlighted here and how?
4. ‘In the midst of the terror came a touch of reason.’ How did the two forces work in opposite direction and how did Douglas fare?
5. “I crossed to oblivion, and the curtain of life fell.’ How did Douglas experience the sensation of dying before he actually crossed to oblivion?
6. “This handicap stayed with me as the years rolled by.” How did it affect his pursuits for pleasure?
7. Why does Douglas say: ‘The Instructor was finished. But I was not finished?’ How did he overpower tiny vestiges of the old terror?
8. Why did Douglas go to Lake Wentworth in New Hampshire? How did he make his terror flee?
9. Why does Douglas as an adult recount a childhood experience of terror and his conquering of it? What larger meaning does he draw from this experience?
10. “All we have to fear is fear itself” William Douglas met President Roosevelt as a student. How did Roosevelt counsel him in overcoming his fear?
11. Doing well in any activity, for example a sport, music, dance or painting, riding a motorcycle or a car, involves a great deal of struggle. Most of us are very nervous to begin with until gradually we overcome our fears and perform well.
Write an essay of about three paragraphs recounting such an experience. Try to recollect minute details of what caused the fear, your feelings, the encouragement you got from others or the criticism.
You could begin with the last sentence of the essay you have just read: “At last I felt released—free to walk the trails and climb the peaks and to brush aside fear.”
12. You are the Secretary of YMCA Pool. Draft a notice for all the members issuing a warning to do away with practices of bullying and ragging.

LESSON: THE RATTRAP

KEY POINTS OF THE CHAPTER

➤ **Introduction of Selma Lagerlof:**

- Selma Lagerlof (1858-1940) was a Swedish writer known for her stories emphasizing human goodness through understanding and love.

➤ **Universal Theme in Lagerlof's Stories:**

- Lagerlof's stories share a common theme: the belief in the potential for goodness in every human being, which can be awakened through empathy and affection.

➤ **Setting of the Story:**

- The story is set in Sweden, specifically amidst the rich iron ore mines. These mines have significant historical and legendary importance in the country.

➤ **Fairy Tale-Like Narrative Style:**

- The story is narrated in a manner reminiscent of a fairy tale. This style adds a touch of whimsy and enchantment to the narrative.

➤ **Introduction of the Peddler:**

- The protagonist is a peddler who crafts small ratttraps out of wire. He struggles to make a living, resorting to begging and minor thefts.

➤ **The Peddler's Appearance:**

- The peddler's appearance is described as ragged, with tattered clothes, sunken cheeks, and a look of hunger in his eyes.

➤ **The Peddler's Reflection:**

- While on his travels, the peddler has a moment of reflection. He contemplates the world around him, viewing it as a giant ratttrap, where enticing baits lead people into traps.

➤ **Seeking Shelter at the Cottage:**

- The peddler comes across a small gray cottage and asks for shelter for the night. The owner, an old man without family, welcomes him warmly.

➤ **The Generosity of the Old Man:**

- The old man provides the peddler with a warm meal and even shares his tobacco. They play cards together, enjoying each other's company.

- **The Crofter's Background:**
 - The crofter shares his past. He used to work on the land at Ramsjo Ironworks but now relies on his cow for support. The cow provides him with milk for the creamery.

- **The Peddler Discovers Money:**
 - The peddler notices a leather pouch hanging on the window frame, containing thirty kronor bills. This surprises him, as he didn't expect such wealth in this humble cottage.

- **The Peddler's Theft:**
 - Later, after leaving, the peddler returns to the cottage, smashes a window pane, and takes the money. He carefully replaces the leather pouch before leaving.

- **The Peddler Gets Lost in the Forest:**
 - The peddler walks further into the woods, trying to evade capture. However, he gets lost in the large and confusing forest.

- **The Sound of the Iron Mill:**
 - He hears the rhythmic thumping of an iron mill. This sound guides him towards a sign of civilization.

- **Introduction of Ramsjo Ironworks:**
 - Ramsjo Ironworks, once a thriving plant with smelters, rolling mills, and forges, is now idle. The ironmaster and his helper work there.

- **The Ironmaster's Encounter with the Peddler:**
 - The ironmaster encounters the peddler in the forge. Mistaking him for an old comrade, he speaks kindly to him.

- **The Peddler's Reluctance to Accept the Invitation:**
 - The ironmaster invites the peddler to his home, but the peddler hesitates, fearing a trap.

- **Edla's Intercession for the Peddler:**
 - Edla, the ironmaster's daughter, pleads for the peddler to stay for Christmas. She expresses compassion for his plight.

- **The Peddler's Transformation:**
 - The peddler is cleaned up and provided with proper clothes. He looks remarkably different from his initial ragged appearance.

- **Christmas at Ramsjo:**
 - The peddler spends Christmas at Ramsjo, mostly sleeping. He briefly joins the festivities but remains mostly quiet.

➤ **The Peddler's Grateful Gesture:**

- Before leaving, the peddler leaves a rattrap with money and a heartfelt letter as a Christmas present for Edla and her family.

➤ **Edla's Reflections:**

- Edla learns about a robbery by a man selling rattrops and reflects on her decision to invite the peddler into their home.

➤ **The Peddler's Departure:**

- The peddler leaves Ramsjo, having returned the money he took, along with a heartfelt letter expressing gratitude for the kindness he received.

➤ **The Story's Message:**

- The story conveys the idea that kindness and understanding can transform even those who are seemingly trapped by circumstance or misfortune. It emphasizes the potential for goodness in every individual.

EXTRACT BASED QUESTIONS (1 MARK)

A. No one can imagine how sad and monotonous life can appear to such a vagabond, who plods along the road, left to his own meditations. But one day this man had fallen into a line of thought, which really seemed to him entertaining. He had naturally been thinking of his rattrops when suddenly he was struck by the idea that the whole world about him — the whole world with its lands and seas, its cities and villages — was nothing but a big rattrap. It had never existed for any other purpose than to set baits for people. It offered riches and joys, shelter and food, heat and clothing, exactly as the rattrap offered cheese and pork, and as soon as anyone let himself be tempted to touch the bait, it closed in on him, and then everything came to an end. The world had, of course, never been very kind to him, so it gave him unwonted joy to think ill of it in this way. It became a cherished pastime of his, during many dreary ploddings, to think of people he knew who had let themselves be caught in the dangerous snare, and of others who were still circling around the bait.

Questions

1. How does the vagabond's perspective on life differ from a conventional viewpoint?
2. What does the metaphor of the "big rattrap" suggest about the vagabond's outlook on the world?
3. Why does the vagabond find joy in thinking ill of the world in this way?
4. How does the concept of the world as a rattrap help the vagabond make sense of his own experiences?
5. In what ways does the vagabond use this perspective to cope with the challenges he faces during his travels?
6. Can you draw any parallels between the world as a rattrap and real-life situations or temptations people face?

B. As he walked along with the money in his pocket he felt quite pleased with his smartness. He realised, of course, that at first he dared not continue on the public highway, but must turn off the road, into the woods. During the first hours this caused him no difficulty. Later in the day it became worse, for it was a big and confusing forest which he had gotten into. He tried, to be sure, to walk in a definite direction, but the paths twisted back and forth so strangely! He walked and walked without coming to the end of the wood, and finally he realised that he had only been walking around in the same part of the forest. All at once he recalled his thoughts about the world and the rattrap. Now his own turn had come. He had let himself be fooled by a bait and had been caught. The whole forest, with its trunks and branches, its thickets and fallen logs, closed in upon him like an impenetrable prison from which he could never escape.

Questions

1. How does the man's initial feeling of smartness contrast with his later realization in the forest? What does this reveal about his character?
 2. What does the forest symbolize in this passage, and how does it contribute to the man's sense of entrapment and despair?
 3. How does the man's experience in the forest parallel his earlier thoughts about the world being a rattrap? What broader message might the author be conveying through this parallel?
 4. Can you identify any literary devices or techniques used in this passage to enhance the reader's understanding of the man's predicament?
 5. In what ways does the man's situation in the forest reflect the larger theme of being ensnared by life's challenges and temptations?
 6. How might the man's experience in the forest serve as a metaphor for broader human experiences or struggles?
- C. The young girl opened the package, which was so badly done up that the contents came into view at once. She gave a little cry of joy. She found a small rattrap, and in it lay three wrinkled ten kronor notes. But that was not all. In the rattrap lay also a letter written in large, jagged characters — “Honoured and noble Miss, “Since you have been so nice to me all day long, as if I was a captain, I want to be nice to you, in return, as if I was a real captain — for I do not want you to be embarrassed at this Christmas season by a thief; but you can give back the money to the old man on the roadside, who has the money pouch hanging on the window frame as a bait for poor wanderers.

Questions

1. How does the package's shoddy wrapping contrast with the contents it reveals? What might this symbolize?
2. Why does the young girl react with a "cry of joy" upon seeing the rattrap and money? What might this suggest about her circumstances and character?
3. What significance can be attributed to the fact that the money was accompanied by a letter, written in large, jagged characters? How does this enhance the narrative?
4. In what ways does the letter reflect the author's message or theme regarding kindness and reciprocity?
5. How does the presence of the letter challenge conventional notions of giving and receiving during the Christmas season?
6. What broader commentary might the passage be making about the nature of generosity and trust in a world that may be perceived as deceitful or treacherous?

SHORT ANSWER TYPE QUESTIONS (2MARKS)

1. How does the metaphor of the rattrap serve as a central theme in the passage?
2. What role does the setting play in emphasizing the challenges faced by the peddler?
3. How does the ironmaster's initial misjudgment drive the narrative forward?
4. Discuss the significance of Edla's compassionate actions towards the peddler.
5. How does the return of the stolen money contribute to the peddler's character development?
6. What societal issues are highlighted through the crofter's robbery?
7. In what ways does the passage challenge conventional notions of worth and character?
8. How does the theme of redemption through kindness manifest in the passage?
9. Analyze the symbolism of the returned rattrap and the letter left by the peddler.
10. How does the passage convey a message of hope and transformation despite initial adversity?

LONG ANSWER TYPE QUESTIONS (5MARKS)

1. How does Selma Lagerlof utilize the metaphor of the rattrap to convey deeper philosophical themes about human nature and the world?
2. Analyze the significance of the peddler's encounter with the ironmaster and his daughter, focusing on how their actions challenge societal norms and expectations.
3. Discuss the role of redemption and transformation in the passage, examining how the peddler's character evolves through the kindness he receives.
4. Explore the symbolism of the returned rattrap and the letter from "Captain von Stahle," and how they encapsulate the central message of the passage.
4. Consider the broader societal commentary that Lagerlof is making through the experiences of the peddler and the ironmaster. How does this relate to themes of compassion, judgment, and human connection?

MARKING SCHEME FOR THE RATTRAP

EXTRACT BASED QUESTIONS

A.

1. The vagabond sees life as a series of traps, contrasting with conventional views of purpose and meaning.
2. The metaphor of the "big rattrap" suggests that the world entices people with promises of riches and joys, only to ensnare them in hardships and challenges.
3. The vagabond finds joy in this perspective because it offers an explanation for the difficulties he has faced, allowing him to feel a sense of control and understanding.
4. The concept helps him rationalize his hardships by attributing them to a purposeful trap, rather than random misfortune.
5. The perspective provides him with a coping mechanism, allowing him to find amusement in identifying others who have fallen into similar traps.
6. The world as a rattrap can be seen as a metaphor for various real-life situations, where people are enticed by promises only to face unforeseen challenges and difficulties.

B.

1. The man initially feels pleased with his cunning, but later realizes he's trapped in a confusing forest. This shift reveals his overconfidence and subsequent vulnerability.
2. The forest symbolizes entrapment and confusion, intensifying the man's sense of despair and hopelessness.
3. The man's experience in the forest mirrors his earlier thoughts about the world as a rattrap, highlighting the cyclical nature of entrapment in life's challenges.
4. The passage employs imagery and metaphor to vividly depict the man's predicament and the oppressive nature of the forest.
5. The man's struggle in the forest reflects the universal theme of feeling ensnared by life's complexities and uncertainties.
6. The man's forest ordeal can be seen as an allegory for the broader human experience, illustrating how individuals can become entangled in life's trials, seeking a way out.

C.

1. The shoddy wrapping of the package contrasts with the valuable contents, suggesting that sometimes true worth is hidden beneath outward appearances, reflecting a theme of unexpected generosity.
2. The young girl's joyful reaction indicates that she likely faces economic hardship, making the discovery of money and a rattrap a significant and welcome surprise.
3. The letter's large, jagged characters emphasize its sincerity and perhaps the writer's lack of formal education. This adds authenticity and emotional weight to the message.
4. The letter conveys a sense of gratitude and a desire to reciprocate kindness, underscoring the importance of empathy and compassion in human interactions.
5. The presence of the letter challenges materialistic notions of gift-giving during the Christmas season, emphasizing the value of personal connections and genuine gestures over monetary exchange.

6. The passage suggests that acts of kindness can break down barriers of mistrust and skepticism, revealing the potential for goodness and decency even in a world that may initially seem deceitful or harsh. It highlights the transformative power of genuine human connection.

ANSWERS OF SHORT QUESTIONS OF 2 MARKS

1. The rattrap metaphor serves as an allegory for life's deceptive temptations, offering transient rewards that ultimately entrap those who yield to their desires. It conveys the universal theme of human susceptibility to allurements.
2. The iron mines of Sweden form a stark backdrop, highlighting the peddler's harsh reality. This setting accentuates the contrast between his struggles and the unexpected kindness he encounters, emphasizing life's unforgiving nature.
3. The ironmaster's initial misjudgment catalyzes the narrative, extending an unforeseen invitation to the peddler. This assumption initiates a sequence of events that challenge both characters' perspectives and alter their trajectories.
4. Edla's compassionate actions transcend societal norms, challenging conventional judgments based on appearance or social standing. Her genuine kindness toward the peddler defies societal expectations, showcasing the transformative power of empathy.
5. The peddler's return of the stolen money showcases his newfound integrity, illustrating that trust and benevolence can inspire positive change in individuals, regardless of their past actions or circumstances. This act highlights the potential for redemption.
6. The crofter's robbery sheds light on the desperation faced by marginalized individuals, suggesting that societal neglect and adversity can lead people to commit crimes in their struggle for survival.
7. The passage disrupts stereotypes by demonstrating that external appearances and social status do not define a person's true worth or capacity for goodness. It urges readers to look beyond surface judgments.
8. The theme of redemption through kindness is exemplified in Edla's actions, which inspire positive transformation in the peddler. This underlines the transformative power of compassion in uplifting individuals from adversity.
9. The returned rattrap and accompanying letter symbolize the peddler's transformation and gratitude, offering a message of hope and redemption in the face of adversity. It emphasizes that even those seemingly ensnared can find a path to liberation.
10. Despite initial adversity, the passage conveys a message of hope and transformation. The peddler's departure with gratitude signifies that kindness and understanding have the potential to lead to positive change in individuals, offering a beacon of hope amidst life's challenges.

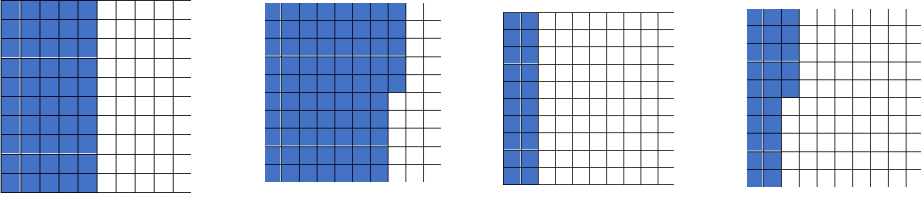
ANSWERS TO LONG QUESTIONS OF 5 MARKS

1. Selma Lagerlof masterfully employs the metaphor of the rattrap to convey profound insights about human nature and the world at large. The peddler's revelation that the world operates as a rattrap is a striking commentary on the deceptive allure of materialism and worldly pursuits. This metaphor suggests that individuals are often enticed by the promise of wealth, joy, and comfort, only to find themselves ensnared by the harsh realities of life. It underscores the transitory nature of material gains and prompts reflection on the true essence of human desires. Lagerlof skillfully weaves this metaphor throughout the narrative, inviting readers to contemplate the traps and temptations that permeate their own lives. By likening the world to a rattrap, she invites us to question the true motives behind our actions and the genuine sources of contentment and fulfillment.
2. The peddler's encounter with the ironmaster and his daughter serves as a powerful illustration of how acts of kindness can defy societal norms and challenge preconceived notions. Initially viewed with suspicion and disdain due to his ragged appearance, the peddler is met with unexpected compassion from Edla. This act of extending hospitality to a stranger, regardless of his social standing, challenges the prevailing judgments and biases of the time. Edla's decision to show kindness transcends societal expectations, highlighting the potential for human connection beyond surface-level distinctions. It showcases Lagerlof's belief in the inherent goodness within individuals and the capacity for empathy to bridge even the widest divides.
3. The peddler's character arc embodies the theme of redemption and transformation. Through the genuine kindness shown by Edla and her father, the peddler is granted an opportunity for personal growth and renewal. Initially guarded and defensive, he gradually sheds his protective exterior as he experiences compassion and acceptance. This transformation speaks to Lagerlof's belief in the power of human connection to elicit positive change. It underscores the idea that individuals, regardless of their circumstances, possess the potential for growth and redemption when met with understanding and kindness.
4. The returned rattrap and Captain von Stahle's letter are potent symbols encapsulating the core message of the passage. The rattrap, accompanied by the three ten kronor notes, symbolizes the transience of material wealth and the futility of pursuing material gains as a primary source of fulfillment. Captain von Stahle's letter further reinforces this message, expressing gratitude for the kindness shown and acknowledging the transformative impact it has had on him. The act of returning the money and the rattrap itself symbolize the peddler's recognition of the true value of compassion and human connection. It exemplifies Lagerlof's assertion that genuine acts of kindness have the power to inspire positive change and foster a sense of honor and gratitude.
5. Lagerlof's narrative serves as a poignant commentary on the universal need for compassion and understanding in a world often marked by judgment and division. The contrasting reactions of the ironmaster and Edla highlight the dichotomy between skepticism and open-heartedness. The passage challenges prevailing norms by illustrating how acts of kindness can transcend societal boundaries, offering a glimpse into the potential for human connection to transform lives. It underscores the notion that compassion and empathy are fundamental to our shared humanity, capable of awakening the innate goodness within individuals, regardless of their social or economic circumstances. Lagerlof's commentary resonates as a call to look beyond outward appearances and recognize the profound impact that genuine acts of kindness can have on individuals and society as a whole.

LESSON: INDIGO

KEY POINTS OF THE CHAPTER:

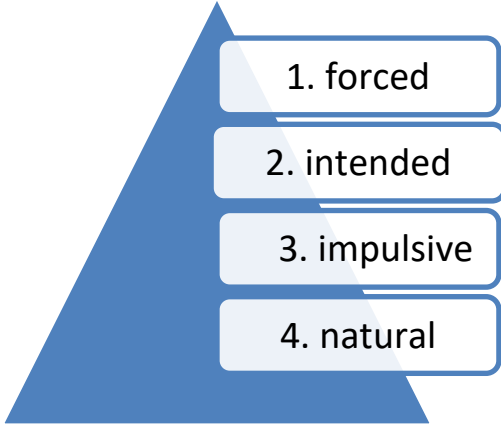
- a. Mahatma Gandhi meets Rajkumar Shukla
- b. Rajkumar Shukla follows Gandhiji everywhere
- c. Shukla meets Mahatma Gandhi in Calcutta
- d. Rajkumar Shukla explains the situation to Gandhi
- e. They travel to Patna together and went to Rajendra Prasad's house
- f. But first Mahatma Gandhi goes to Muzzafarpur to collect information about the sharecroppers
- g. Gandhiji analyses the sharecroppers' problem and decided to help them
- h. Gandhiji learns about the problems of synthetic indigo
- i. The British ask Gandhiji to leave Champaran which he denies and he was summoned from court
- j. Gandhiji gathers his team- sends report to the Viceroy and instructions to his ashram
- k. When Gandhiji was called for a trial the people support Gandhiji in Motihari- the magistrate released him without bail
- l. Gandhiji's team confers with him- he and his team conduct inquiries
- m. Gandhiji meets Sir Edward Gait, the Lieutenant-Governor
- n. Gandhiji negotiates the compensation and agrees at 25% the British lost part of their prestige
- o. Gandhiji educates the Champaran peasants and monitors sevagram from afar
- p. Gandhiji believes in self-reliance


| | | |
|---|---|----|
| 1 | EXTRACT BASED QUESTION 1 | 6m |
| | They thought he would demand repayment in full of the money which they had illegally and deceitfully extorted from the sharecroppers. He asked only 50 per cent. “There he seemed adamant,” writes Reverend J. Z. Hodge, a British missionary in Champaran who observed the entire episode at close range. “Thinking probably that he would not give way, the representative of the planters offered to refund to the extent of 25 per cent, and to his amazement Mr. Gandhi took him at his word, thus breaking the deadlock.” | |
| a | Choose the option which is NOT the synonym for ‘deadlock’: a. forfeit b. stalemate c. stand-off d. impasse | 1 |
| b | Choose the best synonym of ‘adamant’: a. unsure b. resolute c. unconfident d. hesitant | 1 |
| c | Choose the best pictorial representation of 25% of compensation of the originally extorted amount that Gandhiji agreed at the end of the negotiation:  | 1 |
| | a. option (a) b. option (b) c. option (c) d. option (d) | |
| d | Why was it important for Fischer to quote Reverend J. Z. Hodge, a British missionary at that point in the chapter? 1. Fischer was not present during the protest in Champaran 2. Gandhi didn’t know what was going on behind the scenes 3. The Reverend was the magistrate at that time 4. Gandhi was too involved in the negotiations to notice a. (1) and (2) b. (2) and (3) c. (1) and (3) d. (2) and (4) | 1 |

| | | |
|---|---|----|
| e | Which best means the same as 'deceitfully extorted': a. compassionately forfeited b. generously disposed c. considerately donated d. fraudulently coerced | 1 |
| f | Which adjective best suit Gandhi? 1. impatient 2. Dedicated 3. Clumsy 4. Inspirational a. (1) and (2) b. (1) and (3) c. (2) and (4) d. (3) and (4) | 1 |
| | | |
| 2 | EXTRACT BASED QUESTION 2 | 6m |
| | The news of Gandhi's advent and of the nature of his mission spread quickly through Muzzafarpur and to Champaran. Sharecroppers from Champaran began arriving on foot and by conveyance to see their champion. Muzzafarpur lawyers called on Gandhi to brief him; they frequently represented peasant groups in court; they told him about their cases and reported the size of their fee. Gandhi chided the lawyers for collecting a big fee from the sharecroppers. He said, "I have come to the conclusion that we should stop going to law courts. Taking such cases to the courts does little good. Where the peasants are so crushed and fear-stricken, law courts are useless. The real relief for them is to be free from fear." | |
| a | The word 'advent' means..... a. an undertaking involving chance, risk, or danger b. an exciting, unusual and maybe dangerous experience c. the introduction of a new idea, custom, person or product d. to express or utter feelings of anger very strongly | 1 |
| b | Why was Gandhi the sharecroppers' 'champion'? a. because he took up the cause of the sharecroppers b. because he did not agree to leave Champaran | 1 |

| | | |
|---|--|----|
| | c. because he fought for Indian independence d. because he was against untouchability | |
| c | Choose an adjective that describes Gandhi in this extract: a. creative b. generous c. visionary d. timid | 1 |
| d | The lawyers were overcharging the sharecroppers. This means that: a. the lawyers were impressed by the sharecroppers b. the lawyers were indifferent to the sharecroppers c. the lawyers respected the sharecroppers d. the lawyers cared for the sharecroppers | 1 |
| e | Which best means the same as 'chided': a. reprimand b. endorse c. sanction d. applaud | 1 |
| f | "I have come to the conclusion that we should stop going to law courts..." Why did Gandhiji say so? a. because the lawyers are extracting huge amount from the peasant b. because the sharecroppers are crushed and fear stricken c. because the Sharecroppers accepted Gandhiji as their champion d. none of the above | 1 |
| | | |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| | <p>Morning found the town of Motihari black with peasants. They did not know Gandhi's record in South Africa. They had merely heard that a Mahatma who wanted to help them was in trouble with the authorities. Their spontaneous demonstration, in thousands, around the courthouse was the beginning of their liberation from fear of the British.</p> <p>The officials felt powerless without Gandhi's cooperation. He helped them regulate the crowd. He was polite and friendly. He was giving them concrete proof that their might, hitherto dreaded and unquestioned, could be challenged by Indians.</p> <p>The government was baffled. The prosecutor requested the judge to postpone the trial. Apparently, the authorities wished to consult their superiors.</p> | |

| | | |
|---|--|---|
| | Gandhi protested against the delay. He read a statement pleading guilty. | |
| a | <p>Choose the quote that best summarises Gandhiji's attitude in this extract:</p> <p>a. it is not always the same thing to be a good man and a good citizen Aristotle</p> <p>b. one has a moral responsibility to disobey unjust laws Martin Luther King Jr</p> <p>c. you must never be fearful about what you are doing when it is right Rosa Park</p> <p>d. it is through disobedience that progress has been made, through disobedience and rebellion Oscar Wilde</p> | 1 |
| b | <p>Why does the author say that Motihari was 'black with peasants'?</p> <p>1. thousands of peasants were standing close</p> <p>2. the peasants bought black flags</p> <p>3. the peasants wore dark clothes</p> <p>4. the sun-burnt peasants appeared dark</p> <p>a. (1) and (2) b. (1) and (3) c. (1) and (4) d. (3) and (4)</p> | 1 |
| c | <p>Why was Gandhiji polite and friendly to the British?</p> <p>a. because he was giving hint about the power of Indians in numbers</p> <p>b. because he knew that the British might become violent any moment</p> <p>c. because he guessed that the situation may go out of control shortly</p> <p>d. because he wanted to win the court case which was about to start</p> | 1 |

| | | |
|-------------------------------------|---|----|
| d | <p>Choose two synonyms of the word 'spontaneous':</p> <div style="text-align: center;">  </div> <p>a. (1) and (2) b. (1) and (3) c. (2) and (4) d. (3) and (4)</p> | 1 |
| e | <p>Which among the following is the nearest opposite of 'baffled'</p> <p>a. confused b. flustered c. nonplussed d. composed</p> | 1 |
| f | <p>Choose the correct option with reference to the two statements given below:</p> <p>Statement 1: The peasants came in thousands to support Gandhiji</p> <p>Statement 2: The officials asked for Gandhiji's help</p> <p>a. statement 1 is the cause of statement 2</p> <p>b. statement 1 is not the cause of statement 2</p> <p>c. statement 1 and statement 2 are independent of each other</p> <p>d. statement 1 and statement 2 cannot be inferred from the extract</p> | 1 |
| SHORT ANSWER TYPE QUESTIONS: | | |
| a | <p>Do you think the agreement or contract between the British and the sharecroppers was justified? If yes, why and if no, why not?</p> | 2m |
| b | <p>'It takes a lot of courage to release the familiar and seemingly secure, to embrace the new...'</p> <p>On the basis of this quote, which act of courage do J.B. Kriplani and Professor Malkani display?</p> | 2m |

| | | |
|---|--|----|
| c | Everywhere Gandhi went, he attracted crowds. What made people gravitate towards Gandhi? | 2m |
| d | ‘Shukla accompanied him everywhere.... For weeks he never left Gandhi’s side.’ What can you deduce about Shukla from the above statement? | 2m |
| e | ‘Being prepared for something is half the victory.’ Explain with reference to Gandhi’s visit to Muzzafarpur. | 2m |
| f | Why made the lawyers who were so indifferent ready to follow Mahatma Gandhi to jail? | 2m |
| g | Why was Gandhi opposed to Charles F. Andrews helping him in Champaran? | 2m |
| h | Civil disobedience had triumphed, the first time in modern India. Elucidate with reference to the lesson ‘Indigo’. | 2m |
| i | The peasants got a compensation of 25% from the British landowners. Yet Gandhi considered this a victory. Why? | 2m |
| j | Based on the image given below and your reading of the text write your views on personal cleanliness and community sanitation. | 2m |
| |  | |
| | LONG ANSWER TYPE QUESTIONS: | |
| a | Imagine you are Rajkumar Shukla. You were not able to come to Gandhiji in person. Write a letter to Gandhi explaining the sufferings of the sharecroppers and why Gandhiji is much needed in Champaran. | 5m |
| b | The LieutenantGovernor appointed an official commission of inquiry into the indigo sharecroppers’ situation. Who were the members of the commission and what was the outcome of the inquiry. | 5m |
| c | “Where the peasants are so crushed and fear-stricken, law courts are useless. The real relief for them is to be free from fear.” You are Vedant/ Vedika. After reading the lesson you decided to write an article on ‘Overcoming Fear’. With reference to the lesson, write the article in about 120-150 words. | 5m |

| | | |
|---|--|----|
| d | 'Everyone, to some extent, can do the work of spreading education.' Describe Mahatma Gandhi's contribution towards upliftment of the social and cultural backwardness in the Champaran villages. | 5m |
| e | Is it justified to break the law to render humanitarian and national service? support your answer with reference to the lesson. | 5m |

