



Language Skills Book

English Elective

CBSE

CLASS XII



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 301 India

नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।
नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ.....





Language & Skills Book

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Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 301 India

Language Skills Book - English Elective CBSE

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण¹ प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the²unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

-
1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
 2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)
-

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

-
1. Subs. by the Constitution (Eighty - Sixth Amendment) Act, 2002

Foreword

The CBSE's English language Curriculum in the classes IX to XII, in particular XI & XII, stands out for its strong dynamism and continuous evolution and development. In the current climate of psychological, social and economic changes, the trend is influenced by explosive knowledge creation and exponential technology growth. Thus, the need to modify and infuse changes in the English Curriculum at the +2 level is a necessary step in the upgradation and updation of the earlier English curriculum. The aim is to bring it at par with other academic, competency and skills-based disciplines, in its rigor and content. It should be borne in mind that the methodology used in the classroom will be automatically followed by some alterations in the language teaching and learning process. The increasing use of audio- visual aids and the internet also impacts our objectives to give our learners greater autonomy in their learning, enabling differentiate instruction, and, its transformational impact on teaching methods and deployment of assessment tools, consistent with those objectives.

At the + 2 stage, students begin to contemplate and introspect on their choice of subjects for higher study, and the mastery of the language forms the foundation for their higher education. They may choose advanced, specialized courses-including English Language & Literature, among courses offered in leading universities in India and abroad. At the later stages of their academic tenure, students' levels of competency can also notably influence their career path.

The English Elective CBSE course has four major components.

1. The **Literature Reader** which is divided into three parts: prose, poetry and drama. Leading writers in English, from India, UK, Australia, Canada etc., have brought in a range of styles which infuse variety, along with a range of values-based themes that can be easily understood and appreciated by the age group. The learning experiences offered through the activities are exhaustive as they cover literary appreciation, along with the development of the four language skills.
2. The **Novels**: Inculcating habits of extensive and independent reading among youth has always been a concern for all stakeholders. The two prescribed novels serve the purpose of creating independent individuals with the ability to not only create their own knowledge, but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring greater proficiency in the language and higher level of skills in language use. Sample questions are provided at the end of the book as practice materials that are broadly reflective of the typology.
3. The **Language Skills Book** is a value added feature of the class XII English curriculum, and is based on a set of five themes, which students can relate to. The units offer a wide range of sub-themes and skills -based activities that will equip students to introspect, research, analyse and evaluate knowledge content independently, extend and apply such knowledge and skills in a

number of academic and professional contexts. Sample questions are provided at the end of the book as practice materials that are broadly reflective of the typology. By the end of the course, students will read, write and use grammar structures and a wider set of vocabulary effectively and, learn to speak and listen efficiently.

4. **Speaking and Listening Skills:** Speaking and listening skills need a very strong emphasis and is an important objective leading to academic and professional competence. To this end, speaking and listening skills are overtly built into the material, namely, the workbook, to guide teachers in the actualization of the skills. As good communication skills raise the self-esteem and give a student confidence to face the challenges of life, it is desired that the student acquires proficiency in it by the time he or she completes school education

The teachers handling the course need to inform themselves regarding the effective use of course content, teaching methodology, lesson planning, deployment of electronic technology for teaching, management of group work and independent individual work, managing large classes, appropriate use of assessment tools and, grading and record keeping to benefit their students.

The seamless integration of the language skills will provide students more focused language skills necessary for their successful upward mobility academically and professionally, as a result of their higher standard of English proficiency. This will enhance the total Learning Experience of our students who will be the unequivocal beneficiaries of the most life-long and significant transferable job skill that supports the achievement of their life goals, as confident and competent communicators in English.

The revision of this book would never have been possible but for the sincere effort and devotion put in by Ms. P. Rajeswary, Education Officer (Academics) and her team, under the leadership of Dr. Sadhana Parashar, Professor and Director (Academics, Research, Training & Innovation), CBSE.

Any further suggestions are all welcome and will be incorporated in the future editions.