MARKING SCHEME

| | | |
|---|---|----|
| 1 | EXTRACT BASED QUESTION 1 | 6m |
| a | a. forfeit | 1 |
| b | b. resolute | 1 |
| c | d. option (d) | 1 |
| d | a. (1) and (2) | 1 |
| e | d. fraudulently coerced | 1 |
| f | c. (2) and (4) | 1 |
| | | |
| 2 | EXTRACT BASED QUESTION 2 | 6m |
| a | c. the introduction of a new idea, custom, person or product | 1 |
| b | a. because he took up the cause of the sharecroppers | 1 |
| c | c. visionary | 1 |
| d | b. the lawyers were indifferent to the sharecroppers | 1 |
| e | a. reprimand | 1 |
| f | b. because the sharecroppers are crushed and fear stricken | 1 |
| | | |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| a | b. one has a moral responsibility to disobey unjust laws Martin Luther King Jr | 1 |
| b | c. (1) and (4) | 1 |
| c | a. because he was giving hint about the power of Indians in numbers | 1 |
| d | d. (3) and (4) | 1 |
| e | d. composed | 1 |
| f | a. statement 1 is the cause of statement 2 | 1 |
| | | |

| | SHORT ANSWER TYPE QUESTIONS: | |
|---|---|----|
| a | No, the agreement or contract between the British and the sharecroppers was not justified. Most of the land in Champaran was under the possession of greedy and profit driven English landlords. Hence many people were left with no other option than to accept any demand of the masters to get their lands on rent. So did the Indigo sharecroppers. They agreed to the settlement of the British that gave them an opportunity of cultivating but forced them to reserve 15 percent of their land for indigo planting and give all of the indigo harvest as a rent. This was done on a long-term basis and hence the exploited sharecroppers were forced to continue the same profession. | 2m |
| b | J. B Kriplani and Professor Malkani were courageous enough to shelter Gandhi. Kripalani was waiting at the station with a large body of students. Gandhi stayed there for two days in the home of Professor Malkani, a teacher in a government school. “It was an extraordinary thing ' in those days,” Gandhi commented, “for a government professor to harbour a man like me”. In smaller localities, the Indians were afraid to show sympathy for advocates of home-rule. | 2m |
| c | Gandhi had a magnetic attraction and great persuasive power. He could draw people of all classes to himself and make them partners in the cause he was fighting for. | 2m |
| d | Rajkumar Shukla was one of the illiterate, poor and oppressed sharecroppers from Champaran. He was a man of firm resolve who was courageous enough to impress Gandhiji to the extent that he fought for their cause and won them justice and self-reliance. | 2m |
| e | Gandhi decided to go first to Muzzafarpur, which was en route to Champaran, to obtain more complete information about conditions than Shukla was capable of imparting. Muzaffarpur lawyers, who frequently represented peasant groups in courts, briefed Gandhi about their cases. | 2m |
| f | Gandhi asked the lawyers what they would do if he was sentenced to prison. They said that they had come to advise him. If he went to jail, they would go home. Then Gandhi asked them about the injustice to the sharecroppers. The lawyers held consultations. They came to the conclusion that it would be shameful desertion if they went home. So, they told Gandhi that they were ready to follow him into jail. | 2m |
| g | Gandhiji did not accept C.F. Andrew's help during the Champaran movement because he believed that it would be very unfair to have an English man on their side. He wanted Indians to be self-reliant in the fight against the British. | 2m |

| | | |
|---|---|----|
| | He did not want an English man's involvement or help in the battle against British. | |
| h | A case against Gandhi was initiated for disregarding government orders. The spontaneous demonstration of thousands of peasants baffled the officials. The judge was requested to postpone the trial. Gandhi refused to furnish bail. The judge released him without bail. Several days later Gandhi received an official letter. The case against him had been dropped. Thus, civil disobedience had triumphed. | 2m |
| i | According to Gandhi, the amount of money given as a refund to farmers was not more important than the fact that the landlords were obliged to surrender a part of their money and with it, a part of their prestige too. Gandhi was of the view that the peasants were indeed lords above law in this setting. So, he agreed to a settlement of 25 percent even when he had put forth a demand of 50 per cent. | 2m |
| j | The cultural and social backwardness of the Champaran areas pained Gandhi. He appealed to teachers. Several people responded to his call. Primary schools were opened in six villages. Kasturba taught the ashram rules on personal cleanliness and community sanitation. [Any other points based on the image and the students' knowledge on cleanliness and sanitation.] | 2m |
| | | |
| | LONG ANSWER TYPE QUESTIONS: | |
| a | The problem which was faced by the sharecroppers in Champaran was that all the tenants were forced to plant 15% of their land with Indigo crops. This had been a long-term contract between the sharecroppers and the British planters/estate owners which had an adverse effect on the sharecroppers and their families. [The student will write in letter format as Rajkumar Shukla with sender's address, receiver's address, date, salutation, etc.] | 5m |
| b | Gandhi had four protracted interviews with the Lieutenant- Governor who, as a result, appointed an official commission of inquiry into the indigo sharecroppers' situation. The commission consisted of landlords, government officials, and Gandhi as the sole representative of the peasants. The official inquiry assembled a crushing mountain of evidence against the big planters, and when they saw this, they agreed, in principle, to make refunds to the peasants. | 5m |

| | | |
|---|--|----|
| c | <p>Gandhi made the peasants fearless by letting them know about their rights, fighting their case, and by obtaining the refund of compensation made to the British landlords who were behaving as lords above the law.</p> <p>[The students will write an article on the topic ‘Overcoming Fear’ along with the writer’s name. They will put their knowledge about ways to overcome fear and take reference of the sharecroppers and they way Gandhi helped them.]</p> | 5m |
| d | <p>Gandhi never contented himself with large political or economic solutions. He saw the cultural and social backwardness in the Champaran villages and wanted to do something about it immediately. He appealed to teachers. Mahadev Desai and Narhari Parikh, two young men who had just joined Gandhi as disciples, and their wives, volunteered for the work. Several more came from Bombay, Poona and other distant parts of the land. Devadas, Gandhi’s youngest son, arrived</p> <p>from the ashram and so did Mrs. Gandhi. Primary schools were opened in six villages.</p> | 5m |
| e | <p>First, he did not want to set a bad example as a law breaker. Second, he wanted to render the humanitarian and national service for which he had come. He respected the lawful authority, but disregarded the order to leave to obey the voice of his conscience.</p> <p>He told the court, in a “conflict of duties”— on the one hand, not to set a bad example as a lawbreaker; on the other hand, to render the “humanitarian and national service” for which he had come.</p> <p>He disregarded the order to leave, “not for want of respect for lawful authority, but in obedience to the higher law of our being, the voice of conscience”. He asked the penalty due.</p> | 5m |

LESSON: POETS AND PANCAKES

MAIN POINTS of Poets and Pancakes-

- Pancake -a make-up brand.
- The make-up room of the Gemini Studios was in a building that used to be Lord Clive's Stable.
- The dazzling incandescent light trapped the men in 'fiery misery'.
- The make-up department comprised people coming from many states. It was a real example of-national integration.
- The chief make-up men were engaged for the hero and heroine. The senior assistant was for number two' hero and heroine. There was a junior assistant make-up man for the main comedian. The 'office-boy' was responsible for the make-up of the crowd.
- The 'office-boy was not a boy but a man in his early forties.
- He entered the Studios to become a star hero, director, script writer or lyrics writer but ended up as the 'office-boy'.
- Subbu was no. 2 in the Gemini Studios.
- Subbu gave direction and definition to the Gemini Studios in its glorious years.
- He was a many-sided genius who used all his energy and creativity for the advantage of his 'Boss'.
- Subbu was a good poet and wrote a novel.
- He was an amazing actor and a charitable soul ready to help everyone.
- The 'office-boy was jealous of Subbu. He considered Subbu cause of all his woes and neglect.
- The legal adviser, a lawyer, was also a part of the Story Department.
- He was a dead-wit, a lonely man of cold-reason. He was a misfit in the establishment.
- The Studios served as a host to the MRA, a group of 200 persons.
- MRA-a kind of counter-movement to international Communism
- The MRA presented two plays in a highly professional manner. Their sets and costumes were copied for years.
- MRA-Someone called the group an international circus. They weren't very good on the trapeze and their acquaintance with animals was only at the dinner table.
- The message of the plays were usually plain and simple homilies, but the sets and costumes were first-rate.

- Madras and the Tamil drama community were terribly impressed and for some years almost all Tamil plays had a scene of sunrise and sunset in the manner of 'Jotham Valley' with a bare stage, a white background curtain and a tune played on the flute.
- Stephen Spender, an English poet visited the Gemini Studios. His visit was a total disaster.
- There was so much communication gap that neither the English poet nor the audience knew what was happening there.
- The people at the Studios wore khadi and worshipped Gandhi. But beyond that they had no political understanding or leaning.
- But the people at the Studios were allergic to Communism. They considered a Communist as a godless man — who had no filial or conjugal love; who had no compunction about killing his own parents or his children; he was always out to cause and spread unrest and violence among innocent and ignorant people.
- Writer's thought about Prose Writing-It is not and cannot be the true pursuit of a genius. It is for the patient, persistent, persevering drudge with a heart so shrunken that nothing can break it; rejection slips don't mean a thing to him.
- The narrator after several years read a book 'The God That Failed'. One of the essayists, was Stephen Spender.
- He was the same English poet who had visited the Gemini Studios years ago.

Mind Map



Questions-

| Extract Based Questions | | |
|-------------------------|---|----------------|
| Q No | Questions | Marks |
| 1 | <i>His success in films overshadowed and dwarfed his literary achievements - or so his critics felt. He composed several truly original 'story poems' in folk refrain and diction and also wrote a sprawling novel Thillana Mohanambal with dozens of very deftly etched characters. He quite successfully recreated the mood and manner of the Devadasis of the early 20th century. He was an amazing actor-he never aspired to the lead roles-but whatever subsidiary role he played in any of the films, he performed better than the supposed main players. He had a genuine love for anyone he came across and his house was a permanent residence for dozens of near and far relations and acquaintances.</i> | 1×6=6 Marks |
| | Q-i. Which of these statements is NOT TRUE about Subbu? a. His literary accomplishments stole the limelight from his films. b. He was a gifted poet and writer and his literary works were noteworthy. c. He was selfless in nature and was empathetic towards others. d. He never hankered after lead roles and performed minor roles in films. | 1 |
| | Q-ii. The word 'sprawling' has been used with the word 'novel'. Pick the option with which the word 'sprawling' CANNOT be used. a. metropolis b. handwriting c. campus d. portrait | 1 |
| | Q-iii. The phrase 'deftly etched' shows that Subbu a. created the roles delicately. b. was skillful in creating the characters. c. pondered beyond necessity about the characters. d. gave very little thought to the characters. | 1 |
| | Q-iv. Pick the option that best describes Subbu according to the extract. 1. benevolent 2. powerful 3. accomplished 4. witty 5. generous 6. temperamental a. 4, 5 & 6 b. 2, 3 & 4 c. 1, 3 & 5 d. 3, 4 & 6 | 1 |
| | Q-v. Statement (I) Subbu was an amazing actor-he never aspired to the lead roles. Statement (II) Whatever subsidiary role Subbu played in any of the films, he performed better than the supposed main players. (a) Statement 1 is true but Statement 2 is false. (b) Statement 1 is false but Statement 2 is true. | 1 |

| | | |
|----|---|----------------|
| | (c) Both Statement 1 and Statement 2 cannot be inferred. (d) Both Statement 1 and Statement 2 can be inferred. | |
| | Q-vi. Give the antonym for the word 'Subsidiary'. | 1 |
| 2. | <i>A girl from the countryside, she hadn't gone through all the stages of worldly experience that generally precede a position of importance and sophistication that she had found herself catapulted into. She never quite recovered from the terror she felt that day. That was the end of a brief and brilliant acting career — the legal adviser, who was also a member of the Story Department, had unwittingly brought about that sad end. While every other member of the Department wore a kind of uniform — khadi dhoti with a slightly oversized and clumsily tailored white khadi shirt — the legal adviser wore pants and a tie and sometimes a coat that looked like a coat of mail. Often, he looked alone and helpless ...</i> | 1×6=6 Marks |
| | Q-i. Select the option that completes the given sentence appropriately. 'Stages of worldly experience' in the given context would refer to _____. a. good education to gain knowledge. b. situations that require one to be street smart. c. smaller, not-so-important roles in acting. d. training in soft skills. | 1 |
| | Q-ii. Select the suitable word from the extract to complete the following analogy: sealed: closed :: propelled: _____. | 1 |
| | Q-iii. Select the correct option to fill in the blank. The harm done to the actress was a/an _____. a. well-planned act. b. unintentional act. c. act of jealousy. d. act of male dominance. | 1 |
| | Q-iv. Based on the above extract, choose the statement that is <u>TRUE</u> for the legal adviser. a. He disliked the actress from the countryside. b. He acted after thinking through things carefully. c. He did not gel well with others in the Department. d. He was always dressed smartly. | 1 |
| | Q-v. Identify the textual clue that allows the reader to infer that the writer is sympathetic towards the professional fate of the actor. (<i>Clue: a phrase</i>) | 1 |
| | Q-vi. Complete the sentence with an appropriate explanation, as per the extract. The writer uses the word 'uniform' to refer to the outfits of the Department members because just like a uniform _____. | 1 |

| | | |
|----|---|----------------|
| 3. | <i>Pancake was the brand name of the makeup material that Gemini Studios bought in truck-loads. Greta Garbo must have used it, Miss Gohar must have used it, Vyjayantimala must also have used it but Rati Agnihotri may not have even heard of it. The make-up department of the Gemini Studios was in the upstairs of a building that was believed to have been Robert Clive's stables. A dozen other buildings in the city are said to have been his residence. For his brief life and an even briefer stay in Madras, Robert Clive seems to have done a lot of moving, besides fighting some impossible battles in remote corners of India and marrying a maiden in St. Mary's Church in Fort St. George in Madras.</i> | 1×6=6 Marks |
| | Q-i What literary device is used in 'bought in truck-loads'? (a) Oxymoron (b) Irony (c) Analogy (d) Hyperbole | 1 |
| | Q-ii What can be inferred from 'Greta Garbo must have used it, Miss Gohar must have used it, Vyjayantimala must also have used it but Rati Agnihotri may not have even heard of it'? (1) That pancake was an old product used by actresses from an earlier age. (2) That pancake was a modern product used in filmmaking. (3) That pancake was not used by the next generation of actresses. (4) That pancake was a make-up product created in the West. (a) (1) and (4) (b) (2) and (3) (c) (1) and (3) (d) (2) and (4) | 1 |
| | Q-iii What can be inferred from the author's mention of Robert Clive's stables? (a) That the author wanted to add a humorous remark. (b) That Gemini Studios was probably located at a historical site. (c) That Gemini Studios' fame and fortune was widespread. (d) That the author was acquainted with Robert Clive. | 1 |
| | Q-iv Which of the following is the author's tone of his comments on Robert Clive? (a) Ironic (b) Admiring (c) Compassionate (d) Curious | 1 |
| | Q-v Provide the antonym for the word 'Remote'. | 1 |
| | Q-vi What do we know about the character of Robert Clive from the given extract. | 1 |

Short Answer Type Questions- 30-40 Words (2 Marks each)

| | | |
|----|--|---|
| 1 | How does the writer describe the make-up room of the Gemini Studios? | 2 |
| 2 | How was the make-up room a fine example of national integration? | 2 |
| 3 | Explain the appropriateness of the title 'Poets and Pancakes'? | 2 |
| 4 | What does <i>The God that Failed</i> refer to? | 2 |
| 5 | Why is the Englishman's visit referred to as an unexplained mystery? | 2 |
| 6 | Mention the message of the plays presented by MRA. Give one example to show that Gemini Studios was influenced by the plays staged by MRA. | 2 |
| 7 | Describe the strict hierarchy maintained in the make-up department of Gemini studio. | 2 |
| 8 | How did the canteen mentioned in the lesson contribute to the literary world? | 2 |
| 9 | What made the lawyer stand out from the others at Gemini Studios? | 2 |
| 10 | How did the author discover who the English visitor to the studios was? | 2 |

Long Answer Type Questions- 120-150 Words (5 Marks each)

| | | |
|---|--|---|
| 1 | What does Asokamitran's narrative in Poets and Pancakes demonstrate about Subbu? | 5 |
| 2 | How did the writer discover Spender's identity? | 5 |
| 3 | Write a brief character sketch of Kothamangalam Subbu. | 5 |
| 4 | Describe the office boy of the Gemini Studio. | 5 |
| 5 | What does the writer say about the political leanings of the people at Gemini Studios? | 5 |

Marking Scheme

| Q No | Answers | Marks |
|--------------------------------|--|----------------|
| Extract Based Questions | | |
| 1 | Extract-1 | 1×6=6 Marks |
| | A-i. Option (a) His literary accomplishments stole the limelight from his films. | 1 Mark |
| | A-ii. Option (d) portrait | 1 Mark |
| | A-iii. Option (b) was skillful in creating the characters. | 1 Mark |
| | A-iv. Option (c) 1, 3 & 5 | 1 Mark |
| | A- v. Option (d) Both Statement 1 and Statement 2 can be inferred. | 1 Mark |
| | A-vi. Principal | 1 Mark |
| 2. | Extract-2 | 1×6=6 Marks |
| | A-i. Option (b) situations that require one to be street smart. | 1 Mark |
| | A-ii. catapulted | 1 Mark |
| | A-iii. Option (b) situations that require one to be street smart. | 1 Mark |
| | A-iv. Option (c) He did not gel well with others in the Department. | 1 Mark |
| | A- v. Sad end | 1 Mark |
| | A-vi.... is a common dress code for all, similarly, their apparel/ dress was nearly the same - loose khadi shirt and khadi dhoti. | 1 Mark |
| 3. | Extract-3 | 1×6=6 Marks |
| | A-i. Option (d) Hyperbole | 1 Mark |
| | A-ii. Option (c) (1) and (3) | 1 Mark |
| | A-iii. Option (b) That Gemini Studios was probably located at a historical site. | 1 Mark |
| | A-iv. Option (b) Admiring | 1 Mark |
| | A- v. Close by, near by | 1 Mark |
| | A-vi. The portrayal of Robert Clive's ambitions and restless nature is subtly humorous, emphasizing his desire for recognition and importance. | 1 Mark |

Short Answer Type Questions- 30-40 Words (2 Marks each)

| | |
|----|--|
| 1 | The make-up room of the Gemini Studios had incandescent lights. It also had lights at all angles around large mirrors. Those subjected to make-up had to face bright light and a lot of heat there. It was on the upper floor of the building that was believed to have been Robert Clive's stables. |
| 2 | Transcending all the barriers of regions, religions and castes, people from all over India came to Gemini Studios for jobs. The make-up department was headed by a Bengali, succeeded by a Maharashtrian, assisted by a Dharwar Kannadiga, an Andhra, a Madras Indian Christian and an Anglo Burmese and the usual local Tamils. Hence, the writer finds in the make-up department a perfect example of national integration. |
| 3 | The chapter describes Gemini Studios and its functioning very clearly. Its employees are little unrecognized poets. Though they work in a film studio, the focus is on the author's station in the Studios as a make-up boy using pancakes on crowd players, and how he failed as a poet. So, the title is appropriate. |
| 4 | "The God That Failed" refers to a collection of essays written by six prominent writers who had at one point been associated with or sympathetic to communism but later became disillusioned with it. In their essays, these writers describe their journeys into communism and their subsequent rejection of it due to various reasons. The book explores the loss of faith in the communist ideology, which had once held great promise for them but ultimately failed to deliver on its ideals. |
| 5 | <ul style="list-style-type: none">• The author and the staff at the studio couldn't comprehend the purpose or relevance of his visit.• His speech left the audience baffled because it seemed out of place in a Tamil film studio, and the author and others were puzzled as to why he was addressing them.• The visit lacked a clear explanation or connection to the studio's work, making it a perplexing and enigmatic event. |
| 6 | The message of the plays were usually plain and simple homilies, but the sets and costumes were first-rate. After the MRA group's visit to Madras and their successful plays, almost all Tamil plays began to incorporate scenes featuring sunrises and sunsets in the style of the MRA plays. This demonstrates the impact of the MRA's theatrical productions on the style and themes of Tamil plays produced by Gemini Studios. |
| 7 | The chief make-up man made the chief actors and actresses ugly, his senior assistant the 'second' hero and heroine, the junior assistant the main comedian, and so forth. The players who played the crowd were the responsibility of the office boy. |
| 8 | <ul style="list-style-type: none">• Provided a platform for poets, writers and artists to exchange ideas, discuss literature and collaborate on creative projects.• Poets and writers found their inspirations and support that contributed growth and development of the literary world. |
| 9 | The lawyer wore pants and a tie and sometimes a coat whereas everyone else in the Story Department wore similar khadi dhoti with a slightly oversized and clumsily tailored white khadi shirt. Thus, the lawyer stood out from others at Gemini Studios as if he is a dispassionate man who did not take sides. Moreover, he was a logical man with no emotional attachment whatsoever. |
| 10 | Before investing money in participating in a short story contest organised by an English periodical 'The Encounter', the author did a research on the magazine. He went to the British Council Library where, while going through an issue of that periodical, he discovered that its editor was Stephen Spender, the poet who had once visited the studio. |

Long Answer Type Questions- 120-150 Words (5 Marks each)

| | |
|---|---|
| 1 | <ul style="list-style-type: none">• He was a hardworking man because there were no properly established studios and film companies when he started out.• He was imaginative because he could come up with numerous innovative ways of performing the same scene.• He was immensely helpful to his friends and acquaintances.• He was a celebrated poet who chose to dedicate his poetry to the masses. |
| 2 | <p>When Gemini Studios prepared to welcome Spender, they did not have any clue about the identity of the visitor. All they knew was that he was a poet from England. However, he was not one of the poets from England that they had heard of. Later, they heard that he was an editor. But again, he wasn't the editor of any of the known British publications. When the gentleman arrived, the mystery of his identity deepened. He spoke but none understood because of the British accent.</p> <p>Much later, when The Encounter, a relatively unknown periodical, announced a short story contest through The Hindu, the writer went to the British Council Library to find out more about the periodical. When he read the editor's name, it sounded familiar. It was the poet who had visited the Gemini Studios. His name was Stephen Spender.</p> |
| 3 | <ul style="list-style-type: none">• Kothamangalam Subbu was universally hated by all in the make-up department.• He had a modest beginning as an office boy and had now reached to the position of No. 2 at Gemini Studios.• He was a Brahmin and hence, had contacts with affluent people.• He looked cheerful at all times.• He could never do things on his own but his loyalty endeared him to the Boss.• His creativity surfaced when commanded.• He could come out with various alternatives for enacting a scene.• He gave direction and definition to Gemini Studios during its golden years.• Subbu was also a poet and capable of complex and higher forms of poetry but he purposely addressed it to the masses.• His success in films overshadowed his literary achievements.• He composed several 'story poems' and also wrote a novel, Thillana Mohanambal.• He was an amazing actor and performed better than the main players.• He loved people and his house was a permanent residence for guests.• Despite this, he had enemies. It could be because he seemed so close to the Boss or because he seemed like a sycophant. |
| 4 | <ul style="list-style-type: none">• He wasn't exactly a 'boy'.• He was in his early forties, having entered the studios years ago in the hope of becoming a star actor or a top screen writer, director or lyrics writer.• He was a bit of a poet.• His Job was to do the make-up of the crowd.• He hated Subbu and considered him responsible for all his miseries. |
| 5 | <p>Barring the office boys and a couple of clerks, everybody else at the Gemini Studios radiated leisure and was a lover of poetry. Most of them wore khadi and worshipped Gandhiji but beyond that, they had no political leanings at Gemini Studios. Since most of the employees were apolitical and worshipped Gandhiji, they wore khadi. However, all of them disliked the term 'Communism'.</p> <p>To them, A Communist was a godless man — he had no filial or conjugal love; he had no compunction about killing his own parents or his children; he was always out to cause and spread unrest and violence among innocent and ignorant people.</p> |

The Interview

Q1. Read the following extract carefully and answer the questions that follow: (1x6=6)

Today, almost everybody who is literate will have read an interview at some point in their lives, while from the other point of view, several thousand celebrities have been interviewed over the years, some of them repeatedly. So it is hardly surprising that opinions of the interview — of its functions, methods and merits — vary considerably. Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person's soul.

- (i) Where has the above excerpt been taken from? Who is the author? 1+1
- (ii) The general opinion of an interview – 1
 - (a) is more or less the same
 - (b) is invariably shown in the bad light
 - (c) is diametrically opposed to each other
 - (d) is often muted
- (iii) Why is in some primitive culture taking photos considered vile? 1
- (iv) Give a synonym of 'despise'. 1
 - (a) deduce
 - (b) hold out
 - (c) look down upon
 - (d) malign
- (v) Give an antonym of 'unwarranted'. 1
 - (a) vacuous
 - (b) unmitigated
 - (c) tepid
 - (d) justified

- Ans.**
- (i) The Interview, Christopher Silvester
 - (ii) (c)
 - (iii) Because they identified taking photos with stealing of the soul.
 - (iv) (c)
 - (vi) (d)

Q2. Read the following paragraph carefully and answer the questions that follow: (6 marks)

Rudyard Kipling expressed an even more condemnatory attitude towards the interviewer. His wife, Caroline, writes in her diary for 14 October 1892 that their day was 'wrecked by two reporters from Boston'. She reports her husband as saying to the reporters, "Why do I refuse to be

interviewed? Because it is immoral! It is a crime, just as much of a crime as an offence against my person, as an assault, and just as much merits punishment. It is cowardly and vile. No respectable man would ask it, much less give it,” Yet Kipling had himself perpetrated such an ‘assault’ on Mark Twain only a few years before.

- (i) What is the meaning of the word ‘wrecked’ in the third line of the above paragraph? 1
- (a) awarded
(b) marred
(c) lionised
(d) laboured
- (ii) Whom was Mark Twain interviewed by? 1
- (a) Caroline
(b) Lewis Carroll
(c) Rudyard Kipling
(d) V. S. Naipaul
- (iii) Whom was Kipling interviewed by? 1
- (a) one of Kipling’s friends
(b) his wife
(c) one renowned reporter from New York
(d) two anonymous reporters from Boston
- (iv) Why did Kipling refuse to be interviewed? Do you agree with his point of view? 1+1
- (v) Give a synonym of ‘assault’. 1
- (a) asperity
(b) egress
(c) attack
(d) oblivion
- (vi) Give an antonym of ‘condemnatory’. 1
- (a) complicated
(b) complimentary
(c) contributory
(d) commonplace

Ans. (i) (b)

(ii) (c)

(iii) (d)

(iv) Because Kipling thought an interview was immoral.

No, I don’t subscribe to Kipling’s point of view. An interview is an important medium of communication and we can garner a lot of information about a celebrity or other important people through an interview.

(v) (c)

(vi) (b)

Q3. Read the following passage carefully and answer the following questions: (6 marks)

Mukund: Over 40! Among them a seminal piece of work on semiotics. But ask most people about Umberto Eco and they will say, “Oh, he’s the novelist.” Does that bother you?

Umberto Eco: Yes. Because I consider myself a university professor who writes novels on Sundays. It’s not a joke. I participate in academic conferences and not meetings of Pen Clubs and writers. I identify myself with the academic community. But okay, if they [most people] have read only the novels... (laughs and shrugs). I know that by writing novels, I reach a larger audience. I cannot expect to have one million readers with stuff on semiotics.

- | | | |
|-------|---|---|
| (i) | What was Umberto Eco? | 1 |
| | (a) a novelist | |
| | (b) a poet | |
| | (c) an academic | |
| | (d) a university professor | |
| (ii) | What did Umberto eco mean when he said he wrote novels on Sundays? | 2 |
| (iii) | What is ‘semiotics’? | 1 |
| | (a) the study of phonemes | |
| | (b) the study of signs | |
| | (c) the study of morphemes | |
| | (d) the study of phonetic transcriptions | |
| (iv) | How did Umberto Eco reach millions of readers? | 1 |
| | (a) by attending meetings of Pen clubs and writers | |
| | (b) by associating himself with the academic community | |
| | (c) by writing The Name of the Rose | |
| | (d) by giving an interview over international media | |
| (v) | What do you infer from the phrase “Over 40!”? | 1 |
| | (a) that Mukund had so far conducted more than 40 interviews | |
| | (b) that Umberto Eco had so far given more than 40 interviews | |
| | (c) that Mukund had so far attended more than 40 academic conferences | |
| | (d) that Umberto Eco had so far written more than 40 scholarly works of non-fiction | |

Ans. (i) (d)

(ii) He meant that in the beginning he was not a serious novel writer. He occasionally wrote novels in his leisure time on Sundays to quench his thirst for narration.

(iii) (b)

(iv) (c)

(v) (d)

Q4. Answer the following questions in 30-40 words each: (2x10)

(i) What are some positive views on the interview?

Ans. According to some people, an interview when fairly conducted is often a source of truth and, in its practice, an art. Opinions about an interview are often contrasting and only an interviewer and an interviewee can judge an interview properly. An interview is also a stellar medium of communication.

(ii) Why do most celebrity writers despise being interviewed?

Ans. Most celebrity writers loathe being interviewed, for they consider being interviewed is an unwarranted intrusion into their privacy. V. S. Naipaul, Lewis Carroll, Rudyard Kipling were all against being interviewed.

(iii) What is the belief in some primitive cultures about being photographed?

Ans. Some primitive cultures hold a pejorative idea about being photographed because they believe in the process of taking your shot photographers are actually stealing your soul. It is mere superstition.

(iv) What do you understand by the expression ‘thumbprints on his windpipe’?

Ans. The above expression was given by the playwright as well as the novelist Saul bellow while describing the sheer discomfort he felt during an interview. He went on saying that he felt like choking and gasping for air as the interviewer had literally put him out of countenance by his or her probing questions into his private life.

(v) Why did Umberto Eco start writing novels?

Ans. Umberto Eco started writing novels by accident. In fact, he wrote his novels in his leisure time, especially on Sundays. He thought writing novels will slake his thirst for narration.

(vi) What is the theme of “The Name of the Rose”?

Ans. “The Name of the Rose” is a serious novel and is meant for serious readers. “The Name of the Rose” combines in it a detective yarn, metaphysics, theology, and medieval history. The novel was immensely popular as it gained the attention of millions of readers.

(vii) What did the American publisher say about “The Name of the Rose?”

Ans. The American publisher was not very hopeful about the novel. She thought she would be able to sell only 3000 copies of it but eventually it turned out to be a huge success and nearly 3 million copies were sold.

(viii) What factors did Umberto Eco attribute the success of his novel?

Ans. Umberto Eco ascribed the phenomenal success of his novel to the timing of its publication. He further said if the novel was published ten years earlier or ten years later, his efforts might not have been crowned with success.

(ix) What was Roland Barthes’ contribution on Umberto Eco?

Ans. Roland Barthes was Umberto Eco’s close friend and he always wanted to write a novel. He was an essayist but he thought of carving out a niche in novel writing. As ill luck would have it, he died without fulfilling his desire.

(x) Why did Umberto Eco say that he was always doing the same thing?

Ans. While Mukund Padmanabhan was interviewing Umberto Eco, Umberto said that oftentimes he found his readers under the misapprehension that he was writing about many a thing but, in effect, he was writing about a single thing only – non-violence and peace.

Q5. Answer the following questions in 120-150 words each: (2x5=10)

(i) Are the different celebrities in ‘The Interview’ justified in condemning interviews?

Ans. Celebrity writers believe that interviews unduly interfere in their private lives. They regard themselves as victims of interviews. They claim that the interview in some way ‘diminishes’ them, just like some ancient cultures believed that a portrait of a person takes away his soul. Celebrities like V. S. Naipaul, Lewis Carroll, Rudyard Kipling, Saul Bellow and H. G. Wells have expressed strong dislike for the interviews. They go to the extent of calling them ‘immoral’, ‘a crime’, ‘an assault’ and the like. There is no denying the fact that the interviews in some way encroach upon their privacy and at times project them to be shorter than their stature and at other times lionise them. In spite of these drawbacks, there is no justification in condemning interviews outright. After all, interviews give us an insight into the personalities of the celebrities. The fans of the celebrities feel happy and satisfied, as they get a chance to peep in their lives. Interviews leave behind indelible and vivid impressions and they are undoubtedly ‘a supremely serviceable medium of communication’. Hence, they do not deserve to be criticised.

(ii) Mukund Padmanabhan was a reporter from 'The Hindu'. In the context of the chapter, reveal his traits as an interviewer.

Ans. Mukund Padmanabhan was surely a successful and well-thought-out reporter who always asked answerable and dexterous questions to his interviewees. He used to plan and prepare to conduct an interview of a celebrity well in advance. He never asked awkward or embarrassing questions and on the other hand, the celebrity whom he interviewed always seemed to be comfortable with his questions. Through the interviews, readers not only got the information about the celebrities but many other important aspects of Mukund's personality also came in their knowledge. He asked brief and quality questions to his interviewees scrupulously. He let the interviewees spoke in their own manner and never tried to interrupt or cross-questioned them.

His interviewees used to be free and frank with him. He was always a prepared interviewer. Mukund, in advance arranged the information and personality traits of his interviewees and then with full preparations, started his sessions. In all we can say that Mukund Padmanabhan was a disciplined and dedicated interviewer.

LESSON: GOING PLACES

KEY POINTS OF THE CHAPTER:

1. Sophie a teenage school going girl had various fantasies. She wanted to be a manager, fashion designer, actress and own a boutique.
2. Jansie, the friend of Sophie was a practical girl and always discouraged her from having such dreams.
3. The two young girls were most likely to get a job in a biscuit factory.
4. Geoff, the brother of Sophie left school three years ago and worked as an apprentice mechanic. He had to travel to various places for his work. Sophie felt jealous of his freedom.
5. Sophie made up a story that she had met Danny Casey at Royce's window and shared the same with her brother Geoff. She further explained that Casey had green and gentle eyes and was a medium-height boy. She wanted to take an autograph but had no pen or paper. She got a promise to meet next Saturday for an autograph.
6. Geoff shared the story with her father and Frank, the brother of Jansie.
7. Sophie's father scolded her for her wild stories.
8. Sophie asked Jansie to keep the story secret because she did not like to get popularity.
9. Every Saturday, the family visited the stadium to watch the match of United.
10. On that particular day during the football match Sophie saw Danny Casey for the first time in person. United won the match by 2-0. Casey had attractively secured the last goal.
11. After the match Sophie went for the imaginary meeting near the canal. She sat under a tree waiting for Casey but he never came.
12. Sophie returned home with misery and pain.

| 1 | EXTRACT BASED QUESTION 1 | 6m |
|---|---|----|
| | When I leave," Sophie said, coming home from school, "I'm going to have a boutique." Jansie, linking arms with her along the street looked doubtful. "Takes money, Soaf, something like that." "I'll find it," Sophie said, staring far down the street. "Take you a long time to save that much." "Well I'll be a manager then — yes, of course — to begin with. Till I've got enough. But anyway, I know just how it's all going to look." "They wouldn't make you manager straight off, Soaf." | |
| a | Who is the author of Going Places? 1. Alphonse Daudet 2. Tishani Doshi 3. Jack Finney 4. A.R.Barton | 1 |
| b | Who wanted to open a boutique? 1. Derek 2. Frank 3. Danny Casey 4. Sophie | 1 |
| c | Jansie, linking arms with her along the street; What emotion does linking arm signify? | 1 |

| | | |
|---|--|----|
| | <ol style="list-style-type: none"> 1. Having hatred 2. Having jealousy 3. Having affection 4. Having rivalry | |
| d | <p>They wouldn't make you manager straight off--Who said these lines?</p> <ol style="list-style-type: none"> 1. Sophie 2. Jansie 3. Geoff 4. Derek | 1 |
| e | <p>What did Sophia want to be-</p> <ol style="list-style-type: none"> 1. Manager 2. Movie star 3. Fashion designer 4. None | 1 |
| f | <p>Takes money, Soaf, something like that.- What does <u>takes money</u> imply here?</p> <ol style="list-style-type: none"> 1. You have to invest a lot of money 2. You have to waste a lot of money 3. You have to earn a lot of money 4. You have to donate a lot of money | 1 |
| | | |
| 2 | EXTRACT BASED QUESTION 2 | 6m |
| | <p>He was kneeling on the floor in the next room tinkering with a part of his motorcycle over some newspaper spread on the carpet. He was three years out of school, an apprentice mechanic, travelling to his work each day to the far side of the city. He was almost grown up now, and she suspected areas of his life about which she knew nothing, about which he never spoke. He said little at all, ever, voluntarily. Words had to be prized out of him like stones out of the ground. And she was jealous of his silence.</p> | |
| a | <p>Who is he in the first line?</p> <ol style="list-style-type: none"> 1. Geoff 2. Derek 3. Danny Casey 4. Frank | 1 |
| b | <p>What was Geoff by profession?</p> <ol style="list-style-type: none"> 1. Property dealer 2. Motor mechanic 3. Plumber 4. Footballer | 1 |
| c | <p>Sophie was jealous of Geoff's silence because-----</p> | 1 |

| | | |
|---|---|----|
| | <ol style="list-style-type: none"> 1. He shared everything with Sophie 2. He shared nothing with Sophie 3. He shared everything with his father 4. None of the above | |
| d | <p>Which of the following is a synonym of ‘apprentice’?</p> <ol style="list-style-type: none"> 1. Novice 2. Trainee 3. Trainer 4. amateur | 1 |
| e | <p>Which of the following is an antonym of VOLUNTARILY?</p> <ol style="list-style-type: none"> 1. willingly 2. deliberately 3. eagerly 4. obligatory | 1 |
| f | <p>Words had to be prized out of him like stones out of the ground.’ This line is an example of-</p> <ol style="list-style-type: none"> 1. metaphor 2. simile 3. alliteration 4. none of the above | 1 |
| | | |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| | <p>It was nothing like that, Geoff — it was me spoke first. When I saw who it was, I said, “Excuse me, but aren’t you Danny Casey?” And he looked sort of surprised. And he said, “Yes, that’s right.” And I knew it must be him because he had the accent, you know, like when they interviewed him on the television. So I asked him for an autograph for little Derek, but neither of us had any paper or a pen. So then we just talked a bit. About the clothes in Royce’s window. He seemed lonely. After all, it’s a long way from the west of Ireland.</p> | |
| a | <p>Whom did Sophie meet at the arcade?</p> <ol style="list-style-type: none"> 1. Derek 2. Geoff 3. Danny Casey 4. None of these. | 1 |
| b | <p>Why could Sophie not take Casey’s autograph?</p> <ol style="list-style-type: none"> 1. Because that place was not suitable for a meeting 2. for she had no paper nor a pen with her 3. both1 and 2 4. Only 2 | 1 |
| c | <p>Which country did Casey play for?</p> <ol style="list-style-type: none"> 1 India | 1 |

| | | |
|-------------------------------------|---|----|
| | 8. Africa 9. Ireland 10. Australia | |
| d | Which word from the extract means “to some degree” 1. accent 2. sort of 3. a bit 4. a long way | 1 |
| e | He seemed lonely. Which word explains the meaning of lonely -- 1. alone and without any friend 2. popular among friends 3. always crowded 4. none of the above | 1 |
| f | “When they interviewed him on the television”. Who were they? 1. Footballers 5. People from media 6. Team managers 7. None of the above | 1 |
| SHORT ANSWER TYPE QUESTIONS: | | |
| a | Why was Sophie jealous of her brother? | 2m |
| b | What did Sophie remember about Casey as she was coming back from the imaginary meeting? | 2m |
| c | “Damn that Geoff, this was a Geoff thing not a Jansie thing,”-why was Sophie upset after Jansie told her that she knew about the meeting? | 2m |
| d | “Casey might be that good someday.” What did Sophie’s father think about the player? | 2m |
| e | “He sat frowning at the oily component he cradled in his hands, as though it were a small dumb animal and he was willing it to speak”. Who was he? What was he trying to do? | 2m |
| f | What were the dreams of Sophie? | 2m |
| g | Did Sophie meet Danny Casey near the canal? | 2m |
| h | How was Sophie different from the rest of her family? | 2m |
| i | Where did Sophie’s father and her brothers go for a pilgrimage every Saturday? | 2m |
| j | Which was the only occasion when she got to see Danny Casey in person? | 2m |
| LONG ANSWER TYPE QUESTIONS: | | |
| a | Imagine you are Jansie. Write a letter to your friend describing your friend Sophie and how she loves to live in her dreams. | 5m |
| b | Write a speech for your friends using Sophie and Jansie from the lesson as a reference to show how daydreaming will cause disillusionment unless one is hardworking and persevering. | 5m |
| c | After reading the chapter analyse the reason why Sophie’s father never believed her words. | 5m |
| d | Imagine you are Geoff. Write a diary entry describing the experience that Sophie shared with you which she wanted to keep secret from everyone .Did you believe her story ? | 5m |
| e | “Huh - if you ever come into money... if you ever come into money you’ll buy us a blessed decent house to live in, thank you very much.” How would you describe the character and temperament of Sophie's father? | 5m |

MARKING SCHEME

| | | |
|----------|--|-----------|
| 1 | EXTRACT BASED QUESTION 1 | 6m |
| a | A.R.Barton | 1 |
| b | Sophie. | 1 |
| c | Having affection | 1 |
| d | Jansie | 1 |
| e | Manager | 1 |
| f | You have to invest a lot of money | 1 |
| | | |
| 2 | EXTRACT BASED QUESTION 2 | 6m |
| | | |
| a | Geoff | 1 |
| b | Motor mechanic | 1 |
| c | He shared nothing with Sophie | 1 |
| d | Trainee | 1 |
| e | Obligatory. | 1 |
| f | Simile | 1 |
| | | |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| | | |
| a | Danny Casey | 1 |
| b | Only 2 | 1 |
| c | Ireland | 1 |
| d | sort of | 1 |
| e | alone and without any friend | 1 |
| f | People from media. | 1 |
| | | |
| | SHORT ANSWER TYPE QUESTIONS: | |
| a | Geoff was almost a grown up man and he spoke very little.. Sophie knew that when he was not speaking he was away somewhere in those places which were not visited by her. She felt jealous of her brother visiting those areas alone. | 2m |
| b | His nose was freckled and turned upwards slightly, and when he smiled he was shy, exposing the teeth with gaps between. His eyes were green and gentle, and when he looked straight they seemed to shimmer. | 2m |
| c | Sophie felt betrayed when Jansie told her that she had come to know about the meeting from her brother who was Geoff's friend because the story was meant only for him. She knew that Jansie interfered in every matter and would spread the information to all. | 2m |
| d | . Sophie's father was fond of football. He knew Danny Casey as an upcoming Irish footballer. He believed that Danny had a lot of potentials. If he was looked after well and if he kept his head on his shoulders, he would go a long way. | 2m |
| e | <i>Sophie's elder brother Geoff who was three years out of school was an apprentice motor mechanic' He looked annoyed at the oily part of the motorcycle that he was handling. He was trying to make it work but all his attempts were wasted.</i> | 2m |

| | | |
|------------------------------------|--|----|
| f | Sophie wanted to open a boutique which would be the most amazing shop that the city had ever seen. She would also become an actress and have a boutique as a side profession, She also thought of being a fashion designer. | 2m |
| g | No Sophie did not actually meet Danny Casey. Although she did go and sit on the wooden bench near the canal yet in her heart she knew that she was only imagining things. She imagined him coming and then imagined her own excitement at his arrival. | 2m |
| h | Sophie was a day dreamer and she loved to imagine things which were beyond her reach. She loved to see dreams of being rich and leading an extravagant life but her father, her mother, her elder brother Geoff and her younger brother Derek were practical, realistic and conscious of their lower middle class status. | 2m |
| i | <i>It was a pilgrimage every Saturday for Sophie's father and her two brothers when they went to watch the football match of their favourite team- United. They were all huge fans of football and all of them liked Danny Casey.</i> | 2m |
| j | The only occasion when Sophie got to see Danny Casey in person was when the family went to watch United on that particular Saturday. Sophie, her father and little Derek went down near the goal. Geoff went with his mates higher up. United won two-nil. She saw the Irish genius driving in the second goal and going round two big defenders on the edge of penalty area and beating the hesitant goal keeper from a dozen yards. Sophie glowed with pride. | 2m |
| LONG ANSWER TYPE QUESTIONS: | | |
| a | Follow the format of the informal letter. Start with Dear ----- I have a friend Sophie who is my school mate and I am very fond of her. Both of us are earmarked to join the biscuit factory as we belong to a lower middle class family. But my friend always dreams of coming out of her economic situation by opening a boutique and also by becoming an actress or a fashion designer or a manager. All her dreams are figments of her own imagination. Although she is warned against such dreams by her family she ignores them. As no one believes her she shares her dreams only with her brother Geoff. She also worships the football player Danny Casey. I have made many unsuccessful attempts to bring Sophie back to practical life. I have told her repeatedly not to have extravagant ambitions but she does not pay heed to my words. She loves to live in her dreams. I pray that she understands fast that mere dreams without hard work will only make her sad. Your friend Jansie | 5m |
| b | Follow the format of the speech. Daydreaming will cause disillusionment unless one is hardworking and persevering. Mere dreams will only lead to disappointment and frustration. Sophie dreamt to be successful. But most of her dreams were her fantasies and not realistic in nature. She fantasised her meeting with Danny Casey in private but he did not arrive leaving her sad. Day dreaming is important for us but without hardwork all dreams to change a life may prove disastrous.. Hard work and being in reality can help each one of us moves closer to achieving what we dream. However, if we merely dream as Sophie does, we will only face sadness. | 5m |
| c | Sophie's father was a practical man who did not believe Sophie's story at all. He dismissed it as another of her wild fantasies because he was well aware of | 5m |

| | | |
|---|--|----|
| | <p>the fact that Sophie was a day dreamer who was using her imagination to create her own imaginary world. He knew that the story of her chance encounter with Danny Casey was not true and ignored her story. At the end of the chapter we find Sophie going and sitting on the wooden bench near the canal imagining Casey coming and her own excitement at his arrival.</p> <p>So it was right for Sophie's father not to believe his daughter's words.</p> | |
| d | <p>Follow the format of a diary entry. Start with dear diary</p> <p>Sophie my sister described her chance meeting with Danny Casey the footballer at the Royce's where she recognized Casey from the television interviews and spoke to him first, she then asked him for an autograph for my little brother Derek but unfortunately neither of them had the paper or pen .They then discussed about the clothes at Royce's windows and thereafter decided to meet him the next week as Casey had offered to give her an autograph.</p> <p>I did not believe her story. I felt that she had not met Danny Casey. It was all a figment of her fantasy and imagination which she had narrated to me.</p> | 5m |
| e | <p>Sophie belonged to a lower middle class family. Her father being the head of the family worked to earn his livelihood .He was a very self- centred man. Instead of spending time with his family or sharing family responsibilities with his wife. He loved to watch the television after coming home from work. During the week ends he went to see the football match and later visited the pub for celebration. He did not try to be a strong support system for his children .He never spent quality time with his daughter and guide her to face the reality of life. He expected Sophie to buy them a new house instead of engaging in her expensive ambitions, if she ever got the chance to earn money.</p> <p>He can be compared to George Pearson of MOTHER'S DAY .Sophie was afraid of her father and her only refuge was her brother Geoff.</p> | 5m |
| | | |

LESSON: MY MOTHER AT 66- A poem by Kamala Das (From 'Fleming')

About the poet:

Kamala Das (March 31, 1934- May 31, 2009), popularly known by her one-time pen name Madhavikutty and married name Kamala Das, was a bilingual poet and writer in English and Malayalam. Her writing revolves around women's issues like her sexuality, abuse of women etc. She won the prestigious Sahitya Akademi Award for her stories. 'Ente Katha' ('My Story') is one of her most popular works.

Summary:

The poem "My Mother at 66" is written in free verse form. A haunting thought echoes throughout the poem as the narrator/daughter/poet muses on a near future without her beloved mother. A foreboding for future fills the heart of the narrator. She sees her mother's face from close quarters- "her face is ashen like that of a corpse". The image of death is writ large on her beloved mother's face aged 66. The poet tries to drive this sad thought away by looking at the green trees and "merry children" coming out in droves (groups) like spilt milk, bubbling with joy and energy. But it does not remain for a long time. The sad thought of losing her frail mother forever, returns in spite of her best efforts to hide that in her ironical smile.

Main theme: Old age & death.

Sub themes: fear (of death), loss (of the mother), separation.

Key points to remember:

- 1 A subjective poem as the poet/ daughter/ the narrator describes her mother.
2. Key words- a) My Mother, b) 66 years old (a senior citizen).
3. Descriptive words and phrases about the physical appearance of the mother: for e.g. doze,, open-mouthed, her face ashen like that of a corpse, wan, pale
3. Tone of the poem- sadness /melancholy. It pervades the poem.
4. A series of contrasting imageries can be seen throughout.
A) 1st contrast- inside the car (a static/passive state as manifest in the aged mother's face) in which the mother and the daughter travelling and the vibrant outside world. (physical description of the mother's face- " doze, open-mouthed and ashen like that of a corpse").
B) 2nd contrast Life (Eros) Vs Death (Thanatos) that is approaching as all living organisms are subject to decay & death.

C) 3rd contrast -the pale face of the mother Vs the merry children. She lacks energy and vigour, lacks physical as well as mental strength. On the other hand, “merry children” are an image of unrestrained (unstoppable) joy and vigour/energy.

D)3rd contrast -the pale face of the mother Vs the merry children. She lacks energy and vigour, lacks physical as well as mental strength. On the other hand, “merry children” are an image of unrestrained (unstoppable) joy and vigour/energy.

Literary devices used:

1. “ashen like that of a corpse”- a simile that suggests the impending death of the poet’s mother. It seems that mother’s pale face has lost its vigour & the will to live. The face that looks like a corpse (dead body) suggests a fear of an irrevocable loss (that can never be compensated).
2. “Young Trees sprinting” –Personification. Trees have sprouted new leaves and buds in the season of spring and the poet looks at them to drive away the sad thoughts about her mother's death in near future. The face that looks like a corpse (dead body) suggests a fear of an irrevocable loss (that can never be compensated).
It is also a speed imagery as they are travelling in a car and it seems that the trees are also moving as the car rushes them by. It may also suggest the passing of time in a flash.
- 3.“Merry children spilling out of their homes”- A metaphor. Just like the boiling milk spills from the pot with great force, the groups of energetic children are coming out happily to play outside.
4. Wan- inference to the waning of the moon in the period between Full Moon and New Moon when the moon gets reduced in size to the naked eye.
- 5.“Pale winter’s moon”- a metaphor- the mother’s life is ebbing away. It is compared to the dim, dull moonlight, enveloped in fog on a winter’s morning when the moon is about to set and the sun is about to shine in its full splendour. “Wan face”- a metaphor. Mother’s pale, lustre less face is

compared to the waning cycle of the moon (the crescent shape of the moon in its New Moon cycle).

6. “The familiar ache”- a child’s fear/pain of losing/never seeing the mother. This fear revisits the poet now. However, she realises with profound (deep) sadness that the mother will never return from the “land of silence” and the void cannot be filled.

7. “All I did was smile and smile and smile...” An irony and a repetition suggesting the daughter’s attempt to hide the pain of losing her mother in the coming days. The poet/daughter/narrator hides her sad thoughts in order not to make her ageing mother upset. As an adult / a grown, she has learnt the art of masking (concealing) her genuine emotions. The last line also contains ellipses suggesting disjointed thoughts (as the poet-narrator is distraught at the thought of the imminent loss).

Journey of the poem:

The poem comes a full circle. It begins with a melancholic (sad) thought of the approaching death of the poet’s greatest treasure- her mother, then the very brief image of the happy world outside & finally ends with a painful realisation of a future without the mother.

EXTRACT-BASED QUESTIONS

Q1. *I looked again at her, wan,
pale
as a late winter’s moon and felt that
old
familiar ache, my childhood’s fear,
but all I said was, see you soon,
Amma,
all I did was smile and smile and
smile...”*

- a) Discuss the use of the word ‘wan’ in the above extract. [1]
- b) What has prompted the poet to use the expression “my childhood’s fear”? [1]
- c) Choose from the following: [1]

The mother’s pale and wan face is a depiction of

- i. The inevitability of nature
- ii. The bond between mother and daughter
- iii. Old age related ailments
- iv. A reminiscence of the youth

- d) Keeping in mind the central idea of the text, find out the title that brings out the similar idea: [1]
- i. The Brook
 - ii. I'm Getting Old Now
 - iii. Hope
 - iv. A Psalm of Life
- e) What possible emotion was going through the mother's heart? [1]
- i. Fear
 - ii. Hope
 - iii. Happiness
 - iv. Both i & ii
- f) The word 'ache' has been used as a/an: [1]
- i. adverb
 - ii. adjective
 - iii. noun
 - iv. conjunction

Q2. "... and looked out at Young
Trees sprinting, the merry children spilling
out of their homes..."

- a) Comment on the literary device "Young trees sprinting." [1]
- b) Comment on the use of the phrasal verb "look out". [1]
- c) Identify the sentence that does not use the word 'sprinting' in its proper context: [1]
- i. Nelly was sprinting towards the finishing line.
 - ii. The woman started sprinting in an alarmed manner.
 - iii. Siddharth was seen sprinting off to his class so as to avoid being late before he met with an accident.
 - iv. The clock was making a sprinting sound.
- d) The tone of the poet in the above extract is: [1]
- i. of regret
 - ii. of nostalgia
 - iii. of denial of the inevitable
 - iv. of melancholy
- e) The word "spilling" here connotes: [1]
- i. a zeal for life
 - ii. carefree days of childhood
 - iii. boiling of milk
 - iv. none of the above
- f) Assertion: The expression on the mother's face was of lack of energy and vigour. [1]

Reason: She thought her daughter was selfish as the latter is going away.

- i. Both Assertion and Reason are true and reason is the correct explanation of assertion.
- ii. Both Assertion and Reason are true and reason is not the correct explanation of assertion.
- iii. Assertion is true but Reason is false

iv. Assertion is false but Reason is true

Q3. “I saw my mother,

beside me,

doze, open-mouthed, her face

ashen like that

of a corpse and realised with

pain”

- a) Comment on the use of the literary device used in the above extract. [1]
- b) Give a synonym of the word ‘doze’. [1]
- c) Find out the sentence that makes use of the same literary device used in the above extract: [1]
- i. The little girl is pure at heart
- ii. The bike whizzed past at a breakneck speed
- iii. Edla’s heart was as pure as the driven snow
- iv. Love is both fire and ice
- d) The word ‘ashen’ denotes the idea of: [1]
- i. the holy chants during cremation
- ii. the ashes that remain after cremation
- iii. the ritual oil that is poured over a dead body before cremation
- iv. all the above
- e) The poet ‘realised with pain’ that: [1]
- i. Life cannot be prolonged
- ii. Her mother is unwell and needs treatment
- iii. Her mother is terribly lonely and she should stay back
- iv. This may be the final meeting with her mother
- f) Identify the sentence that is **not true**: [1]
- i. The mother is sitting beside her daughter in a car and dozing.
- ii. The daughter is seeing her mother with much attention.
- iii. The mother has a positive expression on her shrunken face.
- iv. The daughter feels sad while comparing her old mother’s face with that of a lifeless thing.

SHORT ANSWER QUESTIONS

(All questions carry 2 marks).

Answer the following questions in 40-50 words.

- Q1.** Comment on the main thought and tone of the poem.
- Q2.** Discuss the mother's appearance as mentioned in the poem. What does it suggest?
- Q3.** How does the metaphor "merry children spilling out of their homes" connect with the context of the poem?
- Q4.** Comment on the poet's activity after "the airport's security check".
- Q5.** How does the "wan, pale face of the mother connect to the poet's "childhood fear"?"
- Q6.** "see you soon Amma". Explain the purpose of this statement.
- Q7.** Repetition of the verb 'smile' has different connotations. Comment.
- Q8.** Comment on the contextual use of the word "ache" in the poem.
- Q9.** Why does the poet have to look at her mother's face 'again'?
- Q10.** Bring about the contrasting imagery and the latent thought between the mother's face and "the young trees sprinting."

LONG ANSWER QUESTIONS

(All questions carry 5 marks).

Answer the following questions in 120-150 words.

- Q1.** The older as I get/ The more I think/ 'Cause it's gone in a blink'. Do you think these lines appropriately describe the poet Kamala Das' feelings in the poem "My Mother at 66"? Elucidate with close reference to the text.
- Q2.** Imagine yourself as the poet Kamala Das. Write a diary entry about your feelings on the eve of departing from her.
- Q3.** Getting older and feeling lonely or left out are two sides of a coin. What do you think the poet/narrator/daughter can do to motivate her old mother to look forward to a bright tomorrow?
- Q4.** Express your opinion in the form of a podcast about old age homes.
- Q5.** Suppose the poem "My Mother at 66" is rewritten from the perspective of the aged mother. Keeping that in mind, comment on the points/issues to be included in the poem. (maybe with a different perspective altogether).

Marking scheme:

Ans.1. a) 'wan' - refers to the waning of the moon in the period between Full Moon and New Moon. Similarly, the mother's face has lost its vigour and shrunk. She looks pale- suggests the impending death an irrevocable loss. It is a metaphor.

b) "my childhood's fear"- Every child fears to lose its most valuable treasure in the world- the pillar of hope and support- the mother who is an epitome of unconditional love.

c) i The inevitability of nature

d) ii. I'm Getting Old Now

e) iv. Both i & ii

f) iii. noun

Ans.2. a) "Young trees sprinting"- A personification and a speed imagery. It suggests young life full of vigour and energy unlike the pale and 'ashen' face of the poet's mother.

Personification- while travelling in a car, it seems that the trees are also rushing past.

A speed imagery- passing of time suggesting the journey of life in a flash.

b) 'look out' - it means take notice of something that is happening in the surroundings. Maybe the poet and the daughter tries to search for the purpose of living in the joyful scenes of the young trees sprinting" and "merry children spilling out of their homes" as her heart is heavy with the foreboding for future- the irrevocable loss or the void she has to live with for the rest of her life.

c) iv. The clock was making a sprinting sound.

d) iii. of denial of the inevitable

e) i. a zeal for life

f) iii. Assertion is true but Reason is false

Ans.3. a) "Ashen like that of a corpse"- Death knocking on the door reducing the mother's face to ashes.

b) a nap. In the above extract, it connotes lack of vigour/ energy (passivity) of the poet's mother. Life is ebbing away from her.

c) iii. Edla's heart was as pure as the driven snow

d) ii. the ashes that remain after cremation

e) iv. This may be the final meeting with her mother

f) iii. The mother has a positive expression on her shrunken face.

SHORT ANSWER QUESTIONS

Ans.1. Main theme of the poem- old age and the inevitable that is journey towards death.

Thought- melancholy pervades the poem.

Ans.2. Key words- doze, open mouthed, ashen like that of a corpse.

Ans.3. “merry children spilling out of their homes”- a metaphor and imagery of Life (Greek ‘Eros’) full of vivacity, vigour and enthusiasm as a stark contrast to the pale corpse like face of the poet’s mother. As the milk boils in the pot, the happy children are seen coming out of their homes making the surroundings gay and playful.

Ans. 4. “standing a few yards away, I looked again at her,…” the poet yearns to see her mother’s shrunken face. Her heart is heavy with the thought of leaving her behind. The fear of a void grips her.

Ans.5. Like every child, the poet had a fear of losing her mother in her childhood. The old fear resurfaces and overwhelms her now. But there is a difference. If the poet loses her mother now, the loss will be irrevocable. This haunts the daughter and poet.

Ans.6. The daughter tries her best to assure herself and the mother that they will unite once again although deep inside, the poet is not hopeful at all.

Ans.7. 1st time the poet smiles- remains a polite gesture, 2nd smile- an assurance of the next meeting/reunion, 3rd smile- an irony that conceals the pain of the daughter of a future without her beloved Amma.

Ans.8. “ache”- metaphorically it means the painful realization of the mother’s gradual journey towards death.

Ans.9. The poet is saddened at the thought of departing from her mother aged 66. She tries to look at her mother time and again to keep an imprint of her in her mind forever.

Ans.10. Mother’s pale and shrunken face evokes an image of a corpse which she will turn into soon. It is in sharp contrast to the “young trees sprinting” – the trees that have sprouted new leaves in the season of spring giving hope and promise of a bright future.

LONG ANSWER QUESTIONS

Ans.1. Yes. Kamala Das broods over the inevitable – the impending death of her beloved mother- her pillar of strength. This painful realization reverberated through the poem. She uses an array of literary devices – imageries, contrasts, similes and metaphors to express her foreboding for the future. Perhaps, the future without her mother hits her for the very first time and it has unnerved her.

Ans.2. Format of the diary entry is to be adhered to. To be written in first person. Students may begin like this: My heart is still heavy as I board the flight from Cochin. I can see the face of the only treasure that I have now- Amma waving at me through the opaque glass window. What if she isn’t there the next time I come to Cochin? No, it’s too painful. Let me not think about it. Better to switch on my tab and work on my unfinished manuscript...

Ans.3. The daughter can spend as much quality time as possible with her old mother. She can visit Cochin more frequently to be with her mother. They can go for a trip- even a day-long trip may enliven her spirits. She can introduce her mother to the amazing world of gadgets where she can relive her past memories- the images of the old cities, landmarks, songs, films etc. can come alive with the click of a button nowadays. The daughter can encourage her mother to interact with social groups and cultivate hobbies (old and new).

Ans.4. Hello Friends! This is XYZ. Welcome to my first episode of the podcast named 'Old Age Homes are becoming a reality now'.

Two sides of a coin- old age homes are good and bad as well. But we can't gloss over the reality.

They are not outright evil as it is often thought of. Have we ever spared a thought about those senior citizens plagued with old-age related ailments and who live alone in their affluent surroundings because their children have moved out to different directions- for professional or other reasons? And what about the homeless elderly citizens? The beggars? The city of New York has a staggering number of such homeless citizens.

What measures can be adopted?- Govt. should spend more on social costs – budget allocation to be made mandatory for the care of senior citizens in govt. old age homes- health care benefits- health insurance to be made mandatory for senior citizens in pvt. as well as govt. hospitals- free legal aids- safe neighbourhood zones for the senior citizens to be created- palliative care units for the elderly afflicted with terminal illnesses- intensive media coverage and campaign on the rights of the senior citizens should be carried out as a tribute to their contributions towards the nation.

Ans.5. Key areas- I'm quite content about what I have achieved so far. Life's been kind to me. After all, a mother's greatest satisfaction is when she sees her children taking care of themselves and also of their mother. Just like the young sprinting trees, my daughter now has grown up and she's full of ideas for our future. Love to see those happy children, playing in the field near our house. They remind me of the playmates of my daughter. She would pick up fights with them and come running to me! How time flies! Yes, I know all good things must end. I have no regrets and I want to tell my daughter that she should only have the memories of the happy times we spent together. Never be sad and depressed and always look forward to a new beginning. Tomorrow is another day always.

LESSON : KEEPING QUIET

KEY POINTS

1. The poem talks about the necessity of quiet introspection.
 2. It will help people to understand themselves & will create the feeling of mutual love & relationship.
 3. By quiet introspection, the poet doesn't mean total inactivity; instead he wants full involvement with life.
 4. The reason for the discarding war is the imbalance between man & nature.
 5. Quiet introspection will establish a spiritual & physical union that is most desirable for the survival of the earth & of human beings.
 6. It is basically an anti-war poem. The poet is deeply concerned about violence, cruelty to animals and the plight of manual workers. The poet offers a very simple solution to many of our social, political and religious problems. The solution is self-introspection. If it is acted upon, it will be the first major step towards uniting people. This will cleanse every heart and ennoble all people.
 7. Keeping Quiet' leaves a message of universal brotherhood and peace. It urges people to stop all sorts of aggression, including that towards the environment.
 8. Neruda's poem invites us to interrupt the momentum of busyness in our lives, which fuels "this sadness of never understanding ourselves." It's a reminder that fully engaging in those moments of stillness and solitude allows us to replenish our energy and reconnect with ourselves. As Wendell Berry put it, those are the moments during which "one's inner voices become audible [and] in consequence, one responds more clearly to other lives." Rumi's poems are also flooded with wise advice on the subject – "Listen to silence It has so much to say," he wrote, and "The quieter you become, the more you are able to hear."
- The art of listening to silence in a world full of noise and commotion is probably the task of our lives --- and thank god for poetry, which so often brings us back on track.

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| 1 | EXTRACT BASED QUESTION 1 | 6m |
| | <p>SPACE FOR EXTRACT</p> <p>Now I will count to twelve And we will all keep still.</p> <p>For once on the face of the Earth</p> <p>Let's not speak in any language,</p> <p>Let's stop for one second,</p> <p>And not move our arms so much.</p> | |
| | | |
| a | <p>1. The poet appeals to the readers to keep quiet for</p> <p>A) 12 seconds</p> <p>B) 1 hour</p> <p>C) 30 seconds</p> <p>D) 24 minutes</p> | 1 |
| b | <p>He advises the people not to speak</p> <p>A) French</p> <p>B) Spanish</p> <p>C) any language</p> <p>D) English</p> | 1 |
| c | <p>'arms' here refers to</p> <p>A) Weapons</p> <p>B) Weapons and fighting with arms</p> <p>c) Strong arms</p> <p>d) None of the above</p> | 1 |

| | | |
|----------|--|-----------|
| d | <p>What does 'still' mean here</p> <p>A) To introspect</p> <p>B) To keep quiet</p> <p>C) Not to do any work</p> <p>D) Not to talk</p> | 1 |
| e | <p>The poet uses conversational style and pronouns like 'you' and 'me' because</p> <p>A) he wants to be intimate with mankind</p> <p>B) he tries to read out to the readers</p> <p>C) he wants to establish contact easily</p> <p>D) third person is ineffective</p> | 1 |
| f | <p>'Not move our arms' what does this expression refer to?</p> <p>A) sit quietly</p> <p>B) stand quietly</p> <p>C) to be inactive</p> <p>D) sitting still without any movement</p> | 1 |
| | | |
| 2 | EXTRACT BASED QUESTION 2 | 6m |
| | <p>SPACE FOR EXTRACT</p> <p>It would be an exotic moment</p> <p>Without rush, without engines,</p> <p>We would all be together</p> <p>In a sudden strangeness</p> | |
| | | |

| | | |
|----------|---|----------|
| a | <p>1. What kind of moment would it be when everyone is silent</p> <p>A) terrible</p> <p>B) Painful</p> <p>C) Unusual</p> <p>D) unforgettable</p> | 1 |
| b | <p>'sudden strangeness', is one of the following poetic devices</p> <p>A) Simile</p> <p>B) Personification</p> <p>C) Alliteration</p> <p>D) Repetition</p> | 1 |
| c | <p>Why does the poet wish to be without 'rush or engines'</p> <p>A) one would get time to self-introspect ones's own activities</p> <p>B) one would think of others activities</p> <p>C) calmness in one's life</p> <p>D) strangeness in one's life</p> | 1 |
| d | <p>What does 'sudden strangeness' mean</p> <p>A) to build a feeling of universal brotherhood</p> <p>B) to build a law of quietness</p> <p>C) to be safe</p> <p>D) none of the above</p> | 1 |
| e | <p>What will happen if there are no engines and no crowd?</p> <p>A) no traffic on the roads</p> <p>B) noise will be lessened</p> <p>C) no traffic rush</p> <p>D) it'll be the perfect happy and quiet moment</p> | 1 |

| | | |
|----------|--|-----------|
| f | <p>What kind of moment it would be when everyone is silent?</p> <p>A) Terrible</p> <p>B) Exotic</p> <p>C) Painful</p> <p>D) Unforgettable</p> | 1 |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| | <p>fisherman in cold sea</p> <p>Would not harm whales</p> <p>And the man gathering salt</p> <p>Would look at his hurt hands.</p> | |
| a | <p>1. Why has the poet mentioned 'whales'?</p> <p>A) Whales are attacked for Luxury & commercial purpose</p> <p>B) Whales are in the mid sea</p> <p>C) Whales are huge and not afraid of men</p> <p>D) Whales are good fishes</p> | 1 |
| b | <p>2. Why has the poet mentioned the 'hurt hands'?</p> <p>A) The man is not noticing his hurt hands</p> <p>B) The man does not have time to do so</p> <p>C) The man will have time to introspect on himself</p> <p>D) All of the above</p> | 1 |

| | | |
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| c | Why has the poet mentioned Whales and not fishes? A) Fishes are staple food for the coastal people B) Whales are attacked for Commercial purpose C) Whales are endangered species D) All of the above | 1 |
| d | Who are the two professionals the poet is mentioning here to self -introspect? A) Fisherman and salt gatherer B) Fisherman and salt C) Fishes and salt D) Fishes and whale | 1 |
| e | How does the poet perceive life? A) as stillness B) as silence C) as a noisy place D) as a continuous evolution of nature | 1 |
| f | What is the poet expecting from fishermen? A) to catch more fish B) to go deeper into the sea C) to think and stop harming the fish D) none of the above | 1 |
| | | |
| | SHORT ANSWER TYPE QUESTIONS: | |
| a | Do you feel that there is a glimpse of sadness in the poem? | 2m |
| b | What does “green war” signify? | 2m |
| c | What is the meaning of exotic moment in the poem? | 2m |
| d | How will stopping for a second can help mankind? | 2m |
| e | Do you think the poet advocates total inactivity and death? | 2m |

| | | |
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| f | What is the “sadness” that the poet refers to in the poem? | 2m |
| g | What symbol from Nature does the poet invoke to say that there can be life under apparent stillness? | 2m |
| h | According to the poet, what is that human beings can learn from nature? | 2m |
| i | What alternative does Pablo Neruda suggest instead of indulging in wars? | 2m |
| j | How does the poet distinguish ‘stillness’ from ‘total inactivity’? Why does Neruda say “I want no truck with death”? | 2m |
| | | |
| | LONG ANSWER TYPE QUESTIONS: | |
| a | In a world that is constantly running after ‘more’ and chasing the next new thing, would it be fair to think of Neruda’s call as merely a fanciful idea? | 5m |
| b | What symbol from Nature does the poet invoke to say that there can be life under apparent stillness? | 5m |
| c | The world has become a global village, and people across boundaries, nationalities, and communities are now connected to one another. | 5m |
| d | It could be said that the poem ‘Keeping Quiet’ presents the poet’s philosophy for a different kind of world. If you were asked to highlight elements of Neruda’s vision that resonate in your specific social, political, and cultural context, which three main ideas would you engage with? Use relevant textual details to support your analysis. | 5m |
| e | The last two years of school tend to be about planning for life after school. This can be motivating, overwhelming, or encouraging for some, and stressful for others. Write a diary entry recording your thoughts on the following: Neruda’s ideas in ‘Keeping Quiet’ as a guide in this situation. Thinking differently about your decisions with reference to Neruda’s ‘Keeping Quiet’. | 5m |

| | | |
|----------|--|-----------|
| 1 | EXTRACT BASED QUESTION 1 | 6m |
| a | A) 12 seconds | 1 |
| b | C) any language | 1 |
| c | B) Weapons and fighting with arms | 1 |
| d | A) To introspect | 1 |
| e | B) he tries to read out to the readers | 1 |
| f | D) sitting still without any movement | 1 |
| | | |
| 2 | EXTRACT BASED QUESTION 2 | 6m |
| | | |
| a | C) Unusual | 1 |
| b | C) Alliteration | 1 |
| c | A) one would get time to self-introspect ones's own activities | 1 |
| d | A) to build a feeling of universal brotherhood | 1 |
| e | D) it'll be the perfect happy and quiet moment | 1 |
| f | B) Exotic | 1 |
| | | |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| | | |
| a | A) Whales are attacked for Luxury & commercial purpose | 1 |
| b | C) The man will have time to introspect on himself | 1 |
| c | B) Whales are attacked for Commercial purpose | 1 |
| d | A) Fisherman and salt gatherer | 1 |
| e | D) as a continuous evolution of nature | 1 |
| f | C) to think and stop harming the fish | 1 |
| | | |
| | SHORT ANSWER TYPE QUESTIONS: | |

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|----------|---|-----------|
| a | Yes, the poem signifies sadness as the poet is really worried about the present situation of mankind. According to the poet man has forgotten about brotherhood and has become selfish and thinks and cares about himself rather than helping others. They will rather harm others for their own peace. | 2m |
| b | Green wars signify no use of gases and fires in the wars, which also signifies a clarion call to the entire humanity about their harmful and selfish nature due to which they have forgotten about the essence of brotherhood. They are busy themselves to create wars and spread brutalism everywhere. | 2m |
| c | Pablo Neruda longed for exotic moment when the entire mankind will be free from selfishness, brutality and inhuman actions. Unnecessary rush and noise have caused unpleasantness and troubles. The poet wishes the annoying noise of engines and machines should come to an end and then only tranquility might prevail. | 2m |
| d | According to Pablo Neruda, if we stop for second there will be little strange ness for while but there will be no buzzing and annoying sounds of the engines, no one will be speaking in different languages and be quiet for a moment. But this calmness and silence can bring us together and can connect us to one common place which the poet has tried to mention as an exotic moment. | 2m |
| e | The poet does not advocate total inactivity and death, but he does advise that we introspect deeply and not indulge in activity that is mindless and thus potentially destructive for human beings and for the balance that should exist between man and nature. | 2m |
| f | Man fails to understand themselves. They are always threatening themselves with death. When they do not understand themselves, they become sad. Only silence might interrupt this sadness and make them happy. | 2m |
| g | Life under apparent stillness can be seen in nature. During the winter season, the earth under the snow looks dead, with no activity and no growth. But when the spring comes, the snow melts away, the seeds sprout and the grass grows. All activities of life start again. | 2m |
| h | Nature teaches us a lot of things. We must learn that all things are bound together and depend on each other for their survival. We should introspect ourselves by remaining calm and composed. So it teaches us to be quiet and still. It is no use to hinder others. We should grow and develop at our own Place. We must be contented with what we possess. There is no need for greed. The nature always remains alive. | 2m |

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| i | Pablo Neruda suggests that instead of fighting, the people must take to the streets in their finest gowns with their then-brothers. They should go for a walk under the shade of the trees and do nothing. This would foster a sense of community among them. | 2m |
| j | Pablo Neruda prefers silence or stillness, in which we sit still and quietly for a while. Total inactivity, on the other hand, is a permanent suspension of work. It is the same as death. The terms ‘stillness’ and ‘total inactivity’ should not be used interchangeably. Life continues as usual. There can be no such thing as total inactivity. Therefore, by saying “I want no truck with death” the poet refuses to associate with or confront death. | 2m |
| | | |
| LONG ANSWER TYPE QUESTIONS: | | |
| a | <p>No, because of the following reasons:</p> <p>Relevance of stillness: In a fast-paced world consumed by the pursuit of material gain and instant gratification, Neruda's call for stillness and introspection holds significant value. It serves as a reminder to pause, reflect, and connect with ourselves and others beyond the relentless pursuit of more.</p> <p>Countering the cycle: Neruda's call to break the cycle of noise, chaos, and violence is a profound message that challenges the status quo. It encourages individuals to question the incessant chase for "more" and consider alternative paths toward unity, peace, and deeper understanding.</p> <p>Importance of introspection: The idea of stillness and introspection has practical benefits. Taking a moment to reflect allows individuals to gain clarity, make conscious choices, and cultivate a sense of inner peace. It can lead to personal growth, empathy, and a more meaningful existence.</p> <p>Therefore, rather than dismissing Neruda's call as fanciful, it is important to recognize its relevance and potential to counterbalance the constant pursuit of "more" and bring about positive change on both individual and collective levels.</p> | 5m |

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| b | <p>In the poem "Keeping Quiet," the poet Pablo Neruda invokes the symbol of a tree to illustrate that there can be life under apparent stillness. Here's how he conveys this idea:</p> <p>Tree as a symbol: The poet uses the tree as a representation of nature's resilience and hidden vitality. Trees may appear still and motionless, but beneath the surface, they are teeming with life.</p> <p>Life in stillness: By referring to the tree, Neruda suggests that just as a tree appears dormant and motionless during certain seasons, there is an unseen life force at work within it. This implies that even in moments of apparent stillness, there is a vibrant and active existence.</p> <p>Nature's example: The poet draws upon the natural world to emphasize that life can thrive even in moments when external appearances might suggest otherwise. It serves as a metaphor for the potential for growth, renewal, and transformation that lies within each individual.</p> <p>Through the symbol of the tree, Neruda encourages us to recognize that beneath the surface of apparent stillness, there is a richness and vitality that can be discovered and nurtured. It reminds us to appreciate the hidden depths of life and find meaning even in moments that may seem quiet or stagnant.</p> | 5m |
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| c | <p>With the advancement of technology, and the advent of social media, do you think that the task of keeping quiet, as envisaged by Neruda, has become easier or more complicated? Justify your stance.</p> <p>Ans. With the advancement of technology and the global interconnectedness brought about by social media, the task of keeping quiet, as envisioned by Neruda in the poem "Keeping Quiet," has become more complicated rather than easier. Here's a justification for this stance:</p> <p>Constant stimulation: Technology and social media provide a constant influx of information, notifications, and distractions. The ease of access to news, updates, and virtual interactions keeps individuals engaged and connected at all times. This constant stimulation makes it challenging to find moments of stillness and silence.</p> <p>Fear of missing out: Social media platforms foster a fear of missing out (FOMO) mentality, where individuals feel compelled to be continuously connected, informed, and engaged. This fear drives the desire for constant activity and engagement, leaving little room for quiet contemplation.</p> <p>Shortened attention spans: The digital age has led to shorter attention spans and a preference for quick, bite-sized content. This can make it difficult for individuals to invest the time and focus required for deep introspection and silence.</p> <p>Comparison and validation: Social media often promotes a culture of comparison and seeking validation through likes, comments, and shares. This constant need for external validation can hinder the ability to disconnect and find solace in silence.</p> <p>However, it is important to note that technology and social media can also be used as tools to promote mindfulness, self-reflection, and meaningful connections. It ultimately depends on how individuals choose to utilize these platforms and their conscious efforts to create boundaries, prioritize stillness, and disconnect when needed.</p> | 5m |
| d | <p>Here are the three main ideas from Neruda's vision in "Keeping Quiet" that resonate in today's context:</p> <p>Unity and Interconnectedness: Neruda emphasizes coming together and recognizing our shared humanity.</p> <p>Breaking the Cycle of Violence: He calls for a pause to reflect and find alternative ways to resolve conflicts.</p> <p>Personal Responsibility and Transformation: Neruda highlights the importance of self-reflection and individual contributions to positive change.</p> <p>These ideas are relevant in our social, political, and cultural context, promoting empathy, peace, and personal growth.</p> | 5m |

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| e | <p>Dear Diary,</p> <p>Today, I find myself contemplating Neruda's ideas in 'Keeping Quiet' and how they can serve as a guide during this crucial time of planning for life after school. The last two years of school can indeed be a mix of emotions, ranging from motivation and encouragement to overwhelming stress. Neruda's perspective offers a fresh approach that encourages me to think differently about my decisions.</p> <p>His idea of unity and interconnectedness resonates with me as I navigate through this transitional period. Instead of getting caught up in the individualistic pursuit of personal success, I am reminded to consider the impact of my decisions on others. By seeking unity and cooperation, I can build connections, collaborate, and contribute to a supportive community in my future endeavors.</p> <p>Neruda's call to break the cycle of violence holds relevance here as well. While planning for the future, it's easy to get caught up in competition, comparison, and the pressure to conform. However, I now realize that I have the power to challenge these norms. By embracing stillness and introspection, I can make decisions that align with my values and bring about positive change in my own life and the lives of others.</p> <p>This newfound perspective encourages me to think differently about my decisions. Rather than succumbing to societal expectations or succumbing to stress, I am inspired to take a moment to reflect and listen to my inner voice. I can prioritize my own well-being, dreams, and passions while also considering the broader impact I want to have on the world.</p> <p>In light of Neruda's ideas, I feel empowered to approach this planning phase with a sense of purpose and authenticity. I can find a balance between setting realistic goals and embracing the unknown possibilities that lie ahead. By keeping his words in mind, I believe I can make informed decisions that reflect my true self and contribute to a more harmonious and compassionate future.</p> <p>Till next time,</p> <p>[Your Name]</p> | 5m |
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LESSON: A THING OF BEAUTY by John Keats

KEY POINTS OF THE POEM

*A beautiful thing can give us extreme happiness and delight. Moreover, a beautiful thing is eternal that never declines or fades. Beauty can be seen, heard and felt too.

*A thing of beauty is an elixir of life.

*Beauty is a gift of God and it gives us joy forever.

*It's always motivating and relaxing.

*A thing of beauty is a real treat to the eyes.

EXTRACT BASED QUESTION 1

6 M

Therefore, on every morrow, are we wreathing
 A flowery band to bind us to the earth,
 Spite of despondence, of the inhuman dearth
 Of noble natures, of the gloomy days,
 Of all the unhealthy and o'er-darkened ways
 Made for our searching: yes,

| | | |
|---|---|---|
| a | Name the poet and the poem. | 1 |
| b | What are we doing every day? | 1 |
| c | Who is responsible for man's despondence? | 1 |
| d | Which evil things do we possess and suffer from? | 1 |
| e | Find a word from the passage which means 'malice'. | 1 |
| f | Find a word from the passage which means 'disappointment'. | 1 |

EXTRACT BASED QUESTION 2

6 M

Some shape of beauty moves away from the pall
 From our dark spirits.
 Such the sun, the moon,
 Trees old, and young, sprouting a shady boon.
 For simple sheep;

| | | |
|---|---|---|
| a | What removes the pall From our dark spirits? | 1 |
| b | What sprouts a shady boon for sheep and how? | 1 |
| c | Find the word from the passage that means 'blessing' | 1 |

| | | |
|---|---|---|
| d | Find the word from the passage that means ‘covering’ | 1 |
| e | Name a few things of beauty. | 1 |
| f | Identify the figure of speech in the last line. | 1 |

EXTRACT BASED QUESTION 3

6 M

And the such too is the grandeur of the dooms
 We have imagined for the mighty dead;
 All lovely tales that we have heard or read;
 An endless fountain of immortal drink,
 Pouring unto us from the heaven’s brink

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|---|--|---|
| a | Explain ‘the grandeur of the doom’. | 1 |
| b | What is implied by ‘all lovely tales that we have heard or read’? | 1 |
| c | What is the source of the ‘endless fountain of immortal drink’? | 1 |
| d | Which figure of speech is used in the last two lines ? | 1 |
| e | Who does ‘mighty dead’ refer to? | 1 |
| f | What has ‘a thing of beauty’ been compared to? | 1 |

SHORT ANSWER TYPE QUESTIONS

| | | |
|---|---|---|
| a | According to Keats, what makes man love life in spite of all its problems and miseries? | 2 |
| b | What image does Keats use to describe the beautiful bounty of the earth? | 2 |
| c | Mention any two ‘things of beauty’ that Keats has described in his poem. How do they make us joyful? | 2 |
| d | Mention any two things which, according to Keats, give us pain and suffering. | 2 |
| e | What are the effects of beautiful things on man’s spirit? | 2 |
| f | Why and how is grandeur associated with the mighty dead? | 2 |
| g | What is the message of the poem, ‘A Thing of Beauty’? | 2 |
| h | Why does a thing of beauty never pass into nothingness? | 2 |
| i | What are the circumstances that contribute towards making humans unhappy and disillusioned with life? | 2 |

| | | |
|-----------------------------------|---|---|
| j | What does Keats consider an endless fountain of immortal drink and why does he call its drink immortal? | 2 |
| LONG ANSWER TYPE QUESTIONS | | |
| a | How does Keats show his unhappiness with his fellow human beings? | 5 |
| b | Write in brief the summary of this poem. | 5 |
| c | Write in brief the central idea of the poem. | 5 |
| d | Explain 'A thing of beauty is a joy forever'. | 5 |
| e | Analyze the poetic devices used in the poem. | 5 |

MARKING SCHEME

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| EXTRACT BASED QUESTION 1 | | |
| a | The poem is 'A Thing of Beauty' and the poet is John Keats. | |
| b | Every morning, we are weaving a flowery wreath which binds us to the beauties of the earth or we are collecting things of beauty that connects us to other things of beauty and keeps us grounded. | |
| c | Man himself is responsible for his despondence. | |
| d | Human beings possess qualities of malice, hatred and disappointment. There is a shortage of noble qualities and men continue to be evil and unhealthy. | |
| e | spite | |
| f | despondence | |
| EXTRACT BASED QUESTION 2 | | |
| a | A thing of beauty removes the pall or cover of unhappiness from our dark spirits. | |
| b | The old and young trees sprout branches to provide shade and shelter to the sheep. It is a blessing for the sheep against the harsh sun. | |
| c | boon | |
| d | pall | |
| e | The sun, the moon, old and young trees, simple sheep etc. | |
| f | Alliteration | |
| EXTRACT BASED QUESTION 3 | | |
| a | The magnificence that we associate with our ancestors and the beautiful things created by them. | |

| | |
|---|---|
| b | All the beautiful stories that have been read or heard by us are also things of beauty as they leave a positive impact. |
| c | The source of the endless fountain of immortal drink is 'the brink of heaven'. |
| d | Imagery |
| e | 'Mighty dead' refers to those martyrs who have sacrificed their lives for the happiness of others. |
| f | An endless fountain |

SHORT ANSWER TYPE QUESTIONS

| | |
|---|---|
| a | In spite of all the problems and miseries that make man's life gloomy and cause him suffering and pain, he does not cease to love life because a thing of beauty removes all the sadness that covers his spirit. The beautiful things of nature make life sweet and happy. |
| b | Keats uses the image of a perennial fountain that constantly pours forth bounties on the earth in the form of an immortal drink from the heavens into our hearts. The beauty of the sun, the moon, the trees, the daffodils and clear rivers are reflections of the beautiful bounties God has blessed us with. |
| c | According to Keats every small or big thing of nature is a thing of beauty and a source of pleasure. The sun, the moon, the trees and daffodil flowers are all things of beauty. So are the small streams with clear water, mass of ferns and the blooming musk roses. |
| d | According to Keats man suffers from pain and suffering due to the inhuman dearth of noble natures on earth and due to the inhuman and hostile attitude that makes our days sad and darkens our ways with distress and wretchedness. |
| e | Beautiful things leave a lasting impression on man's spirit. They give him great joy and happiness and also help him to gain inner peace and calm. |
| f | Grandeur is associated with the mighty dead because of their grand deeds and achievements. Their achievements make their lives extraordinary. Therefore, the grandeur of the mighty dead is a thing of beauty that is a source of inspiration for other. |
| g | Being a worshipper of beauty John Keats conveys that a thing of beauty removes the pall of sadness and sorrow and gives us joy and pleasure. The beauty of a thing goes on increasing and never passes into nothingness. |
| h | The joy provided by a thing of beauty is ever-lasting. It leaves an indelible imprint on our mind. Its loveliness never fades away and so it does not pass into nothingness. It increases manifold each time we think about it and thus we are forever able to relive the joyful experience. |

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|---|---|
| i | Man becomes unhappy and disillusioned because he suffers from pain and hopelessness at various junctures in life. Also the lack of nobility in human beings and gloomy days make him unhappy. |
| j | Keats considers beauty, in all its forms, which is God's greatest gift to man as an endless fountain of immortal drink. He calls it immortal because the beauty bestowed by God is everlasting and perennial and men can bask in its glory forever. |

LONG ANSWER TYPE QUESTIONS

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| a | Keats shows his unhappiness by saying that there are only few people, who are noble in character and who rise above petty differences by being magnanimous and generous. There is a dearth of such noble souls on our earth; as man is selfish and self-centred. Trials and tribulations of life spread the pall of despondence over our dark spirits. We can remove it by making life worthwhile by enjoying the beautiful things of life bestowed upon us by nature, but we are keen on destroying them. |
| b | The poet says that it is some thing of beauty that provides joy forever. Then poet lists some things that are source of beauty. He says the sun, the moon, beautiful flowers, young trees and simple sheep are all things of beauty. The poet says that there is so much grief on this earth that the life would become impossible without any thing of beauty. It is something or the other thing of beauty that binds us to the earth. Then the poet describes about the mighty dead of this earth. These people have laid down their lives for the sake of mankind. The poet says that they will get their due reward on the day of judgment. The poet compares the things of beauty with a fountain pouring out immortal drink from the brink of heaven. |
| c | In this poem, the poet says that a thing of beauty is a joy forever. He compares a thing of beauty with a bower, where we can enjoy sweet sleep. Then the poet mentions many things of beauty. He says that there is so much grief and sadness on this earth that we can sustain our life only because of the things of beauty. He compares the things of beauty with 'an endless fountain of immortal drink pouring unto us from the heaven's brink'. In this way the poet underlines the fact that we should preserve and take care of the things of beauty. They are joy not for ourselves but also for our coming generations. |
| d | It is the first line of John Keats' first epic poem, 'Endymion: A Poetic Romance' and of the poem 'A Thing of Beauty.' This line is dramatically very significant because it is multi-layered in its meaning. It explains the effect of beauty on the soul. Beauty heals the negative impulses of our life. |

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| | <p>It relieves us from being weighed down by worldly worries. Keats, as a romantic poet, brings out the belief in the power of nature to heal and give happiness. A beautiful thing is an object of joy because it gives us mental peace and makes us happy. Its value lies in its effect on us and it never breeds a sense of nothingness. It will not diminish with the passage of time.</p> |
| e | <p>The poem is rich in images and the use of various poetic devices. There is alliteration in 'simple sheep' which actually refers to mankind. Metaphor has been employed in 'moves the pall' where our souls steeped in sadness and hopelessness are compared to dead bodies covered with a shroud.</p> <p>In the metaphor, 'immortal drink', a feeling of immense joy has been compared to a drink that flows down from heaven's brink, like an endless fountain. There is use of alliteration in 'noble natures', 'simple sheep' and 'cooling covert', The poem abounds in the use of imagery, as in 'flowery bands', 'daffodils with the green world they live in', 'clear rills', and 'endless fountain.'</p> |

LESSON: A ROADSIDE STAND BY ROBERT FROST

11. KEY POINTS OF THE CHAPTER:

- A poem written by Robert Frost to portray the living conditions of marginalised economic classes in the countryside.
- The rural people running the roadside stand are poor and deprived, unlike the people of the city.
- They ask for city money to lead a life of happiness and prosperity.
- This money can give them the life promised by the party in the power.
- Poet contrasts the struggling lives of the countryside people with the insensitive life of city dwellers.
- There is a roadside stand at the edge of the road, established by those struggles to earn money.
- They expected their prospective customers to stop there and buy things but the rich and refined people drive past without stopping there.
- The roadside stand offers ordinary things for sale like white-berries and golden gourds.
- A news reaches that their land will be bought by the government.
- The so-called good-doers and greedy people exploit them. Some are even worse than flesh-eating wild animals. They mint money by befooling innocent rural people.
- They keep the windows of their roadside stand open for the hope of attracting customers but some come only to turn around the car or to ask the way but it is bound.
- The poet will feel greatly relieved if all their pains and troubles are removed at one stroke. Death, according to him, is far better than their miserable living.

| 1 | EXTRACT BASED QUESTION 1 | 6m |
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| | The little old house was out with a little new shed In front at the edge of the road where the traffic sped, A roadside stand that too pathetically pled, It would not be fair to say for a dole of bread, But for some of the money, the cash, whose flow supports The flower of cities from sinking and withering faint. | |
| a | Where was the little old house ? | 1 |
| b | Why was it there ? | 1 |
| c | Why did traffic stop there for a moment ? | 1 |

| | | |
|----------|---|-----------|
| d | What did the roadside stand offer ? | 1 |
| e | What did it request for ? | 1 |
| f | Why was their conditions so miserable ? | 1 |
| 2 | EXTRACT BASED QUESTION 2 | 6m |
| | It is in the news that all these pitiful kin Are to be bought out and mercifully gathered in To live in villages, next to the theatre and the store, Where they won't have to think for themselves anymore, While greedy good-doers, beneficent beasts of prey... | |
| a | What was in the news ? | 1 |
| b | What do greedy good-doers do ? | 1 |
| c | Who are these pitiful kin ? | 1 |
| d | Who are these pitiful kin ? | 1 |
| e | Where will they be placed in the village ? | 1 |
| f | Who are beasts of prey ? | 1 |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| | Sometimes I feel myself I can hardly bear The thought of so much childish longing in vain, The sadness that lurks near the open window there, That waits all day in almost open prayer For the squeal of brakes, the sound of a stopping car | |
| a | What does the poet feel sometimes ? | 1 |
| b | Why is the waiting for all day ? | 1 |
| c | Why is cars called selfish ? | 1 |
| d | What do they inquire ? | 1 |
| e | What do they ask ? | 1 |
| f | What sadness lurks near the open window ? | 1 |
| | SHORT ANSWER TYPE QUESTIONS: | |
| a | Though money holds the same value everywhere, the poet draws a distinction between city money and country money. Elaborate. | 2m |
| b | The roadside stand and the moving cars are a contrast around which the entire poem is woven. Expound. | 2m |
| c | Comment on the significance of the symbol of the car in the poem. | 2m |
| d | Does the poet reach a conclusive solution for the issue at hand? Discuss. | 2m |
| e | State any two characteristics that can be inferred about the people from the countryside in The Roadside Stand. | 2m |
| f | Why does the poet refer to the roadside stand as pathetic? | 2m |
| g | Who do these pitiful kin refer to? Why will they be mercifully gathered in? | 2m |
| h | What is the party in power keeping from these rural poor? | 2m |
| i | What is the childish longing that the poet refers to? Why is it vain? | 2m |

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| j | What does the poet wish he could do for these people? Why does he change his mind? | 2m |
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| | LONG ANSWER TYPE QUESTIONS: | |
| a | How does Robert Frost, the poet, bring out in this poem that progress and development is unequal between the cities and villages leading to feelings of distress and unhappiness among the rural people ? | 5m |
| b | What is expected to happen to the rural folk when they are relocated to live near the cities, as expected by the poet ? | 5m |
| c | How does the poet represent the pathetic state of mind of the people who run the roadside stand ? | 5m |
| d | “ The economic well-being of a century depends on a balanced development of the villagers and the cities ”. Discuss. | 5m |
| e | The poet sympathises with the rural poor. How has the sentiment being expressed at different points in the poem ? | 5m |
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MARKING SCHEME

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| 1 | EXTRACT BASED QUESTION 1 | 6m |
| a | The house was in front at the edge of the road. | 1 |
| b | It was there so that the fast moving vehicles speeding may notice them. | 1 |
| c | The traffic stopped there for a moment only due to the irritation at the point and decor in poor taste. | 1 |
| d | The stand sold wild berries in wooden boxes and gourds with twisted necks and silver lumps on them. | 1 |
| e | The roadside stand owners requested or rather wanted the rich passers by to stop there and buy their stuffs. | 1 |
| f | Their condition was miserable because on contrary to their expectations, they rarely made any transactions with the rich passers-by. | 1 |
| | | |
| 2 | EXTRACT BASED QUESTION 2 | 6m |
| | | |
| a | It is in the news that these countryside folks are to be relocated in the village. | 1 |
| b | The greedy good-doers in the grab of benefits, will exploit them at the end. | 1 |
| c | Pitiful kin are these countryside folks . | 1 |
| d | In the name of benefits, the beasts of prey will destroy their sleeps the ancient way. | 1 |
| e | They will be placed in the villages, next to theatre and the store. | 1 |
| f | The 'greedy good-doers' are the beasts of prey. | 1 |
| | | |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| | | |
| a | He feels that he can hardly bear the thought of so much childish longing in vain. | 1 |
| b | The wait is for someone to stop at the stand and but their product. | 1 |
| c | Just one car stopped to enquire what a farmer's prices are, hence cars are called selfish. | 1 |
| d | They inquire about what a farmer's prices are. | 1 |
| e | They ask the way to wear it was bound or even could they sell it a gallon of gas. | 1 |
| f | Sadness and disappointment lurks near the open window there. | 1 |
| | | |
| | SHORT ANSWER TYPE QUESTIONS: | |
| a | In the poem "A Roadside Stand," the poet Robert Frost draws a distinction between city money and country money. He implies that while money may have the same value everywhere, the way it is earned and spent in the city differs from how it is earned and spent in the country. In the city, money is acquired through complex and impersonal transactions, whereas in the country, it is earned through hard work and personal connections. The poet suggests that city money lacks the genuine human touch and simplicity found in country money. | 2m |
| b | In the poem "A Roadside Stand," the contrast between the roadside stand and the moving cars is a central theme. The stand represents a fixed, simple, and | 2m |

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| | traditional way of life in the countryside, while the moving cars symbolize fast-paced, modern, and impersonal city life. This stark difference highlights the clash between old and new, tradition and progress, and reflects the poet's contemplation on the changing times and the loss of rural simplicity. | |
| c | The symbol of the car in the poem "A Roadside Stand" represents urbanization, modernity, and progress. It contrasts with the traditional rural life depicted by the roadside stand, emphasizing the impact of urbanization on the simplicity and authenticity of the countryside. | 2m |
| d | No, the poet Robert Frost does not provide a conclusive solution for the issue at hand in the poem "A Roadside Stand." Instead, he presents the contrasting images of the roadside stand and the moving cars to provoke contemplation on the impact of urbanization and modernization on traditional rural life. The poem does not offer a definitive answer but encourages readers to reflect on the complexities of societal changes. | 2m |
| e | (a)The people from the countryside wait endlessly for the kindness of the people from the city, as shown by the poet. This demonstrates their patience/persistence. (b) They have a desire to live an ideal/a perfect/a happy life like it is shown in the movies, which shows that they are hopeful/optimistic. | 2m |
| f | The poet refers to the roadside stand as pathetic because it looked awkward and unattractive to the eye. Naturally, it failed to attract the sophisticated city people who drove past, without even a second glance. | 2m |
| g | These pitiful kin refers to the villagers who have been deprived of their home and land. They will be mercifully gathered in to live in villages near the theatre and the stores. | 2m |
| h | The government, and the civic authorities who appear to help them but actually end up harming them are relocating them to the vicinity of the towns near the theatre and the shops which is a great disservice to the people. They will be thus, robbed of their voices and their freedom and ability to find solutions to their problems. | 2m |
| i | Childish longing seems to emanate from the roadside shed, for a life that is described in ' the movies, a life so far removed from their life in the village. The thoughtless occupants of a car who stop at the shed to buy a gallon of gas, speaks of the disconnect that exists in the perceptions of town people with regard to the villagers. | 2m |
| j | The poem is an expression of the rage that the poet feels on behalf of the farmers, with whom his sympathies lie. Enraged, the poet wishes he could put the farmers out of their pain at one stroke. However, he immediately checks himself and wonders how he would react if someone offered to do the same to him. | 2m |

| LONG ANSWER TYPE QUESTIONS: | | |
|------------------------------------|---|-----------|
| a | <p>Robert Frost, in his poems, unusually focuses on the theme of human tragedies and fears and their ultimate acceptance on their solution. In ‘A Roadside Stand’, he deals with the lives of the poor deprived people of the villages with a clarity that is perceptive and at the same time portrays his deepest sympathies and his feelings of humanity.</p> <p style="text-align: center;">In this poem, the poet describes the feelings of the owners of a roadside stand who seem to wait interminably for the motorists passing in their shiny cars, to stop and buy somethings. They long for cash that is a symbol of poverty alleviation in their lives of deprivation. The poet also seems to be outrageous at the callous attitude of the government or the social service agencies who actually held up relocating them in worse places just in the name of development.</p> <p style="text-align: center;">Hence, Frost points out in this poem that no matter how shiny and developing those villages are presented, in reality inequality is deliberately maintained.</p> | 5m |
| b | <p>A new relocation plans for these poor villagers is in the news. Through the pretence of giving them the comfort of urban life, these simple folk will be forcefully uprooted from their land and made to live inside the urban limits, where they will have the theatres and malls to entertain them. But no one has bothered to take their consent for this move. By sweet-talking the gullible rural folk, the land sharks will fleece them of their ancestral land and condemn them to live in the urban centres.</p> <p style="text-align: center;">Villagers will painfully struggle to adjust to the new methods of earning a livelihood in a city environment. On the other hand, the manipulators and the ‘wolves’ in the grab of benefactors will enjoy their lives in more luxury.</p> | 5m |
| c | <p>The poet clarity highlights the plight of people living in rural areas. The city folk who drove through the countryside hardly paid any heed to the roadside stand. However, the poet has urged that balanced development of both the rural and urban areas is required.</p> <p style="text-align: center;">At the roadside stand, poor villagers wait all day for any of the sophisticated city motorist passing by to stop for a while and buy their products. But, to the contrary, even those few who stop don’t buy their stuffs rather ask for directions and again resume their journey. Thus, really any cash is earned by those hungry folks.</p> <p style="text-align: center;">It appears as if city people are not cooperating in raising the financial status of these folks. Instead, some agencies are even talking over there land giving false hopes. Even then, the poet hopes for some miracle to happen so that the villagers pain is removed.</p> | 5m |
| d | <p>The economic development of a country cannot stand independently on the shoulders of megacities. The villagers play and integral role.</p> <p style="text-align: center;">Besides, the cities and villages are interdependent. The agricultural products grown the farmers like the vegetables, cereals, oil, etc. bear importance for everyone, irrespective of the place they live in. On the other hand, the factory-made products and employment avenues provided by the cities play their role in economic well-being of a society. In the poem ‘A Roadside Stand’, the poet emphasises on the balance needed for a society and a systematic growth. The poet</p> | 5m |

| | | |
|----------|--|-----------|
| | feels that the villagers and unassuming and simple and consequently are exploited by the social agencies. The poet wants to remove this fraud and make the rural folk retain their self-respect and peace of mind. | |
| e | <p>Robert Frost, in this poem. ‘A Roadside Stand’ vividly depicted the plight and complex dynamic that influence the simple rural folk. It tells the sad plight of economically underfed rural people who are often fooled by the cunning people who are responsible for their pathetic experience. The poet cannot bear the sadness and intensely feels that all the miserable pain from which the poor rustics suffer must be removed at one stroke. The line “I can’t help going owning the great relief it would be, to put these people at one stroke out of their pain”, explains his intimate feelings.</p> <p>Additionally, he uses the terms ‘childish longing’ to refer to the status of the poor villagers who wait all the day for at least one motorist to stop and buy their stuff. But, he describes their longing as childish as ultimately their expectations remain unmatched.</p> | 5m |

LESSON: AUNT JENNIFER'S TIGERS by Adrienne Rich

KEY POINTS OF THE POEM:

- The poem deals with the women's struggle against oppression, rebellion, a patriarchal society.
- The first stanza describes Aunt Jennifer's Tigers.
- These tigers have been made by Aunt Jennifer on the tapestry.
- These tigers symbolize the men who dominate human society.
- The second stanza describes Aunt Jennifer and her creative skills.
- The poet tells about the metaphorical weight of Aunt Jennifer's wedding band and implies that her marriage was unhappy and prevented her from living a life that she wanted.
- The last stanza of the poem takes a morbid turn.
- It describes what would happen when Aunt Jennifer is dead.
- The tigers she had made would continue to look 'proud' and 'unafraid'.

EXTRACT BASED QUESTION 1

6 M

Aunt Jennifer's tigers prance across a screen,
Bright topaz denizens of a world of green.
They do not fear the men beneath the tree;
They pace in sleek chivalric certainty.

| | | |
|---|---|---|
| a | Name the poet and the poem. | 1 |
| b | 'To walk with proud gait' --which word suggests from the stanza? | 1 |
| c | Which poetic device has been used in 'Aunt Jennifer's tigers prance across a screen'? | 1 |
| d | Why have the tigers been called Aunt Jennifer's tigers? | 1 |
| e | Which poetic device has been used in 'chivalric certainty'? | 1 |
| f | Find a word from the passage which means 'well-groomed/stylish'. | 1 |

EXTRACT BASED QUESTION 2

6 M

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

| | | |
|---|---|---|
| a | Which poetic device has been used in 'fingers fluttering'? | 1 |
| b | What is ivory needle? | 1 |

| | | |
|---|---------------------------------|---|
| c | What is Aunt Jennifer's mood? | 1 |
| d | Why are her fingers fluttering? | 1 |
| e | What is Uncle's wedding band? | 1 |
| f | Why is it heavy? | 1 |

EXTRACT BASED QUESTION 3

6 M

When Aunt is dead, her terrified hands will lie

Still ringed with ordeals she was mastered by.

The tigers in the panel that she made

Will go on prancing, proud and unafraid.

| | | |
|---|---|---|
| a | What poetic device has been used in 'terrific hand'? | 1 |
| b | What poetic device has been used in 'Still ringed with ordeals'? | 1 |
| c | What will be the effect of Aunt Jennifer's death on tigers? | 1 |
| d | What was the aunt's ordeal? | 1 |
| e | Why did she 'make' tigers? | 1 |
| f | How were the tigers different from her? | 1 |

SHORT ANSWER TYPE QUESTIONS

| | | |
|---|--|---|
| a | Describe the tigers created by Aunt Jennifer. | 2 |
| b | Why did Aunt Jennifer choose to embroider tigers on the panel? | 2 |
| c | What will happen to Aunt Jennifer's tigers when she is dead? | 2 |
| d | How has Aunt Jennifer created her tigers? What traits of tigers do they reveal? | 2 |
| e | Why are Aunt Jennifer's hands fluttering through her wool? | 2 |
| f | Describe the contrast between Aunt Jennifer ' and her creation, the tigers. | 2 |
| g | How do 'denizens' and 'chivalric' add to our understanding of the tigers' attitude? | 2 |
| h | Why do you think Aunt Jennifer created animals that are so different from her own character? | 2 |
| i | What do the symbols, 'tigers', 'fingers' and 'ring' stand for in the poem, 'Aunt Jennifer's Tigers'? | 2 |
| j | Describe the tigers created by Aunt Jennifer. | 2 |

LONG ANSWER TYPE QUESTIONS

| | | |
|---|--|---|
| a | How can we say that marriage was a compromise for Aunt Jennifer? Support your response with two justifications. | 5 |
| b | ‘What knitting was to Aunt Jennifer; poetry was for Adrienne Rich’. Do you agree? Comment with reference to the poem ‘Aunt Jennifer’s Tigers’. | 5 |
| c | Explain the stark difference in the death of Aunt Jennifer and the tigers prancing. | 5 |
| d | “Every poem breaks a silence that had to be overcome.” – Adrienne Rich | 5 |
| e | Analyse the symbols and poetic devices employed in the poem. | 5 |

MARKING SCHEME

EXTRACT BASED QUESTION 1

| | |
|---|---|
| a | The poem is ‘Aunt Jennifer’s Tigers’ and the poet is Adrienne Rich. |
| b | Prance. |
| c | Personification. |
| d | Aunt Jennifer has created them. |
| e | Alliteration. |
| f | Sleek. |

EXTRACT BASED QUESTION 2

| | |
|---|---|
| a | Alliteration. |
| b | Needle made of precious metal (tusk) |
| c | Aunt Jennifer is in a state of anxiety and nervousness. |
| d | Aunt Jennifer’s fingers are fluttering as she is nervous because of her husband. |
| e | Uncle’s wedding band is the wedding ring that Aunt Jennifer wears in one of her fingers. |
| f | It is metaphorically heavy because it is a symbol of her subjugation and oppression by her husband. |

EXTRACT BASED QUESTION 3

| | |
|---|----------------------|
| a | Transferred Epithet. |
| b | Pun. |

| | |
|---|--|
| c | They will not all, at all, be affected. |
| d | The aunt's ordeal was that she was dominated by her husband and was denied freedom. |
| e | Aunt Jennifer made tigers to give expression to her desire for freedom. |
| f | Aunt Jennifer was meek and submissive whereas the tigers she embroidered were strong and courageous. |

SHORT ANSWER TYPE QUESTIONS

| | |
|---|---|
| a | The poet describes Aunt Jennifer's tigers as 'bright topaz denizens' of the forest. They are fearless and ferocious in sharp contrast to their creator, Aunt Jennifer's nervousness and timidity. Gallant and confident, they are sure of their purpose and move ahead undeterred by any kind of hindrance or obstruction. |
| b | Aunt Jennifer chose to embroider tigers on the panel because of the nature of the tigers. They symbolise strength and splendour which was in sharp contrast to her own meek nature. The massive weight of the wedding band that sits heavily on her finger symbolises the ordeals and hardships of her married life so she creates tigers as they are a striking contrast to the frail, meek old lady who created them. |
| c | Aunt Jennifer's tigers will survive even after she is dead. She has created the tigers in a panel out of wool. These objects of art are immortal. They will continue prancing, proudly and fearlessly. To express her desire for freedom she had created the chivalrous tigers who will survive long after her death but her own longing for freedom will remain unfulfilled. |
| d | Aunt Jennifer has created shining topaz yellow- coloured tigers who are denizens of a dense, green forest. They are fierce, unafraid and fearless and pace in 'sleek' and 'chivalric' certainty. |
| e | Aunt Jennifer is a victim of gender oppression at the hands of her husband. She lives a life of total domination and constant fear. So she feels nervous and terrified that the hands shake and flutter through her wool as she sits down to knit. |
| f | Aunt Jennifer is totally victimised and suffers from oppression by her male counterpart. So she creates an alternate world of freedom in her art. The tigers she creates go on prancing menacingly, exhibiting their pride and fearlessness of any social group or gender conflicts. |
| g | 'Denizens' means that the tigers inhabit a green world. They live in the forests where they are free from constraints. 'Chivalric' means they are brave and fearless creatures. This helps us to understand that bravery and fearlessness are the basic nature of the tigers. |
| h | Aunt Jennifer's tigers possessed all the qualities that Aunt Jennifer did not have. The tigers were free, fearless, confident and proud whereas Aunt Jennifer was meek, |

| | |
|---|--|
| | submissive and without any identity. She was a rather indecisive woman unlike the confident tigers she had created. |
| i | The ‘tigers’ are symbols of bravery and courage and also of Aunt Jennifer’s desire for freedom. The ‘fingers’ are symbolic of the nervousness and fear experienced by Aunt Jennifer and the ‘ring’ symbolises a binding marriage that is full of oppression and curtails one’s freedom. |
| j | The poet describes Aunt Jennifer’s tigers as ‘bright topaz denizens’ of the forest. They are fearless and ferocious in sharp contrast to their creator, Aunt Jennifer’s nervousness and timidity. Gallant and confident, they are sure of their purpose and move ahead undeterred by any kind of hindrance or obstruction. |

LONG ANSWER TYPE QUESTIONS

| | |
|---|--|
| a | Aunt Jennifer is said to be unable to escape her marriage, despite her needlework. Despite the constraints of her marriage, the image of her stitching tigers into her tapestry can be interpreted as a symbol of her attempts to assert her independence and individuality. This implies that Aunt Jennifer is trapped in a relationship she did not choose, and that her marriage is a trade-off in terms of her freedom and autonomy. Also, the description of Aunt Jennifer’s husband as a “terrible” man who “weighs” upon her also supports the idea that her marriage is a compromise. |
| b | In a male-dominated society, women are silenced; Aunt Jennifer’s Tiger addresses this topic subtly. The poet has explored the mechanisms of ‘male domination’ and ‘patriarchy’ in society in this poem. Adrienne Rich, a poet from a marginalized community, responds to the dominant nature that shapes mainstream society. Rich saw poetry as a razor-sharp beacon that could enlighten women’s lives and consciousness. The poem is an eye-opener in terms of re-constructing women’s identities. The poet examines women’s positions in a traditional society and makes a strong case for restructuring identity and rewriting norms in order to envision a new world to come. Hence, as Aunt Jennifer expresses her innate desires through her knitting, Adrienne Rich displays her ideals through poetry. |
| c | The tigers remain constant throughout the poem, only growing stronger as it progresses. Aunt Jennifer, on the other hand, gradually fades away in her death. She is defeated in her death as a result of her unfulfilled desires. She may accept the bond of domination because her fingers are still ringed and she dies surrounded by her life’s difficulties. |

| | |
|---|--|
| | <p>The tigers are her cherished world of freedom, prancing in pride, a world she will never be able to experience. It gives us a practical look at the reality that Aunt Jennifer never wins and accepts defeat stoically as she conforms to the society in which she has lived. She bears the weight of the ring, dead or alive, because she has already surrendered or was forced to surrender her freedom by marrying.</p> |
| d | <p>The role of women in society and the language men use for social and political gain are inextricably linked. Adrienne Rich's personal life becomes political, and this short poem, while not overtly political, foreshadows more radical work to come. Aunt Jennifer has suffered for many years and is looking for a positive outlet for her artistic abilities before it's too late. She hopes that her tigers will outlive her and become a symbol of freedom and independence. Aunt Jennifer is too afraid to openly oppose the oppression of which she is a victim. She uses her art to express her resentment and rage at male dominance. On her tapestry, she depicts tigers, which are symbols of bravery, fearlessness, and strength. Her tigers are wild and free of any kind of enslavement, which presents a stark contrast to her current state.</p> |
| e | <p>Adrienne Rich's poem effectively conveys the theme by employing a variety of images, symbols, and poetic devices. The tigers represent the spiritual freedom that Aunt Jennifer longs for but only finds in her dreams and art. Aunt Jennifer is a metaphor for women in general, women who are victims of male superiority and domination. Tigers represent the true nature of a woman's free spirit, which values strength and assertiveness.</p> <p>The implied comparison of the tigers to the bright topaz denizens contains a metaphor, as tigers are considered to be the inhabitants of the forests, the crafted green world on the panel. In their confidence, tigers are also attributed with the quality of chivalry. The alliteration in 'fingers fluttering' evokes the poem's irony, as the fingers represent Jennifer's physical frailty. As a result, she has difficulty pulling the ivory needle. The alliteration 'prancing proud' represents the tigers' everlasting strength.</p> |

LESSON: THE THIRD LEVEL

KEY POINTS OF THE CHAPTER:

The story deals with the harsh realities of war. War has irreversible consequences thus leaving people in a state of insecurity. It is also about modern day problems and how the common man tends to escape reality by various means. In this story a man named Charley hallucinates and reaches the third level of the Grand Central Railway Station which only has two levels. It is something akin to the narrator's imagination. It is a journey back in time, an intersection of time and space. It is seen as Charley's medium of escape from the pulls and pressures of life.

| | | |
|---|---|----|
| 1 | EXTRACT BASED QUESTION 1 | 4m |
| | Now, I don't know why this should have happened to me. I'm just an ordinary guy named Charley, thirty one years old, and I was wearing a tan gabardine suit and a straw hat with a fancy band; I passed a dozen men who looked just like me. And I wasn't trying to escape from anything; I just wanted to get home to Louisa, my wife. | |
| a | When did this incidence take place? i. While he was going to visit his father ii. While he was going to work iii. While he was going to his psychiatrist friend iv. While he was returning late from work | 1 |
| b | The given lines show that the narrator, Charley i. Fancied going to his old town ii. Was a very amiable man with a lot of friends iii. Wanted to lead a normal life with his wife iv. Had a great imagination | 1 |
| c | Why does the narrator say that he was not trying to escape from anything? | 1 |
| d | Complete the sentence appropriately, with reference to the extract "This" refers to ----- . | 1 |
| 2 | EXTRACT BASED QUESTION 2 | 4m |
| | Sometimes I think Grand Central is growing like a tree, pushing out new corridors and staircase like roots. There's probably a long tunnel that nobody knows about feeling its way under the city right now, on its way to Times Square, and may be another to Central Park. And may be -because for so many people through the years Grand Central has been an exit, a way of escape- may be that's how the tunnel I got into..... | |
| a | Who does 'I' refer to in the given extract? | 1 |
| b | The extract given above is not an example of ----- i. Imagery ii. Metaphor iii. Allegory iv. Analogy | 1 |
| c | In this extract the narrator ----- | 1 |
| d | Explain: ' Grand Central has been an exit' a way of escape' . | 1 |

| | | | |
|---|--|--|----|
| 3 | EXTRACT BASED QUESTION 3 | | 4m |
| | I talked to a psychiatrist friend of mine, among others. I told him about the third level at Grand Central Station, and he said it was a waking dream wish fulfilment. He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. | | |
| a | The psychiatrist friend of the narrator said that the third level was----- ----- | | 1 |
| b | How did his psychiatrist friend diagnose his problem? | | 1 |
| c | Why did the psychiatrist analyses make Louisa lose her temper? i. He had analysed that Charley was unhappy ii. He had analysed that Charley was a prince iii. He had analysed that Charley had become mad iv. He had not shared his analysis report with Louisa | | 1 |
| d | The psychiatrist explained the problem of narrator by telling that ----- ----- | | 1 |
| | SHORT ANSWER TYPE QUESTIONS: | | |
| a | How does the narrator describe himself? What made him take the Grand Central? | | 2m |
| b | How did the man on the third level appear to the narrator? | | 2m |
| c | Why did the narrator turn towards the ticket windows? Why did he run back from there? | | 2m |
| d | What happened to the narrator's psychiatrist friend Sam Weiner? What do you deduce from it? | | 2m |
| e | Why was Charley sure that his psychiatrist friend has gone to the year 1894 in Galesburg? | | 2m |
| f | Describe the first day cover that the narrator found among his collection. | | 2m |
| g | Discuss the irony at the end of the chapter. | | 2m |
| h | What strange things did the narrator see when he reached the third level? | | 2m |
| i | How does the narrator's psychiatrist friend react to the narrator's statement that the third level exists? | | 2m |
| j | How does the narrator describe Galesburg, Illinois? | | 2m |
| | LONG ANSWER TYPE QUESTIONS: | | |
| a | Do you think that the third level was a medium of escape for Charley? Why? | | 5m |
| b | What do you infer from Sam's letter to Charley? | | 5m |
| c | The modern world is full of insecurity, fear, war, worry and stress.' What are the ways in which we attempt to overcome them? | | 5m |
| d | Do you see an intersection of time and space in the story? | | 5m |
| e | Apparent illogicality sometimes turns out to be a futuristic projection? Discuss. | | 5m |
| | | | |

MARKING SCHEME

| | | |
|----------|---|-----------|
| 1 | EXTRACT BASED QUESTION 1 | 4m |
| a | d. while he was returning late from work | 1 |
| b | c. wanted to lead a normal life with his wife | 1 |
| c | The narrator says that he was no trying to escape from anything because his psychiatrist friend told him he was trying to escape the stress. | 1 |
| d | Seeing the non-existent third level | 1 |
| 2 | EXTRACT BASED QUESTION 2 | 4m |
| a | 'I' refers to the narrator. | 1 |
| b | iii. allegory | 1 |
| c | Talks about Grand Central | 1 |
| d | Grand Central is a figment of imagination that acts as a medium of escape for people. | 1 |
| 3 | EXTRACT BASED QUESTION 3 | 4m |
| a | Narrator's waking dream wish fulfilment | 1 |
| b | Narrator's psychiatrist friend said that waking dream wish fulfilment makes one stress free and transports one to his dream world. | 1 |
| c | i. He had analysed that Charley was unhappy | 1 |
| d | He thought that modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. | 1 |
| | SHORT ANSWER TYPE QUESTIONS: | |
| a | The narrator describes himself that he is Charley, 31. He is wearing a tan gabardine suit and a straw hat with a fancy band. One-night last summer, he worked late at the office. So, he was in a hurry to be at his apartment. He took the subway from Grand Central because it was faster than the bus. | 2m |
| b | The narrator saw a man pulling a gold watch from his vest pocket. He snapped open the cover, glanced at his watch and frowned. He wore a derby hat, a black four- button suit with tiny lapels and had a big, black handlebar moustache. | 2m |
| c | The narrator turned towards the ticket window to buy tickets to go to Galesburg, Illinois, in the year of 1894. When Charley produced money to pay for the two tickets, the clerk stared at him as the currency did not match with the currency of that time, he accused him of trying to cheat him and threatened to hand him over to the police. The narrator turned away thinking that there was nothing nice about jail even in 1894. | 2m |
| d | One day the narrator's psychiatrist friend Sam Weiner disappeared. He was a city boy. He always said that he liked Galesburg very much. From this I deduce that even Sam was affected by the stress of modern living and sought temporary refuge by travelling through time. | 2m |
| e | Charley's psychiatrist friend Sam had disappeared. One night going through his first day covers, Charley found one dated 1894 and with his grandfather's address on it. He opened and found inside a letter from Sam addressed to him. He invited him to the third level saying that it was worth it. | 2m |
| f | The first day cover envelope was dated July 18, 1894. It was addressed to his grandfather in Galesburg. It carried a letter from Sam addressed to Charley. The stamp was a six cent, dull brown, with a picture of President Garfield. | 2m |
| g | Charley had found the third level and desired to go back to the Galesburg of 1894. It is ironical that at the end, not Charley but his friend who had scorned his discovery, uses the third level to reach Galesburg of 1894 and tells Charley to keep searching for it. | 2m |

| | | |
|------------------------------------|--|----|
| h | Charley noticed a difference in the way things looked at the third level. It was smaller, with fewer ticket counters and had an old look of the 1890s with wooden booths, dim open flame gas lights, brass spittoons, and an old-style locomotive with a funnel shaped stack. Even the people's attire was old fashioned and men had funny handle-bar moustaches and sideburns. The whole setting contrasted with the modern times. | 2m |
| i | The narrator's friend, Sam Weiner, says it is a waking dream wish fulfilment. he says that the narrator is unhappy and the modern world is full of insecurity. Fear, war and worry. So, he wants to escape and has created an imaginary third level. | 2m |
| j | The narrator tells that Galesburg, Illinois is a wonderful town with big old frame houses, huge lawns and big trees. Summer evenings were twice as long. People sat out on their lawns, the men smoking cigar and talking quietly, the women waving palm leaf fans. It means the people had lived in peace and harmony and had a lot of leisure time. | 2m |
| LONG ANSWER TYPE QUESTIONS: | | |
| a | yes, I think that the third level was a medium of escape for Charley. The third level is an escape for Charley from the modern setting of worry and insecurity. It is an escape from the unhappy contemporary world that is full of insecurity, fear, war, and worry. He had always desired to live his life peacefully as he did in Galesburg. Charlie was so upset and frustrated with modern life and the way of living that he wanted to move back into the past. Thus, in his mind, he has forever wanted to go back in time, so he found the third level as a realization of his dream. | 5m |
| b | Sam's letter is a consequence of Charley's thoughts. Sam's letter was full of mystery when Charley came across it. This can be understood from the truth that the letter was enclosed in the oldest first-day cover and directed to his grandfather. Usually, the first-day covers have blank papers in them, but this one included a letter. This is made so that the envelope is stamped along with the date, and it remains as a remembrance always. So these kinds of envelopes carry just blank letters and should not be opened. In this letter, Sam had notified Charley that he was living on the third level. He had also stated that Charley and his wife keep waiting for the third level. This confirms that Sam's letter is an outcome of Charley's complete imagination. | 5m |
| c | The contemporary world is full of illusion, insecurity, war, fear, worry, tension, and stress. This is because the world is full of competition and people need to pull each other downward. People can overcome this unreality, anxieties, and insecurities bred by our certain existence in the advanced world by getting involved in useful and practical activities. To overcome such uncertainties, firstly we must believe that both good and bad come our way. Hence, we want to create equilibrium among professional, creative, personal, and economic provinces of life. People need to spend a good time with friends and family, be productive in art, poetry, prose, or in pursuing their hobbies. | 5m |
| d | Yes, some situations in the story show an interaction of time and space. Firstly, the first two levels of Grand Central Station were found in the present time, while the third level survived. Charley tries to buy tickets to Galesburg but finds that he has current-day currency. The stairs that guide Charley to the third level are also seen to be the pattern of the 19th century. Charley opens up the first-day cover from his grandfather's collection of stamps and assumes it to be Sam's letter which is supposed to be blank. In certain situations, Charley is brought to a parallel world of thought where everything happens according to his desires. This instance makes | 5m |

| | | |
|---|---|----|
| | him completely content. However, when he experiences the modern world, he becomes upset. | |
| e | Indeed, apparent illogicality sometimes turns out to be a futuristic prediction. Sometimes what appears to be illogical today or at a point in time often turns out to be a reality the next day or in the future. This has usually been the trend with scientific discoveries. No one could have accepted that man could fly before the Wright Brothers invented the aeroplane. It was an illogical thought. It later rolled out to be an actuality in the form of planes and parachutes. Likewise, the baseless thought of communicating with people over long distances by Graham Bell made him invent the telephone. Another example of this is the mobile phone which is another version of taking the telephone to its next level. All these discoveries were seeded in absurd thoughts. Illogical thoughts converted to real-time inventions are possible due to time, effort, patience, hard work, and resources. | 5m |
| | | |

THE TIGER KING

Kalki

Ramaswamy Krishnamurthy (9 September 1899 – 5 December 1954), better known by his pen name Kalki, was an Indian writer, journalist, poet, critic and Indian independence activist who wrote in Tamil. He chose the pen-name "Kalki", the future incarnation of the Hindu God Vishnu.[1] He founded a magazine, which was also named Kalki, with T Sadasivam being the co-founder, in 1941. Krishnamurthy's writings include over 120 short stories, 10 novellas, 5 novels, 3 historical romances, editorial and political writings and hundreds of film and music reviews.

Key Issues:-





- Maharaja Jilani Jung Bahadur was called 'Tiger King'.
- Maharaja of Pratibandapuram born as an extraordinary child.
- The chief astrologer predicted the cause of this death would be a tiger.
- The 10 days old child surprised everyone by his intelligent questions .
- The child was brought up like an English child.
- The prince grew up and became the Great King .
- In order to prove the prophecy of the astrologer wrong he decided to kill a 100 tigers.
- The chief astrologer warned him that he will be killed by the 100th tiger. Hence he started killing tigers and thus killed 70 tigers.
- He married a princess whose kingdom boasted of tigers. Thus he killed 99 tigers.
- After killing 99 tigers he was unable to find one more tiger.
- The Dewan brought an old and feeble tiger from the zoo.
- The Tiger King aimed at it but it fainted.The king thought he had killed the 100th tiger.
- After the king went away the tiger opened its eyes. One of the hunters killed it.
- The tiger was honoured and was taken in procession.
- The King purchased a wooden tiger for his son. Its silver pierced the hand of the king.
- An inanimate wooden tiger became the 100th tiger that caused the King's death.
- The prophecy of the astrologer proved to be true, despite the king's best efforts to prove it wrong.

SECTION-C (LITERATURE)

| EXTRACT-BASED QUESTIONS | | MARKS |
|-------------------------|--|-------|
| | | 16 |
| I | <p>“In other words, the Tiger King is dead.</p> <p>The manner of his death is a matter of extraordinary interest. It can be revealed only at the end of the tale.....The child born under this star will one day have to meet its death. “</p> | |
| a) | <p>Complete the sentence appropriately.</p> <p>The author’s purpose in using foreshadowing , is to</p> | 1 |
| b) | <p>b) In the given extract, what emotion were the astrologers feeling when they “bit their lips and swallowed hard”?</p> <p>i) humiliation ii) disbelief iii) grief iv) unease</p> | 1 |
| c) | <p>Which trait are the astrologers lauding when they say “warrior of warriors, hero of heroes, champion of champions”?</p> | 1 |
| d) | <p>State the contrasting element in the statement “the most fantastic aspect of his demise”.</p> | 1 |
| | | |

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| II | At another time he was in danger of losing his throneWe are ready for a mosquito hunt. But tiger hunt! That's impossible!" | |
| a) | The king was in danger of losing his throne because i) of the animosity with the British ii) non-cooperative nature with the rulers iii) not complying to the request of the British officer iv) all of the above | 1 |
| b) | The British officer came to the king's kingdom to i) get himself photographed with a dead tiger's carcass ii) hunt a tiger in his kingdom iii) assess his power iv) (a) and (b) | 1 |
| c) | Why did the king refuse permission to the British officer? i) because of his resolve to hunt the hundred tigers himself ii) because he wouldn't be fulfilling his resolve to kill a hundred tigers if he permitted iii) because he won't be able to test the chief astrologer's prediction iv) options (i) and (iii) | 1 |
| d) | The author's mention of various hunts is symbolic of his intention. i) satiric ii) ironic iii) comical | 1 |

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| | iv) options (a) and (b) | |
| | | |
| III | At midnight when the town slept in peace, the dewan and his aged wife dragged the tiger into the car and shoved it into seat.....The tiger fell in a crumpled heap. | |
| a) | <p>Pick the option that uses the same figure of speech as ‘town slept in peace’</p> <p>i)his actions really flared up my temper, so I walked out..</p> <p>ii) She is going through a rollercoaster of emotions</p> <p>iii) My alarm clock yells at me every morning until I get out of bed.</p> <p>iv) The children were screaming and shouting in the fields</p> | 1 |
| b) | <p>Pick the option/s that best describes the dewan’s attitude</p> <p>i) desperate ii) submissive iii) servile iv) dishonourable v) detestable vi) flattening</p> <p>A) ii,iii,vi</p> <p>B) I,iv,v</p> <p>C) ii,iv,vi</p> <p>D) i, iii, v</p> | 1 |
| c) | <p>Why did the king refuse permission to the British officer?</p> <p>i) because of his resolve to hunt the hundred tigers himself</p> <p>ii) because he wouldn’t be fulfilling his resolve to kill a hundred tigers if he permitted</p> <p>iii)because he won’t be able to test the chief astrologer’s prediction</p> <p>iv) options (i) and (iii)</p> | 1 |

| | | |
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| d) | <p>Pick out the option that lists the display of “ crumpled heap”</p> <p>1)  2)  3) </p> <p>4) </p> <p>i) option 1 ii) option 2 iii) option 3 iv) option 4</p> | 1 |
| IV | <p>Very Good. Let this be your offering to the crown prince on his birthday,.....continued to play with the prince.</p> | |
| a) | <p>Who is the king talking to?</p> <p>i) dewan ii) artist iii) shopkeeper iv) courtier</p> | 1 |
| b) | <p>How did the Maharaja show his happiness at the celebration of his son’s birthday?</p> <p>i) by gifting him a wooden tiger ii) by playing with his son iii) by organising a grand party iv)options i and ii</p> | 1 |
| c) | <p>What shows that the wooden tiger had not been crafted finely and smoothly?</p> | 1 |

| | | |
|----|---|--------------|
| | <p>i) its rough exterior</p> <p>ii) its improper finesse</p> <p>iii) slivers of wood on its surface</p> <p>iv) all of the above</p> | |
| d) | <p>The wooden tiger symbolises</p> <p>i) impending death of the tiger king</p> <p>ii) kind gesture of the king</p> <p>iii) ill fated toy</p> <p>iv) a memorable birthday gift</p> <p>a) options i and iv</p> <p>b) options ii and iii</p> <p>c) options I and iii</p> <p>d) options ii and iv</p> | 1 |
| | | |
| | SHORT ANSWER TYPE QUESTIONS | MARKS |
| | | 20 |
| 1) | Who is the Tiger King? Why does he get that name? | 2 |
| 2) | What was the great miracle that took place? What was its result? | 2 |
| 3) | How did the crown prince Jung Jung Bahadur grow up? | 2 |
| 4) | Comment on the 'rings episode' in the story 'The Tiger King'. | 2 |

| | | |
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| 5) | an unforeseen hurdle brought his mission to a standstill”. What was the mission and how did it stop? What do you find amusing in the reasons justifying the ‘hurdle’? | 2 |
| 6) | Why was the Maharaja so anxious to kill the hundredth tiger? | 2 |
| 7) | Why did the Maharaja suddenly decide to marry? Whom did he wish to marry? | 2 |
| 8) | What is the author’s indirect comment on subjecting innocent animals to the willfulness of human beings? | 2 |
| 9) | “The bullet had missed it.” “This time he killed it without missing his mark.” Whose bullet had missed the tiger? How was the beast killed ultimately? Bring out the irony of the situation. | 2 |
| 10) | How does the hundredth tiger take its final revenge upon the Tiger King? | 2 |
| | | |
| | LONG ANSWER TYPE QUESTIONS | MARKS |
| | | 25 |
| 1) | Can you relate instances of game-hunting among the rich and the powerful in the present times that illustrate the callousness of human beings towards wildlife? | 5 |
| 2) | The story is a satire on the conceit of those in power. How does the author employ the literary device of dramatic irony in the story? | 5 |
| 3) | What is the author’s indirect comment on subjecting innocent animals to the willfulness of human beings? | 5 |
| 4) | Imagine the world devoid of tigers. How would it adversely affect the ecological balance? | 5 |
| 5) | How did the prediction of the chief astrologer come true, though he had killed the hundred tigers? | 5 |

ANSWER KEY

| SECTION-C (LITERATURE) | |
|------------------------|---|
| QN | EXTRACT-BASED QUESTIONS |
| I | |
| a) | The author’s purpose in using foreshadowing is to create suspense. Foreshadowing is generally used to create or increase suspense and interest of readers. |
| b) | unease |
| c) | The astrologers are lauding when they say “ warriors of warriors...”, to imply the bravery and heroism of the child- the future king. As per them the child born under that star will have great courage , bravery and leadership skills. |
| d) | This is an example of contrast. Antipodes fantastic, demise: positive, negative aspect of the situation. |
| II | |
| a) | iv |
| b) | iv |
| c) | i |
| d) | iv |
| III | |
| a) | iii |
| b) | iv |
| c) | i |
| d) | iv |
| IV | |
| a) | c |

| | |
|----|--|
| b) | options i and ii |
| c) | d |
| d) | options i and iii |
| | |
| QN | SHORT ANSWER TYPE QUESTIONS |
| 1) | The Maharaja of Pratibandapuram was called the Tiger King. At the time of his birth the astrologers declared that the prince would have to die one day. The ten-day-old prince asked the astrologers to reveal the manner of his death. The wise men were baffled at this miracle. The chief astrologer said that his death would come from a tiger. The young prince growled and uttered terrifying words: 'Let tigers beware!' He decided to kill one hundred tigers. He, thus, got the name 'Tiger King'. |
| 2) | The astrologers said the child born under that particular star would one day have to meet its death. At that very moment a great miracle took place. An astonishing phrase emerged from the lips of the ten-day-old Jilani Jung Jung Bahadur, "O wise prophets!" Everyone stood motionless with astonishment and stupidity. |
| 3) | The infant had an uneventful childhood. He grew up just like other royal princes of Indian states during the British rule. The prince grew taller and stronger day by day. The boy drank the milk of an English cow. He was brought up by an English nanny and tutored in English by an Englishman. He saw nothing but English. |
| 4) | The Maharaja of Pratibandapuram ordered a famous British company of jewellers in Calcutta to send samples of expensive diamond rings of different designs. Some fifty rings arrived. The Maharaja sent the whole lot to the British officer's good lady. He expected her to choose one or two rings and send the rest back. But she simply sent a letter of thanks. ^{[[[} SEP]The episode reveals human weaknesses such as vanity, pride, greed, cunningness, flattery and appeasement. |
| 5) | The Maharaja's mission was to shoot one hundred tigers. He had killed seventy tigers within ten years. Then the tiger population became extinct in the forests of Pratibandapuram. The possible reasons for the absence of tigers are quite amusing and even ludicrous. Either the tigers practised birth control or they committed suicide. They |

| | |
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| | might have run away from the state. Perhaps they desired to be shot by the British hands alone. |
| 6) | The Maharaja had killed ninety-nine tigers. If he could kill just one more tiger, he would have no fear left. Then he could give up tiger hunting altogether. He thought of the tiger during the day and dreamt of it at night. Moreover, he had to be extremely careful with that last tiger. The late chief astrologer had already warned him. |
| 7) | The Maharaja suddenly decided to marry because firstly, he was of marriageable age and secondly, he wanted to kill thirty more tigers in his father-in-law's state in order to complete the tally of hundred tigers. For this reason he wished to marry a girl in the royal family of a state with a large tiger population. |
| 8) | The author has written in sarcasm that King was killing Tigers fast for his ambitions. It is illegal to kill wild animals, whoever they are. But King kept on killing tigers to show his power and prove astrologers wrong until he reached the 100 mark. Tigers were almost on the verge of extinction in Pratibandapuram by killing them, so Dewan had to bring the hundredth tiger from Madras. This is a matter when India was a colony under British rule, if this had happened somewhere today, then the king or minister has to follow strict law in the tiger's hunting from the government's side not for the 100th killing but in very first hunting itself. |
| 9) | The Maharaja's bullet missed the tiger though he had taken careful aim at the beast. The shock of the sound of the bullet made it faint. One hunter took aim from a distance of one foot and shot the tiger dead. It is ridiculous that the Tiger King who had killed ninety-nine tigers should miss his aim. It is funny that the hunter takes aim from a hand-shaking distance. The whole situation is ironic. |
| 10) | The Tiger King could not kill the hundredth tiger. It had merely fainted from the shock of the sound of the bullet. It is the wooden tiger from the toyshop that becomes the cause of Maharaja's death. One of the slivers on its body pierces the Maharaja's right hand. Infection flares up and the prick develops into a suppurating sore. The Maharaja dies during the operation. |
| | |

| QN | LONG ANSWER TYPE QUESTIONS |
|----|--|
| 1) | <p>Human beings have been hunting wildlife animals for several decades now for commercial use or hobby. Thousands of whales are killed annually for sale in the international market. There are a number of purposes for which animals are killed which may include food and medicine, clothing, ornaments, research etc. Run by dangerous international networks, wildlife and animal parts are trafficked much like illegal drugs and arms. Some examples of illegal wildlife trade are well known, such as poaching of elephants for ivory and tigers for their skins and bones. However, countless other species are similarly overexploited, from marine turtles to timber trees. Illegal wildlife trade is driven by high profit margins and, in many cases, the high prices paid for rare species. Those from developed countries may act as brokers or middlemen facilitating the import or export of animals from poorer developing countries where locals are primarily responsible for the collection of the animals.</p> |
| 2) | <p>This is a wonderful story written by Kalki which keeps the readers attached from beginning to end. This is also sarcasm on the people sitting in power because they consider God and nature to be the power of their hands. Something similar happened with the Maharaja of Pratibhapuram when he was born, about whom predictions were made and he left no stone unturned to prove the astrologer wrong when he grew up. Being a great warrior or mighty king, victory in the war was possible, but nothing was possible without the will of God. When the Maharaja was born, the cause of his death was predicted, but he refused to believe it and warned God with his actions. King's death was due to the hundredth tiger only, but the way it was supposed to happen, it remains a thrilling experience for the readers.</p> |
| 3) | <p>The author has written in sarcasm that King was killing Tigers fast for his ambitions. It is illegal to kill wild animals, whoever they are. But King kept on killing tigers to show his power and prove astrologer wrong until he reached the 100 mark. Tigers were almost on the verge of extinction in Pratibandapuram by killing them, so Dewan had to bring hundredth tiger from Madras. This is a matter when India was a colony under British rule, if this had happened somewhere today, then the king or minister has to follow strict law in the tiger's hunting from government's side not for 100th killing but in very first hunting itself.</p> |

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| 4) | <p>A safe ecology will guarantee a safe life on the earth. But the Earth today is a different planet from what it used to be. Forests have been destroyed. Roads have been made through mountains. Glaciers are shrinking. Toxic gases are polluting the environment. Global warming poses a great danger to all life on Earth. We are inviting a number of natural calamities such as drought, floods, cyclones, etc. The depletion of the Ozone layer has put our survival in danger. In the same way, tigers are unique animals that play a pivotal role in the health and diversity of an ecosystem. The loss of tigers from their natural habitat has resulted in irreversible changes in natural ecosystems. We know that tiger is at the top of the food chain and the decline of large predators may lead to over-abundance of herbivores such as deer, which in turn has repercussions on tree regeneration and seed dispersal. Its effect can be seen on the food web. It is causing long term changes in natural flora and fauna. This could result in loss of species. Extinction of tigers leads to the destruction of forests. Forests are water catchment areas. Without forests, the groundwater level and rainfall will be reduced. At this stage, we are in dire need of a system that may protect our ecology. We have to create a balance between development and natural atmosphere. We cannot afford development at the cost of spoiling our ecology. Our ecology has to be protected in every possible way. A safe ecology will guarantee safe life on the Earth. We urgently need to stop our anti-nature activities.</p> |
| 5) | <p>It had been the 3rd birthday of the Maharaja's son and he wanted to shop for a gift from the toy shop. He bought a wooden tiger which was poorly carved by an unskilled carpenter. It had a rough surface with tiny slivers of wood standing up like quills everywhere it, his arm got infected. In four days, it developed into a fester and spread everywhere the arm. The king died while being operated upon. The king's death is ironical but not surprising. Having 'killed' the 100th tiger, the king is thrilled for he has fulfilled his vow and disproved the prediction of the royal astrologer. He is now comfortable for he thinks he cannot die of a tiger's attack. No wonder, he orders the 'dead' tiger to be taken in a procession through the town and gets a tomb erected over it. All this while he doesn't know that the 100th victim wasn't killed by him but by other hunters. That is indeed quite ironical. Death is lurking around him and therefore the king is unaware of it. Again, it is ironical that a king who has killed 100 tigers and is bold and fearless dies of a mere sliver on the body of a wooden tiger. Thus, ironically death does come to him from a tiger.</p> |

LESSON: JOURNEY TO THE END OF THE EARTH

KEY POINTS OF THE CHAPTER:

1. The writer visited Antarctica, the coldest, driest and windiest continent in the world, aboard the Russian research vessel, Akademik Shokalskiy.
2. The journey, beginning at Chennai, passed through nine time zones, six checkpoints, three bodies of water, and at least as many ecospheres.
3. The writer's first reaction to the continent was of relief, followed by wonder at its vastness, seclusion and geological history.

Part of History

4. Before human evolution, Antarctica was part of a huge tropical landmass called the Gondwana land, which flourished 650 million years ago.
5. Biological (flora and fauna), geological (changing continents) and geographical (climatic) changes occurred and Antarctica separated and moved away evolving into what it is today.
6. A visit to Antarctica gave the writer a deeper understanding of mountains, the earth's history, ecology and environment.
7. The writer felt unsettled in two weeks' time not only because she came from a much hotter place, but also because all features of human civilization were absent from an already desolate landscape.
8. The long summers, the silence broken occasionally by cracking ice sheets and avalanches, the blue whales and icebergs, all contribute to an ecological implication that the future for humans isn't good.

Human Impact

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

7. The simple truth is- take care of the small things and the bigger ones will automatically be taken care of.

Walk on The Ocean

8. Before their return, the writer got an opportunity to walk on the ocean at 65.55 degrees south, which made her realise that she was walking on a metre-thick ice pack underneath which was 180 metres of living, breathing, salt water.

9. Reaching home, she wondered whether Antarctica would ever be warm again, how much difference a million years can make and, that each day makes a difference.

| | | | |
|----------|--|--|-----------|
| 1 | EXTRACT BASED QUESTION 1 | | 4m |
| | When you think about all that can happen in a million years, it can get pretty mind-boggling. Imagine India pushing northwards, jamming against Asia to buckle its crust and form the Himalayas; South America drifting off to join North America, opening up the Drake Passage to create a cold circumpolar current, keeping Antarctica frigid, desolate, and at the bottom of the world. | | |
| a | What is the meaning of the word ‘mind-boggling’? | | 1 |
| b | What is circumpolar current? | | 1 |
| c | What is Drake Passage? | | 1 |
| d | What is the role of Drake passage on the environment of Antarctica? | | 1 |
| | | | |
| 2 | EXTRACT BASED QUESTION 2 | | 4m |
| | Days go on and on and on in surreal 24-hour austral summer light, and a ubiquitous silence, interrupted only by the occasional avalanche of calving ice sheet, consecrates the place. It’s an immersion that will force you to place yourself in the context of the earth’s geological history. And for humans, the prognosis isn’t good. | | |
| a | Why is the austral summer light called surreal? | | 1 |
| b | What is ubiquitous silence? | | 1 |

| | | | |
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| c | What causes an ‘occasional avalanche or calving ice sheet’? | | 1 |
| d | What prognosis is not good? | | 1 |
| | | | |
| 3 | EXTRACT BASED QUESTION 3 | | 4m |
| | The Captain decided we were going to turn around and head back north , but before we did, we were all instructed to climb down the gangplank and walk on the ocean. So there we were, all 52 of us, kitted out in Gore-Tex and glares, walking on a stark whiteness that seemed to spread out forever. | | |
| a | What is gangplank? | | 1 |
| b | What is Gore-Tex? | | 1 |
| c | What are glares? | | 1 |
| d | Why were they kitted out in that particular outfit? | | 1 |
| | | | |
| | SHORT ANSWER TYPE QUESTIONS: | | |
| a | How does the geological phenomenon help us to know about the history of mankind? | | 2m |
| b | What are the indications for the future of mankind? | | 2m |
| c | How is the study of Antarctica useful to us? | | 2m |
| d | Which were the countries formed when Gondwana split 150 million years ago? | | 2m |
| e | Why is the programme “Students on Ice” very successful in creating a positive attitude towards environmental issues ? | | 2m |
| f | What are phytoplanktons ? How do they contribute to the food chain ? | | 2m |

| | | | |
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| g | Why were Tishani Doshi and other passengers asked by the captain to walk on the ocean ? | | 2m |
| h | How does the Drake passage affect the environment of Antarctica? | | 2m |
| i | How did Tishani Doshi's stay in Antarctica affect her? | | 2m |
| j | What are the most hotly contested environmental debates of our time? | | 2m |
| | | | |
| | LONG ANSWER TYPE QUESTIONS: | | |
| a | What are Geoff Green's reasons for including high school students in the 'Students on Ice' expedition? | | 5m |
| b | Take care of small things and big things will take care of themselves.' What is the relevance of this statement in the context of the Antarctic environment? | | 5m |
| c | The author calls her two-week stay in Antarctica, 'a chilling prospect'. How far do you think is she justified? What other features of the Antarctic environment are highlighted? | | 5m |
| d | The world's geological history is trapped in Antarctica. How is the study of this region useful to us? | | 5m |
| e | In what ways is the research on Antarctica helpful in the study and understanding of the Earth's past and future, according to the author of 'Journey to the End of the Earth'? | | 5m |

MARKING SCHEME

| | | |
|----------|--|-----------|
| 1 | EXTRACT BASED QUESTION 1 | 4m |
| a | The word 'mind-boggling' means overwhelming or startling. | 1 |
| b | Circumpolar Current is an ocean current that flows clockwise from west to east around Antarctica. | 1 |
| c | The Drake Passage is the body of water between South America's Cape Horn, Chile, Argentina and the South Shetland Islands of Antarctica. | 1 |
| d | Drake passage creates a cold circumpolar current, keeping Antarctica frigid. | 1 |
| | | |
| 2 | EXTRACT BASED QUESTION 2 | 4m |
| a | It seems very strange when one realises there is no day-night cycle in Antarctica. | 1 |
| b | There is widespread silence in Antarctica. | 1 |
| c | The rise of temperature causes the same. | 1 |
| d | The prognosis of habitability of the earth is not good . | 1 |
| | | |
| 3 | EXTRACT BASED QUESTION 3 | 4m |
| a | Gangplank is a movable plank, typically with cleats nailed on it, used by passengers to board or disembark from a ship or boat | 1 |
| b | Gore-tex is a synthetic waterproof fabric permeable to air and water vapour, used in outdoor and sports clothing. | 1 |
| c | Glares are protective eyewear. | 1 |
| d | They were kitted out in that particular outfit because they had to walk a metre-thick ice pack. | 1 |

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| | SHORT ANSWER TYPE QUESTIONS: | |
| a | Geological phenomena give one an insight into why and how the present landforms came into being. About six hundred and fifty million years ago, there existed a giant southern supercontinent Gondwana. It thrived for 500 million years and finally it broke into separate countries as they exist today. By visiting Antarctica we can know where we have come from and where we are heading. | 2m |
| b | Increase in population has led to a “population boom.” It has greatly depleted the resources of nature, destroyed forests, caused extinction of certain species of wildlife. Excessive burning of fossil fuels has created a blanket of carbon dioxide around the earth. The Antarctic environment has been affected by global warming- this is clear from receding glaciers and collapsing ice shelves. These grave indications do not augur well for the future of mankind. | 2m |
| c | Antarctica is the only place in the world which holds in its ice-cores half million year-old carbon records. It is the only place to study Earth’s past, present and future. Thus, it enables us to study problems of global warming (glacier retreating, ice-shelves collapsing), concept of evolution and extinction, significance of Cordilleran folds and granite shields, ozone and carbon. | 2m |
| d | Africa, South America, Australia, Antarctica, Indian subcontinent, Arabian peninsula & Madagascar | 2m |
| e | When one sees glaciers retreating and ice shelves collapsing, one begins to realise that the threat of global warming is very real. Thus the person becomes affected and realises the need to reduce global warming. | 2m |
| f | Phytoplanktons are microscopic grasses. They nourish and sustain the entire Southern Ocean’s food chain by using the sun’s energy to assimilate carbon and synthesise organic compounds through photosynthesis. | 2m |
| g | The Shokalskiy had managed to wedge herself into a thick white stretch of ice between the peninsula and Tadpole Island which was preventing them from going any further. So, Tishani Doshi and other passengers were asked by the captain to walk on the ocean. | 2m |

| | | |
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| h | Drake passage creates a cold circumpolar current, keeping Antarctica frigid, desolate, and at the bottom of the world. | 2m |
| i | Tishani Doshi's stay at Antarctica had a chilling prospect to her circulatory, metabolic functions as well as imagination. To her it was like walking into a giant ping-pong ball devoid of any human markers. | 2m |
| j | The most hotly contested environmental debates are as follow: Will the West Antarctic ice sheet melt entirely? Will the Gulf Stream ocean current be disrupted? Will it be the end of the world? | 2m |
| | | |
| | LONG ANSWER TYPE QUESTIONS: | |
| a | A visit to Antarctica makes it quite clear and there one can see the ice shelves melting. 'Students on Ice' is a programme headed by Canadian Geoff Green. He aims at organising this programme by taking high school students to the ends of the world. He thinks it most essential to provide the students with inspiring educational opportunities to know more about Antarctica. Through this programme they will generate a new understanding and respect for our planet. Earlier Geoff Green had organised programmes with celebrities and rich people who could give him back only in a limited way. With Students on Ice, Geoff Green offers the future generations of policy –makers a life changing experience at an age when they are ready to absorb, learn and most importantly, act. They can see through their own eyes glaciers retreating and ice-shelves collapsing. They can realise the catastrophic effect of climatic changes and global warming. Antarctica provides the young students a perfect place to study the varied changes occurring in the environment. These little changes can have significant consequences. Thus the programme provides a lively study of changes occurring at Antarctica. | 5m |

| | | |
|----------|--|-----------|
| b | <p>Antarctica has a simple ecosystem and lacks biodiversity. It is the best place to study how little changes in the environment can have big consequences. The author gives the example of microscopic plants called phytoplankton which nourish and sustain the entire southern ocean's food chain. The phytoplankton uses the energy to absorb carbon and also synthesises various organic compounds through photosynthesis. Scientists have forewarned that if the Ozone layer depletes any further it will have a direct impact on the activities of the phytoplankton. This will lead to a chain reaction adversely affecting the lives of marine animals and birds of the region which will further result in the disturbance of the global carbon cycle. So, humans should pay special attention to tiny forms of animal and plant life. The depletion of the ozone layer can be prevented by reducing carbon dioxide emissions. If we take care of small things, big things will automatically fall into place.</p> | 5m |
| c | <p>Tishani Doshi, is a sun-worshipping South Indian and for her to spend two-weeks in a place where 90 percent of the Earth's total ice volumes are stored is a chilling prospect—both in terms of circulatory and metabolic functions and for the imagination. She has been transported from the scorching sun to the ice floes and glaciers where ninety per cent of the earth's surface is ice-mass. Her two-week Antarctic encounter left an epiphanic effect on her and she carried back indelible memories of the continent. For her, it was like walking into a giant ping-pong ball, devoid of any human markers like trees, billboards and buildings. She says one loses all earthly sense of perspective and time here. As the day passes in surreal 24- hour austral summer light, a silence prevails which is interrupted only by the occasional avalanche or caving ice sheet.</p> <p>She learnt that Antarctica has a very simple ecosystem that lacks variety. But if this system is interfered with and environmental changes are effected indiscriminately, it can lead to depletion of the ozone layer, which protects us from the harmful rays of the sun. Since the planet is unravaged by humans, it remains unblemished. Its ice-cores hold more than half-million-year-old carbon records that are imperative for the detailed study of our planet.</p> | 5m |

| | | |
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| d | <p>The Antarctic landmass dates back to 650 million years. It was an amalgamated southern supercontinent called Gondwana. This landmass centred around present-day Antarctica. Human beings did not exist as their civilization is only 12,000 years old. The climate at that time was warm and landmass flourished with a vast variety of flora and fauna. The study of this region shows that Gondwana prospered for 500 million years. But then the dinosaurs got wiped out and mammals began to appear. The landmass disintegrated into countries and India, the Himalayas and South America were formed. This left Antarctica frigid at the bottom of the earth. Today, it stores the key to the significance of cordilleran folds and pre- Cambrian granite shields, ozone and carbon layers as well as a study of the evolution and extinction. This can help us to understand in a better way the formation of continents and mountains like the Himalayas as we find them in the modern world. Its ice-folds hold over half-million-year-old carbon records that are so crucial for the study of the Earth's past, present and future, thus trapping the world's geological history in Antarctica.</p> | 5m |
| e | <p>A visit to Antarctica will help us to understand where we have come from and where we could possibly be heading. It will also suggest a lot of future possibilities, probably even a million years later. By visiting Antarctica we get an opportunity to study about the future climatic changes easily and more effectively. We also come to know about the repercussions of the various environmental changes. It also gives us the realisation of the appearance of the 'future world'. The ice-cores of Antarctica hold more than half-million-year-old carbon records which are very crucial for the study of the past, present and future of our planet. Further, when we observe the phytoplankton, we understand the lesson of life that we need to take care of small things in order to take care of big things. If the activities of phytoplanktons are affected the global carbon cycle will be affected. All this will also help us to understand our planet better and also give us ideas to save our planet.</p> | 5m |

LESSON: THE ENEMY, BY PEARL S. BUCK

KEY POINTS OF THE CHAPTER:

A. Background

- WW II
- Attack on Pearl harbor and later counter attack by America
- A few American soldiers taken as POW by the Japanese army

B. Characters

- Dr. Sadao Hoki- A famous Japanese surgeon and scientist; educated in America but now treats the General of the Army
- Hana – Dr. Sadao’s wife; met in America but married in Japan
- Tom – A POW (Prisoner of War); a sailor in the US Navy
- Yumi - servant at Dr. Sadao’s house
- General Takima – studied in Princetown; has heart disease but holds authority as the General of the Japanese Army
- Dr. Sadao’s father – dead but still has a strong influence on Dr. Sadao and his wife

C. Elements of the plot

- SERENITY – The happy and relaxed atmosphere that Dr. Sadao and Hana experience till the arrival of the POW
- DILEMMA – To save the dying soldier or let him die; to let the soldier use the quilt or not; to wait for the assassins or let him escape
- COMPLICATION – The soldier’s surgery; household disturbed
- CRISIS – The servants leave the house
- THE CLIMAX – reporting the incident to General Takima
- RESOLUTION – helps Tom escape

D. Dr. Sadao’s dilemma

| Patriotism | Humanity |
|--|---|
| <ul style="list-style-type: none">- Throw him into water- Let him die- Turn him to the army- Let the assassins murder him | <ul style="list-style-type: none">- Take him home- Wash and operate on him- Let him hide till he recovers- Give him a boat to escape |

E. Taking care of the POW

| Hana | Dr. Sadao |
|---|---|
| <ul style="list-style-type: none">- She cleans the man- Covers him with a quilt- Gives him the anesthetic and observes his breath- She feeds and takes care of him | <ul style="list-style-type: none">- He washes the back and the wound- Tries to cover the wound with moss to stop the bleeding- He operates on him and removes the bullet- He sends him off on a boat to escape |

F. Themes in the story

- **Patriotism**

- War
- Harboring (secretly keeping) an enemy is treason
- Hatred for all other races is instilled so deeply in the mind of the people that it's part of their culture
- Dr. Sadao's background: his upbringing in the chauvinistic (here extreme patriotism) society; tremendous influence of his father and duty as a patriotic citizen
- His words are not in harmony with his actions

- **Humanism**

- His duty as a doctor to save the soldier's life
- What drives him? - compassion, vanity (pride), challenge, humanity and his profession as a doctor
- Exposure to other country and their culture
- Modern education
- Ability to question - his broad perception of actions
- The Hippocratic oath – duty to help people regardless of their race, colour, creed, gender and religion

| 1 | EXTRACT BASED QUESTION 1 | 4m |
|---|---|----|
| | <p><i>“What shall we do with this man?” Sadao muttered. But his trained hands seemed to their own will to be doing what they could to stanch the fearful bleeding. He packed the wound with sea moss that strewed the beach. The man moaned with pain in his stupor but did not awaken.</i></p> <p><i>“The best thing that we could do would be to put him back in the sea”, Sadao said, answering himself.</i></p> <p><i>Now that the bleeding had stopped for the moment he stood up and dusted the sand from his hands.</i></p> <p><i>“Yes, undoubtedly that would be best,” Hana said steadily. But she continued to stare down at the motionless man.</i></p> <p><i>“If we sheltered a white man in our house we should be arrested and if we turned him over as a prisoner, he would certainly die,” Sadao said.</i></p> <p><i>“The kindest thing would be to put him back into the sea,” Hana said. But neither of them moved. They were staring with a curious repulsion upon the inert figure.</i></p> | |

| | | |
|----------|--|-----------|
| a | Why was Dr Sadao in fear of being imprisoned for saving a wounded man? | 1 |
| b | What do the ‘trained hands’ of Sadao signify? | 1 |
| c | <p>“... but neither of them moved...” What does this suggest about Dr Sadao and Hana?</p> <p>i. That they were too surprised to move</p> <p>ii. That each wished the other to act first</p> <p>iii. That were waiting for someone to come and help them</p> <p>iv. That they were indecisive about their options</p> | 1 |
| d | <p>On the basis of the extract, choose the correct option with reference to (1) and (2) given below:</p> <p>(1) Sadao didn’t want to treat the man and wished to put him back into the sea.</p> <p>(2) He was trying to influence Hana’s decision too.</p> <p>i. (1) is true but (2) is false.</p> <p>ii. (2) is true but (1) is false.</p> <p>iii. (2) is the reason for (1).</p> <p>iv. Both (1) and (2) cannot be inferred from the extract.</p> | 1 |
| | | |
| 2 | EXTRACT BASED QUESTION 2 | 4m |
| | <p><i>When Sadao came in the third day after the operation, he found the young man sitting up, his face bloodless with the effort.</i></p> <p><i>“Lie down,” Sadao cried. “Do you want to die?”</i></p> <p><i>He forced the man down gently and strongly and examined the wound. “You may kill yourself if you do this sort of thing,” he scolded.</i></p> <p><i>“What are you going to do with me?” the boy muttered.</i></p> <p><i>He looked just now barely seventeen. “Are you going to hand me over?”</i></p> <p><i>For a moment Sadao did not answer. He finished his examination and then pulled the silk quilt over the man.</i></p> <p><i>“I do not know myself what I shall do with you,” he said. “I ought of course to give you to the police. You are a prisoner of war – no, do not tell me anything.” He put up his hand as he saw the young man was about to speak. “Do not even tell me your name unless I ask it.”</i></p> | |

| | | |
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| a | Identify the textual clue that proves Sadao’s ambivalence about the boy’s final predicament. | 1 |
| b | Complete the sentence with appropriate explanation, with reference to the extract: Sadao refused to know the name of the boy because _____ | 1 |
| c | Sadao’s scolding the boy on sitting up suggests his i. uncertainty of his success of the operation ii. general concern about the wellbeing his patient iii. actual intention of letting the boy suffer iv. humanitarian act over patriotism | 1 |
| d | Based on the above extract, choose the statement that is TRUE for the ‘boy’. i. He tried to hide his identity ii. He didn’t want to live any more iii. He was anxious about his survival iv. He enjoyed Sadao’s hospitality | 1 |
| | | |
| 3 | EXTRACT BASED QUESTION 3 | 4m |
| | <p><i>“I wondered, Your Excellency,” Sadao murmured.</i></p> <p><i>“It was certainly very careless of me, “the General said. “ But you understand it was not lack of patriotism or dereliction of duty.” He looked anxiously at his doctor. “If the matter should come out you would understand that, wouldn’t you?”</i></p> <p><i>“Certainly, Your Excellency,” Sadao said. He suddenly comprehended that the General was in the palm of his hand and that as a consequence he himself was perfectly safe. “I can swear to your loyalty, Excellency,” he said to the old General, “and to your zeal against the enemy.”</i></p> | |
| a | Pick the option that best describes the word ‘dereliction’ as used in the extract. 1. Evasion 2. Deterioration 3. Negligence 4. Carelessness 5. Dilapidation 6. Management i. 2, 3 and 6 ii. 1,4 and 5 iii. 2,4 and 6 iv. 1,3 and 4 | 1 |
| b | Why did Sadao feel safe after talking to the General? | 1 |
| c | Read the analysis of the General based on the given extract. Choose the option that fills in the given blanks most appropriately: The General (2) _____ power but is (2) _____ of the obligations of his job. He is so | 1 |

| | | |
|-------------------------------------|---|-----------|
| | (3) _____ with his health that he forgets to send the assassins to kill the prisoner. Due to his (4) _____ interests, he doesn't want to expose Sadao and agrees to keep the prisoner's escape a secret. i. 1. Fantasizes; 2. Lonely; 3. Consumed; 4. Vested ii. 1. Relishes; 2. Weary; 3. Self-absorbed; 4. Selfish iii. 1. Fancies; 2. Apathetic; 3. Negligent; 4. Worthless iv. 1. Desires; 2. Concerned; 3. Indisposed; 4. Narrow | |
| d | "If the matter should come out you would understand that, wouldn't you?" What is the underlying tone of the General here? | 1 |
| SHORT ANSWER TYPE QUESTIONS: | | |
| a | Why was Dr. Sadao note sent abroad with the troops? | 2m |
| b | In what condition did Dr. Sadao find the American soldier on the beach? | 2m |
| c | What did Dr. Sadao and Hanna decide regarding the white man on the beach? | 2m |
| d | Why did Yumi refuse to wash the white man? | 2m |
| e | How did Hana assist Dr Sadao during the operation? | 2m |
| f | Why did Dr. Sadao & Hana not get married in America? | 2m |
| g | Dr. Sadao's father was conventional Japanese. Give reasons from the story. | 2m |
| h | Why did Hana think that the Japanese tortured Prisoners of War like Tom? | 2m |
| i | What arrangement did Dr. Sadao make for the escape of Tom? | 2m |

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| j | How was Tom planned to be assassinated by the General? | 2m |
| | | |
| | LONG ANSWER TYPE QUESTIONS: | |
| a | What impression do you form of Dr. Sadao as a surgeon and patriotic Japanese? | 5m |
| b | Draw a brief character sketch of the General. | 5m |
| c | Draw a character sketch of Hana. | 5m |
| d | What did Dr. Sadao plan to do with Tom when he was all right? What was the result of that plan? | 5m |
| e | Explain the reactions of the servants in Dr. Sadao's house when he decided to give shelter to an enemy in the house. | 5m |
| | | |

MARKING SCHEME

| | | |
|----------|---|-----------|
| 1 | EXTRACT BASED QUESTION 1 | 6m |
| a | Due to WW II, Japan and America were at war which each the enemy of the other thus saving an American soldier, a POW would make Sadao a traitor | 1 |
| b | Being a doctor/ surgeon, his hands were trained to treat wounds and save lives and these could never kill anyone | 1 |
| c | iv. That they were indecisive about their options | 1 |
| d | i. (1) is true but (2) is false. | 1 |
| | | |

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| 2 | EXTRACT BASED QUESTION 2 | 6m |
| | | |
| a | on being asked what will happen to him, Sadao replies that he himself is not sure about it | 1 |
| b | Knowing his name will lead to communication and such acquaintance would influence Sadao's decision and action | 1 |
| c | ii. general concern about the wellbeing his patient | 1 |
| d | iii. He was anxious about his survival | 1 |
| | | |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| | | |
| a | iv. 1,3 and 4 | 1 |
| b | He realized that the General, even after knowing the entire incident had been careless so was equally guilty, thereby almost an accomplice | 1 |
| c | iv.1. Desires; 2. Concerned; 3. Indisposed; 4. Narrow | 1 |
| d | polite threatening and also attempting to hide his carelessness and helplessness at the same time | 1 |
| | | |
| | SHORT ANSWER TYPE QUESTIONS: | |
| a | <ul style="list-style-type: none"> ● He was perfecting a discovery to entirely clean a wound ● He might be required for a medical condition of the general who was under his treatment | 2m |
| b | <ul style="list-style-type: none"> ● Dr Sadao found the American soldier in a wounded condition at the seashore. ● He was very weak and pale ● had a bullet wound at his right which freshly opened by underwater spiky rocks ● blood oozing out ● He was almost at the verge of death. | 2m |

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| c | <ul style="list-style-type: none"> ● First decided to throw him back at the Sea ● Unable to do decided to take him home | 2m |
| d | <ul style="list-style-type: none"> ● The man was extremely dirty ● It was White man & she was afraid of the repercussions | 2m |
| e | <ul style="list-style-type: none"> ● Washing the back of the Whiteman ● Giving anaesthetic ● Passing on instruments | 2m |
| f | <ul style="list-style-type: none"> ● Respectful of their culture ● Did not wish to oppose Dr. Sadao's father's orthodox view | 2m |
| g | <ul style="list-style-type: none"> ● Nothing of foreign origin in his room ● Would accept only a pure Japanese girl as daughter-in-law | 2m |
| h | <ul style="list-style-type: none"> ● If a general could be cruel to his own wife at his own home, it was unlikely not to torture a Prisoner & that too during a war ● Scar marks at the back of Tom's neck | 2m |
| i | <ul style="list-style-type: none"> ● The prisoner was made to row to an unguarded nearby island where no one lived. ● All the necessary things like food, clothes were given to him. ● Asked to take a Koren fishing boat to escape | 2m |
| j | <ul style="list-style-type: none"> ● Sadao to keep the partition door towards the Garden open ● Assassins to come secretly at the dead of the night & kill by internal haemorrhage | 2m |
| | | |
| | LONG ANSWER TYPE QUESTIONS: | |
| a | <p><u>Surgeon</u></p> <ul style="list-style-type: none"> ● <u>Dedicated towards his profession –</u> ● did not consider anything else about a patient other than the patient's disease/injury | 5m |

| | | |
|----------|--|-----------|
| | <ul style="list-style-type: none"> ● Did not attend to his wife who was retching outside while he was just going to start the operation. ● Addressed his patients as friends <p><u>An efficient surgeon</u></p> <ul style="list-style-type: none"> ● he was able to perform a critical surgery in his house without proper medical kit ● He had precise knowledge of human anatomy as he was able to determine by mere hand the position of the bullet and could take it out without causing any injury to the right kidney ● the general depended solely upon Dr. Sadao <p><u>Patriotic Japanese:</u></p> <ul style="list-style-type: none"> ● Their first choice was to throw him back to the Sea. They only took him home as he was injured out of Professional ethics. ● Informed the General without hiding any facts ● He believed in Japanese traditions. He did not disclose his feeling for Hana without knowing whether she was purely Japanese or not. He married her later following Japanese tradition, with approval from his father. ● He agreed to the proposition by the General to have the white man killed secretly by assassins against his own wish and values. ● Dr. Sadao did not want to involve himself emotionally with the POW. He did not even want to know his name. And he always told him that he (POW) would be handed over to the police. ● In spite of spending 8 years in America he still considered Americans as prejudiced against the Japanese and treated them as Enemy. | |
| b | <ul style="list-style-type: none"> ● Victorious in battle in Manchuria ● Cruel to his wife & Prisoners - inhuman ● Absolutist – had secret assassins in employ ● Selfish as he asked Sadao to stay back during war ● Self-absorbed – cared only for himself. Had operations ● Careless about his promise to have the assassin killed | 5m |

| | | |
|----------|--|-----------|
| | <ul style="list-style-type: none"> ● Valued Dr. Sadao not only because he needed him but because of Sadao's skills & loyalty ● Has a sense of humour – comment regarding Germany-educated doctors ● Truly a self-important, cruel, unjust commander history has seen many a times | |
| c | <ul style="list-style-type: none"> ● Hana is an epitome of a loving, dedicated and caring wife ● Her affections for Sadao did not dwindle over time – holding hand on the Veranda ● Believes in her husband & but not afraid/ hesitant to speak her mind politely – suggested to take the POW home ● Bold yet humble – decided to help Sadao during operation even though she knew she would have difficulty handling/seeing blood – choked. Yet continued ● Able mistress of her family – unbowed to the pressure of the servant. Washed the Whiteman himself when Yumi refused ● Loves & cares for her kids & takes care of them alone when all Servants left ● Intelligent - understands fake news of Japanese army being welcomed with open arms everywhere ● Humane – She was not a woman to follow her husband under pressure or due to a misguided definition of love – helped the POW because she felt sympathy for him – felt the cruelty on Tom, just a 19 yr. old boy | 5m |
| d | <ul style="list-style-type: none"> ● Hand him over to the police/ Inform authorities ● Informed the General ● General was to send assassins & secretly have him killed without bloodshed ● For 3 nights Sadao waited. Nothing happened ● Too much strain to sustain ● Afraid for his family, decides to let Tom escape | 5m |
| e | <ul style="list-style-type: none"> ● They were openly defiant since the enemy arrived ● They didn't enter his room or even wished to stay the same house where he was lodged | 5m |

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|--|--|--|
| | <ul style="list-style-type: none">• Doubted their master's loyalty towards the nation• Mindful of their courtesies yet had cold eyes• Yumi refused to wash or even touch the enemy while the servant was suspicious that the man was not let to bleed and die despite nature's wish-nature might avenge them• Cook felt his master was too proud of his skill and saved any person even though he was an enemy• Finally they all left only to return after the enemy was no longer there | |
| | | |

LESSON: ON THE FACE OF IT By Susan Hill

INTRODUCTION TO THE LESSON

The story is about a teenage boy, Derry, who has a burnt face and Mr. Lamb who is a disabled old man with an artificial leg made of tin. Derry accidentally enters his garden so that he can hide himself from people who hate him because of his ugly face. Mr. Lamb not only welcomes him in his garden but also encourages him to lead a normal life, leaving behind his past.

Characters:

1. Derry: A boy of 14 with a burnt face, looks ugly, loner, pessimistic, suffered from severe negative complexes, anger and frustration, withdrawn and introverted, low confidence, indulged in self pity, suspicious of the intent of others

2. Mr. Lamb: An Old man with a tin leg, lonely, craved for company and acceptance, jovial, optimistic, lover of nature, social, outgoing, tolerant, helpful, sensitive, independent, didn't mind children calling him Lamely Lamb or picking the Crab apples.

3. Derry's mother

KEY POINTS OF THE CHAPTER

- The play depicts beautifully yet grimly the sad world of the physically impaired.
- It is not the actual pain or inconvenience caused by a physical impairment that trouble a disabled man but the attitude of the people around him.
- Two physically impaired people, Mr. Lamb with a tin leg and Derry with a burnt face, strike a band of friendship.
- Derry is described as a young boy shy, withdrawn and defiant.
- People tell him inspiring stories to console him, no one will ever kiss him except his mother that too on the other side of his face
- Mentions about a woman telling that only a mother can love such a face.
- Mr. Lamb revives the almost dead feelings of Derry towards life.
- He motivates him to think positively about life, changes his mind set about people and things how a man locked himself as he was scared-a picture fell off the wall and got killed.
- Everything appears to be the same but is different- Ex. of bees. And weeds
- The gate of the garden is always open.
- Derry is inspired and promises to come back.
- Derry's mother stops him but he is adamant saying if he does not go now it would be never.
- When he comes back he sees lamb lying on the ground.
- It is ironical that when he searches a new foothold to live happily, he finds Mr. Lamb dead.
- In this way the play depicts the heart rendering life of physically disabled people with their loneliness, aloofness and alienation.
- But at the same time it is almost a true account of the people who don't let a person live happily.

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| 1 | EXTRACT BASED QUESTIONS 1 | 4 m |
| | DERRY: Aren't you interested? MR LAMB: You're a boy who came into the garden. Plenty do. I'm interested in anybody. Anything. There's nothing God made that doesn't interest me. Look over there....over beside the far wall. What can you see? DERRY: Rubbish. MR LAMB: Rubbish ? Look, boy, look....what do you see? | |
| a | "Aren't you interested?" In what context has this line been stated in the context? | 1 |
| b | Why Mr. Lamb is interested in anybody? | 1 |
| c | What was the purpose of Mr. Lamb asking Derry to look at the far wall? | 1 |
| d | What is Mr. Lamb pointing to beside the wall? | 1 |
| | | |
| 2 | EXTRACT BASED QUESTIONS 2 | 4 m |
| | MR LAMB: And that's all true, and you know it. DERRY: It won't make my face change. Do you know, one day, a woman went by me in the street — I was at a bus-stop — and she was with another woman, and she looked at me, and she said.... whispered....only I heard her.... she said, "Look at that, that's a terrible thing. That's a face only a mother could love." | |
| a | What does 'that's' refer to? | 1 |
| b | What impact does the lady's comment have on Derry? | 1 |
| c | What made Derry so negative? | 1 |
| d | Find a word from the extract which can be replaced with awful? | 1 |
| | | |
| 3 | EXTRACT BASED QUESTIONS | 4 m |
| | DERRY: It'd have been trespassing. MR LAMB: Ah. That's not why. DERRY: I don't like being near people. When they stare....when I see them being afraid of me. MR LAMB: You could lock yourself up in a room and never leave it. There was a man who did that. He was afraid, you see. Of everything. Everything in this world. A bus might run him over, or a man might breathe deadly germs onto him, or a donkey might kick him to death, or lightning might strike him down, or he might love a girl and the girl would leave him, and he might slip on a banana skin and fall and people who saw him would laugh their heads off. | |
| a | 'That's not why.' What does this statement indicates? | 1 |
| b | What is the moral of the story given by Mr. Lamb? | 1 |
| c | Why are people afraid of Derry? | 1 |
| d | Find a word from the extract which is the synonym of invade. | 1 |
| | | |
| | SHORT ANSWER TYPE QUESTIONS | |
| a | How does Mr. Lamb keep himself busy when it is a bit cool? | 2 m |
| b | Why does Mr. Lamb leave his gate always open? | 2 m |
| c | What qualities of Mr. Lamb attracted Derry to him? | 2 m |

| | | |
|-----------------------------------|--|-----|
| d | How does Mr. Lamb try to remove the baseless fears of Derry? | 2 m |
| e | Why did Mr. Lamb help Derry? | 2 m |
| f | In what sense is the friendship between Mr. Lamb and Derry fruitful? | 2 m |
| g | Why does Derry's mother not want him to go back to visit Mr. Lamb? | 2 m |
| h | Why did Derry refuse to believe what his mother said against Mr. Lamb? | 2 m |
| i | What peculiar things does Derry notice about Mr. Lamb? | 2 m |
| j | What is the bond that unites the two—Mr. Lamb, the old and Derry, the small boy? How does the old man inspire the little boy? | 2 m |
| LONG ANSWER TYPE QUESTIONS | | |
| a | What is the bond that unites the two—the old Mr. Lamb and Derry, the small boy? How does the old man inspire the small boy? | 5m |
| b | The lesson, 'On the Face of It' is an apt depiction of the loneliness and sense of alienation experienced by people on account of a disability. Explain. | 5m |
| c | Derry and Mr. Lamb both are victims of physical impairment but their attitudes towards life are completely different. Explain. | 5m |
| d | Do you think Derry's chance meeting with Mr. Lamb would prove meaningful to him? Answer giving valid reasons. | 5m |
| e | How did Mr. Lamb's meeting with Derry become a turning point in Derry's life? | 5m |

MARKING SCHEME

| | | |
|------------------------------------|---|-----|
| 1 | EXTRACT BASED QUESTIONS 1 | 4 m |
| a | Derry's burnt face. | 1 |
| b | Because he has a positive outlook in life. | 1 |
| c | To make Derry understand the absurdity of his behavior. | 1 |
| d | Weeds | 1 |
| 2 | EXTRACT BASED QUESTIONS 2 | 4 m |
| a | Derry's realization that there are worse handicaps. | 1 |
| b | Derry is hurt by the lady's harsh comments on Derry. | 1 |
| c | People's comments | 1 |
| d | terrible | 1 |
| 3 | EXTRACT BASED QUESTIONS | 4 m |
| a | Mr. Lamb doesn't believe in Derry | 1 |
| b | One can not live one's life in fear. | 1 |
| c | Because of his Derry's burnt face. | 1 |
| d | Trespassing | 1 |
| SHORT ANSWER TYPE QUESTIONS | | |

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| a | Mr. Lamb was a person who could survive and enjoy in all circumstances and seasons. When it got cooler, Mr. Lamb kept himself busy by breaking the crab apples from the trees in his garden and making jelly from them. | 2 m |
| b | Mr. Lamb always left his gate open because he did not mind strangers entering his house or garden. Probably also because he was not afraid of anything. | 2 m |
| c | Mr. Lamb was a person full of life. Sadness or negativity found no place in his world. His physical impairment and people's humiliating remarks had failed to dampen his spirit. His undying optimism and ever friendly attitude drew Derry towards him. For Derry, Mr. Lamb was his source of inspiration. | 2 m |
| d | Mr. Lamb tries to remove the baseless fears of Derry by telling him that nothing in this world is so worthless that it deserves to be considered as trash. Even weeds have their own value. He advises Derry to ignore people's comments and think of beautiful objects. He tells him to hear only those things that are worth hearing. It is attitude that matters. | 2 m |
| e | Ans. Mr. Lamb and Derry were both victims of physical impairment or deformity. However, unlike Derry, who became embittered because of it, Mr. Lamb was always full of life. His physical suffering had failed to dampen his spirit. Thus, Mr. Lamb helped Derry because he wanted him to change his perspective towards life and enjoy every moment of it. | 2 m |
| f | The friendship that flourished between Mr. Lamb and Derry was indeed fruitful. Mr. Lamb's unending enthusiasm and unceasing zeal to live life despite all odds helped Derry change his outlook towards life. Derry, who was just carrying on an unhappy existence, was able to see some meaning to his life after meeting Mr. Lamb. | 2 m |
| g | Derry's mother thinks that Mr. Lamb is not a good man as she had heard bad things about him. She did not like Derry to go and see him. So she asks Derry not to go back to visit Mr. Lamb. | 2 m |
| h | Derry mother is quite skeptical of Mr. Lamb as she considers him to be an eccentric. However, Derry refused to believe this, as Mr. Lamb's optimism instilled in Derry the confidence to come out of his shell and face the world. | 2 m |
| i | Derry noticed that Mr. Lamb kept his gate open. He did not have curtains in his home. He said that he had many friends but when Derry asked about their names he could not tell, instead, he replied that everyone was his friend. He had a positive view towards life and did not find his physical impairment as a hindrance in his life. He believed in living life to the fullest. All these things were found to be peculiar by Derry. | 2 m |
| j | It is physical disability in different forms, the empathetic feeling that creates a bond, which unites the old man and Derry. Although both face the same problem, there is a vast difference in the attitude to and perception of the problem. The old man has an upper hand in life and experience due to his age, which gives him the zest to inspire the little boy. | 2 m |
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| LONG ANSWER TYPE QUESTIONS | | |
|-----------------------------------|---|----|
| a | <p>Derry, a small boy, had a side of his face burnt as acid had fallen over it. Thus he grew up to be withdrawn and defiant.</p> <p>The old Mr. Lamb got one of his legs blown off in a war and had a tin leg in place of it. He lived alone, but unlike Derry, he did not let his handicap rule his life.</p> <p>The physical impairment somehow united the feelings of both of them. But their attitudes to their respective situations were totally different. Mr. Lamb came as an angel in the sad life of Derry. He told Derry that beauty is not limited to looks but it is in how you feel from inside. He taught him to enjoy life to the fullest.</p> <p>Mr. Lamb's encouraging words elevated Derry's confidence. For the first time in his life, he wanted to live for himself. Thus he was inspired by the old man.</p> | 5m |
| b | <p>Mr. Lamb and Derek both were victims of physical impairment. Mr. Lamb had an artificial leg made of tin and Derek had a scared face. Undoubtedly, both had suffered humiliations in life on account of their handicaps.</p> <p>Derek, however, suffered not only from his handicap but also from low self-esteem, lack of confidence, desolation and withdrawal. He felt that nobody wanted him or loved him. They feared looking at his ugly face.</p> <p>Looking at Derek's example, we feel that people with physical impairment need genuine concern. They can perform better than average individuals who do not suffer from any disability, provided they get the right opportunities to prove themselves.</p> | 5m |
| c | <p>Derry, a fourteen year old boy, did not expect anything out of life. A pessimist, he had lost all self-regard and led an isolated existence. He felt unwanted because he had a scared face. Mr Lamb, on the other hand, was full of life. Although he lived alone and had a tin leg, he kept himself busy by tending to his garden, his bees and making toffee and jelly. He welcomed everybody to his house and garden. He enjoyed sitting in the sun, reading books and gardening. Although kids mocked him by calling him 'Lamey Lamb/ he did not bother about it. He was an apostle of optimism, enthusiasm and hope.</p> <p>Thus we see that there is a striking contrast between Mr. Lamb and Derry.</p> | 5m |
| d | <p>When Derry met Mr. Lamb, he was a fourteen year old boy who had lost all zest for life. He had lost all self-regard and suffered from a terrible inferiority complex due to his scared face. He hated meeting people and remained withdrawn.</p> <p>After meeting Mr. Lamb, Derry was filled with enthusiasm for life. Mr. Lamb's words had a profound effect on him and he changed drastically. He was not overtly conscious of his ugly face any longer. We could get a reflection of Derry's transformation in Scene two, when he reached his house after a brief encounter with Mr. Lamb.</p> <p>He told his mother, "You shouldn't believe all you hear." He categorically told her that he wanted to go back to Mr. Lamb to listen to bees singing and him talking.</p> | 5m |

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| | In the end, he rushed to meet his mentor to keep his promise to the old man. Looking at these developments, one is bound to conclude that Derry hopefully would not become secluded once again. Derek would certainly be confident and happy in the future. | |
| e | <p>Derry's brief association with Mr. Lamb changed him from a bitter, pessimistic and complex-ridden boy to a mature and confident person. His attitude towards life underwent a transformation.</p> <p>He got encouraged by Mr. Lamb's unending enthusiasm and unceasing zeal to live life. Thus Mr. Lamb's unfailing optimism helped transform Derek completely. Mr. Lamb's conversation with him about everything and everybody being essentially the same, his notion of beauty being relative, his talk about pretty girls and love, his concept of the world and friendship and the incident of the timid man, all fascinated and inspired Derek.</p> <p>Gradually, Derek was able to shed his old self and rediscover life. He was able to experience the joy of little things of life like rain drops falling pitter-patter on the roof. He even told his mother, "You shouldn't believe all you hear."</p> <p>Thus, Derek's brief association with Mr. Lamb became a turning point in his life.</p> | 5m |

LESSON: MEMORIES OF CHILDHOOD.

1. KEY POINTS OF THE CHAPTER:

- i. Memories of Childhood have two extracts which are from two different autobiographical episodes.
- ii. Two accounts took place in two cultures at different places and in different times but they explore a common universal theme of prejudices and humiliation faced by marginalized communities from mainstream culture and how both brave girls use their talent and education to stand up for their own and community rights. Both use the power of pen to fight oppression.`

1. THE CUTTING OF MY LONG HAIR

a. The first part deals with the account of Simmons, An American Indian, who fought against the prejudices of the society against American Indians. She describes her experiences on her first day at the Carlisle Indian School.

b. Zitkala SA's first day at school is unpleasant. The customs and rules of the place were strange and new to her.

c. She was forced to wear clothes that were considered undignified in her culture.

d. At the breakfast table, she does not understand the rules and makes several mistakes. Eating by formula- at the first bell everyone had to pull a chair. Zitkala sat down and realised that others were still standing. At the second bell everyone had to sit down. Zitkala stood up when the second bell rang. She felt humiliated. Another bell rang and she was too scared to do anything. She burst out crying.

e. She was told about the cutting of her hair by her friend Judewin. In her culture, unskilled warriors who were captured had shingled hair and short hair was worn by mourners. She tried to hide but was dragged, tied to a chair and her long hair was cut off. This cruelty crushed her spirit. She remembered the comfort of her home.

2. WE TOO ARE HUMAN BEINGS.

a. The second part is an excerpt from the autobiography 'Karukku' by Bama – a Tamil Dalit. Bama was an innocent child living in a village.

b. She used to walk back home from school and covered ten minutes of walk in half an hour to one hour as she watched all the fun games such as street play, puppet show, snake charmer, performing monkey.

c. Her innocence was lost when she experienced untouchability very early in life. One day she saw an elder of her community carrying food packet holding it by its strings. She was amused but her brother told her that they belonged to a low caste. So people from upper caste believed that the food packet would be polluted if it was touched by them.

d. Her brother was once asked about the street he lived in to determine the caste he belonged to. He told her to work hard to win honour and dignity. She studied hard and stood first in her class.

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| 1 | EXTRACT BASED QUESTION 1 | 6m |
| | A paleface woman, with white hair, came up after us. We were placed in a line of girls who were marching into the dining room. These were Indian girls, in stiff shoes and closely clinging dresses. The small girls wore sleeved aprons and shingled hair. As I walked noiselessly in my soft moccasins, I felt like sinking to the floor, for my blanket had been stripped from my shoulders. I looked hard at the Indian girls, who seemed not to care that they were even more immodestly dressed than I, in their tightly fitting clothes. While we marched in, the boys entered at an opposite door. I watched for the three young braves who came to our party. I spied them in the rear ranks, looking as uncomfortable as I felt. | |
| a | Who has been referred to as a paleface woman? | 1 |
| b | What does the word ‘moccasins’ mean? | 1 |
| c | What was the mental state of the narrator in her new school? | 1 |
| d | Who had worn shingled hair? | 1 |
| e | Why did the narrator felt like ‘sinking in the floor’? | 1 |
| f | What was the narrators observation about the boys of her community? | 1 |
| | | |
| 2 | EXTRACT BASED QUESTION 2 | 6m |
| | But this eating by formula was not the hardest trial in that first day. Late in the morning, my friend Judewin gave me a terrible warning. Judewin knew a few words of English; and she had overheard the paleface woman talk about cutting our long, heavy hair. Our mothers had taught us that only unskilled warriors who were captured had their hair shingled by the enemy. Among our people, short hair was worn by mourners, and shingled hair by cowards! | |
| a | What was the paleface woman planning to do? | 1 |
| b | What view did the narrator’s mother have about shingled hair? | 1 |
| c | What does the narrator mean by mourners? | 1 |
| d | Name the Narrator/ Author. | 1 |
| e | Why the narrator called it as ‘eating by formula’? | 1 |
| f | What information do we gather about red Indians from the exact? | 1 |

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| 3 | EXTRACT BASED QUESTION 3 | 6m |
| | My elder brother, who was studying at an university, had come home for the holidays. He would often go to the library in our neighbouring village in order to borrow books. He was on his way home one day walking along the banks of the irrigation tank. | |
| a | Name the Chapter? And name the book from where it is taken? | 1 |
| b | What was the impact of the brother on the narrator's character and life? | 1 |
| c | 'He would go to the library in neighbouring village' What social status is inferred from the description? | 1 |
| d | At the later part of this extract an incident happens. Which social curse is mentioned there? | 1 |
| e | Name the author? | 1 |
| f | What character sketch do you form about the Brother of the narrator from the extract? | 1 |
| | | |
| | SHORT ANSWER TYPE QUESTIONS: | |
| a | Why was Zitkala-Sa in tears on the first day in the land of apples?. | 2m |
| b | What comic incident did Bama narrate to her brother? Why was he not amused? | 2m |
| c | Which words of her brother made a deep impression on Bama? | 2m |
| d | What is common between Zitkala-Sa and Bama? | 2m |
| e | Which actions of the people would Bama watch keenly in the bazaar? | 2m |
| f | What were the articles in the stalls and shops that fascinated Bama on her way back from school? | 2m |
| g | What did Zitkala-Sa feel when her long hair was cut? | 2m |
| h | What was the advice that Annan gave to Bama? Did she follow it? | 2m |
| i | "I felt like sinking tcfthe floor," says Zitkala-Sa. When did she feel so and why? | 2m |
| j | What did Judewin tell Zitkala-Sa? How did she react to it? | 2m |
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| | LONG ANSWER TYPE QUESTIONS: | |

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| a | Describe the experience Bama had on her way back home which made her feel sad. | 5m |
| b | When did Bama first come to know of the social discrimination faced by the people of her community? | 5m |
| c | What activities did Bama witness on her way back from school? | 5m |
| d | What are the similarities in the lives of Bama and Zitkala-Sa though they belong to different cultures? | 5m |
| e | What oppression and discrimination did Zitkala-Sa and Bama experience during their childhood? How did they respond to their respective situations? | 5m |
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MARKING SCHEME

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| 1 | EXTRACT BASED QUESTION 1 | 6m |
| a | Her Warden. | 1 |
| b | Soft leather shoes | 1 |
| c | Uncomfortable | 1 |
| d | Indian Girls | 1 |
| e | Because of humiliation. | 1 |
| f | She called her brave, and they were also equally uncomfortable like her. | 1 |
| | | |
| 2 | EXTRACT BASED QUESTION 2 | 6m |
| | | |
| a | To cut their long hair. | 1 |
| b | Keeping it was a sign of cowardice | 1 |
| c | Griever/ Lamenter | 1 |
| d | Zitkala Sa. | 1 |
| e | Too much strict rules | 1 |

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| f | only unskilled warriors who were captured had their hair shingled by the enemy and short hair was worn by mourners, and shingled hair by cowards. | 1 |
| | | |
| 3 | EXTRACT BASED QUESTION 3 | 6m |
| | | |
| a | Memories of childhood: Part 2: We too are human Beings. KARUKKU is the name of the book. | 1 |
| b | Power of education. Caste discrimination can only be eradicated by Education. | 1 |
| c | The characters belong to poverty stricken underdeveloped village. | 1 |
| d | A person asks about his address ... as residents were decided according to the caste of the people. | 1 |
| e | Dalit Woman . Pen name Bama. | 1 |
| f | He is diligent, loved studies, brilliant , hard working. | 1 |
| | | |
| | SHORT ANSWER TYPE QUESTIONS: | |
| a | Zitkala-Sa was in tears on the first day in the land of apples because she was forced to part with her heavy, long hair. To avoid it, she even hid herself under the bed but she was soon found out and tied fast to her chair. She cried in protest but it all went in vain and she felt the blades of the scissors against her neck and heard them gnaw off her thick braids. | 2m |
| b | While walking back home from school, Bama saw an elder of her street walking towards the landlord, carrying a food packed by its strings without touching it. This made her shriek with laughter. When she narrated the incident to her brother, he was not amused and told her that people of their caste were considered untouchables and that is why the elder carried the packet by its string. | 2m |
| c | Bama's brother had told her that because they were born in a particular caste, they were stripped of all honour and dignity. For them, the only way to get their due respect was to make progress by studying hard. Bama took her brother's words very seriously and excelled in academics to stand first in her class. | 2m |
| d | Both Zitkala-Sa and Bama had experienced discrimination in their childhood. While Zitkala-Sa had been a victim of oppression at the hands of the whites in her boarding school, Bama felt and experienced untouchability early in life for being born a 'dalit', | 2m |

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| e | <p>The bazaar on the way home was always buzzing with activities. The snake charmer, street plays, puppet shows and stunt performances were a few interesting things going on there.</p> <p>Bama used to love all these things.</p> | 2m |
| f | <p>On her way back from school, Bama witnessed a variety of interesting things which fascinated her. She saw the dried fish stall, the sweet stall and the stall selling fried snacks. Then there were wild lemurs, needles, clay beads and instruments for cleaning out the ears on sale. She loved to watch the waiters cool the coffee and the chopping up of onions.</p> | 2m |
| g | <p>When her long hair was cut, Zitkala-Sa felt anguished and pained. She thought that she was a wooden puppet who had been tossed about in the air. She was really distressed by the fact that nobody came to comfort her like her mother did. She missed her mother very much and felt like an animal driven by a herder.</p> | 2m |
| h | <p>Annan told Bama that because they were born in a particular community, they were stripped of all honour, dignity or respect. The only way to get all this back was to study hard and make progress. Annan told Bama that education was the key to acceptance by the society so she must learn her lessons really well. Yes, Bama paid heed to his advice and stood first in her class.</p> | 2m |
| i | <p>When Zitkala-Sa's shawl was removed from her shoulders, she felt very embarrassed due to her clinging dress. That was when she felt like sinking to the floor. She considered herself as one of the little animals driven by a herder.</p> | 2m |
| j | <p>The hostel authorities were going to cut the long hair of girls. Wearing short hair was against Zitkala-Sa's culture. Judewin told her that they would have to submit, for they could not fight the strong authorities. However, Zitkala-Sa disagreed and decided to put up a fight and resist it</p> | 2m |
| | | |
| | LONG ANSWER TYPE QUESTIONS: | |
| a | <p>One day, when Bama was on her way back home, she saw that an elder of 'her street' was carrying a small packet of vadai or green banana bhajji. He was holding the packet by its string without touching it. This was because he was an untouchable and his touch would have rendered it unfit for the consumption of the upper caste landlord.</p> <p>This experience made her feel sad because the incident portrayed that from the beginning, our society has been divided on rigid caste lines. The lower castes have suffered untold miseries and humiliations by the upper caste people.</p> | 5m |
| b | <p>Bama was a Tamil Indian belonging to the dalit community. She first came to know about the social discrimination faced by the people of her community when she was a</p> | 5m |

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| | <p>student of class three. She saw, on her way back from school, an elderly man carrying a small packet containing some eatables by a string without touching it.</p> <p>She found it very funny but was shocked to know from her brother that since that bag was for the landlord, it was not to be touched by the dalit who was carrying it. Thus it was carried in such a manner.</p> | |
| c | <p>Bama's home was a ten-minute walking distance from her school but it usually -took her from half an hour to an hour to reach. On her way back, many activities and sights caught her attention.</p> <p>Bama got attracted to many novelties and oddities on the street like the performing monkey, the snake charmer's snake, the wild lemur in a cage, the cyclist and spinning wheels, the Maariyaata temple and its huge bell, etc. She also noticed the pongal offerings being cooked in front of the temple. There was a dried fish stall near the statue of Gandhiji. There was a sweet stall and a stall selling fried snacks.</p> <p>Puppet shows, street plays, public meetings of political parties were other entertaining activities. She would see the waiters pouring coffee and vendors chopping onions. She admired the various fruits that flooded the market according to the seasons.</p> | 5m |
| d | <p>Bama and Zitkala-Sa belong to different cultures. But both have experienced oppression and discrimination in their childhood.</p> <p>Bama was born a 'dalit' and was upset to see the humiliations borne by the members of her community. They were considered untouchables, were made to live apart, run errands and bow humbly to people of the upper castes.</p> <p>On the other hand, Zitkala-Sa was a victim of severe prejudice that prevailed against the native Americans. In the boarding school, her blanket was forcibly taken off her shoulders. At the same time, the forced cutting of her long hair only made her feel like a defeated warrior, for in her culture, short hair was only worn by mourners.</p> <p>Thus, both Bama and* Zitkala-Sa have suffered as young members of marginalised communities.</p> | 5m |
| e | <p>Zitkala-Sa was a native American who was forcibly sent to a Christian school. She resisted the strict regimentation of the school. She hated cutting of her hair because in her culture short hair is worn by mourners. When her friend Judewin told her that they would have to give in, she disagreed and decided to fight against it.</p> <p>Bama, on the other hand, belonged to a marginalised, untouchable community. She was upset to know the discriminatory treatment meted out to the members of her community. She was infuriated at this inhuman practice of casteism.</p> <p>Both Zitkala-Sa and Bama refused to accept any type of oppression, exploitation or victimisation. Zitkala-Sa throughout her career as a writer criticised dogma and dedicated her entire life to fight against tyranny and oppression. Bama became a Tamil</p> | 5m |

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| | dalit writer and ushered a newness and freshness in her writings. Both of them tried to shed light on the atrocities committed by the oppressors on the hitherto marginalised communities. | |
| | | |

TIPS FOR THE STUDENTS

- a) Reading is an essential part of an English exam. From the reading section to reading answers while checking for errors, you need to focus on what you read. Effective reading can lead to effective writing.
- b) Write in neat and clean handwriting.
- c) Avoid overwriting and crossing words.
- d) Draw margins on both sides of the answer sheets and a double line after the end of an answer.
- e) Write with a single pen, and don't smudge the paper.
- f) Solve more and more questions.

SAMPLE QUESTIONS WITH MODEL ANSWERS

1. What advice did Annan offer Bama?

Answer:

Annan loves his sister Bama dearly and acts as her true guide and philosopher. He told her that being Dalits they would never be given any dignity or respect. He advised her to study and make progress to throw away these indignities. He advises to his sister about the indigenous method of outdoing the upper class by winning laurels in their examinations and thus earning their admiration.

2. How long would it take Bama to walk home from her school and why?

Answer:

It took Bama half an hour to one hour to walk home from her school, although it was possible to cover the distance in ten minutes. This was because on the way many attractions slowed her down. These included fun, games, entertaining novelties and oddities in the streets, the shops and the bazaar.

QUESTIONS FOR PRACTICE

1. When did Bama first come to know of the social discrimination faced by the people of her community?
2. How did Zitkala-Sa try to prevent the shingling of her hair?
3. Why did the landlord's man ask Bama's brother, on which street he lived? What was the significance?
4. Why was Zitkala-Sa terrified when Judewin told her that her hair would be cut short?
5. What did Zitkala-Sa feel when her long hair was cut?