Vineet Joshi
Chairman, CBSE

Acknowledgement

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Content

Unit - 1 : Sports and Sportsmanship	5
Section - A : The Perfect Play	5
Section - B : Games and Glory	11
Section - C : Adventure Sports	15
Section - D : The Superhumans	22
Unit - 2 : Arts and Aesthetics	31
Section - A : Performing Arts	31
Section - B : Blind Opera	38
Section - C : Outsider Art	43
Section - D : An Accomplished Filmmaker	52
Section - E : Reviewing a Film	54
Unit - 3 : Inventors and Inventions	58
Section - A : Trailblazers	58
Section - B : Robots	68
Section - C : Machine	74
Section - D : Humans Against Virus	76
Unit - 4 : Exploring New Avenues	88
Section - A : Healing	88
Section - B : Crafts	95
Section - C : Warriors	103
Unit - 5 : Speaking and Listening Practice	113
Section - A : A Review	113
Section - B : Language Functions	115
Section - C : In my Office	120
Section - D : Sounds of English - Review	122
Section - E : Listening - Review	129
Sample Questions for Practice	137

Matrix Overview

In this unit students will develop their					
Description/ rationale	Listening skills	Speaking skills	Reading skills	Writing skills	Language Structure and conventions; literary devices
<p>Unit 1: Sports and Sportsmanship</p> <p>This unit aims to open up students to the <i>importance of a healthy body for a healthy mind</i>. They will study lives and achievements of some sporting heroes with special emphasis on achievements of those who braved odds to achieve success on the Sports field.</p>	<p>They will:</p> <ul style="list-style-type: none"> Respond to an extract from a story/article/poem/biography to grasp the main idea Listen for specific information Complete statements and notes 	<p>They will:</p> <ul style="list-style-type: none"> Participate actively in group discussions Deliver a speech Present their view point with clarity Sharing ideas Role Play 	<p>a) They will read with understanding the following topics</p> <ul style="list-style-type: none"> articles reports, literary materials - biographies, poems, short stories/ extracts Match the following Choose the right option 	<p>They will write the following items using suitable registers and vocabulary:</p> <ul style="list-style-type: none"> a speech Newspaper report Biosketch Factual description (describe a paralympic) Write a recipe Frame questions 	<ul style="list-style-type: none"> Kinds of sentences Transformation of sentences Correct use of <ul style="list-style-type: none"> Idioms Relative clause-review Relative pronouns-review
In this unit students will develop their					
Description/ rationale	Listening skills	Speaking skills	Reading skills	Writing skills	Language Structure and conventions; literary devices
<p>Unit 2: Arts and Aesthetics</p> <p>The Unit aims at encouraging an interest in the</p>	<p>They will:</p> <ul style="list-style-type: none"> R" Listen and respond to an 	<p>They will:</p> <ul style="list-style-type: none"> "Participate actively in 	<p>a) They will read with understanding the following topics</p>	<p>They will write the following items using suitable registers</p>	<ul style="list-style-type: none"> Active and Passive Compound word



Performing Arts through reading and researching performers and performances and artists.	extract from a story / song/ poem to grasp the main idea	group discussions	Letters	and vocabulary:	Synonyms
	<ul style="list-style-type: none"> Listen for specific information Listen for pleasure Complete notes Sharing ideas Fill in the blanks -State True &False 	<ul style="list-style-type: none"> Present their viewpoint with clarity Discuss ways to resolve conflict Speak on the given topic Describe an experience 	<ul style="list-style-type: none"> articles literary materials - biographies, short stories/ extracts Interview Match the following They will be able to take notes and summarise Choose the right option Complete the table 	<ul style="list-style-type: none"> Advertisement Formal and Informal Invitations/ Replies Magazine Report Reviews Article Formal letter Designing a pamphlet Circular Letter of invitation Write action plan 	<ul style="list-style-type: none"> Synonyms

Unit 3: Inventors and Inventions					
In this unit students will develop their					
Description/ rationale	Listening skills	Speaking skills	Reading skills	Writing skills	Language Structure and conventions; literary devices
This unit aims to open up students to amazing inventions that changed/ improved the quality of life of people and inventors who invented those	<p>They will:</p> <ul style="list-style-type: none"> Listen and respond to an extract from a biography / article/ interview to grasp the main idea 	<p>They will:</p> <ul style="list-style-type: none"> Participate actively in group discussions Present their viewpoint with clarity Debate for and 	<p>a) They will read with understanding the following topics</p> <ul style="list-style-type: none"> articles reports, news clipping literary materials - biographies, poems, short 	<p>They will write the following items using suitable registers and vocabulary:</p> <ul style="list-style-type: none"> Newspaper report Scientific report review Write an essay with logical 	<ul style="list-style-type: none"> Use of tenses Sequencing of Tenses Fill in the blanks Use appropriate tense form Use future tense

machines in reality or in fiction. They will hopefully, realise that scientists were people who questioned the given systems and attitudes.	<ul style="list-style-type: none"> Listen for specific information Listen and complete the interview table and fill in the blanks 	<p>against an idea and come to a consensus</p> <ul style="list-style-type: none"> Role Play -Press conferences -Press report Sharing views Speak about PPT 	<p>stories/ extracts</p> <p>b) They will be able to take notes and summarise</p> <ul style="list-style-type: none"> Attempt true/false 	<p>continuity and fluency</p> <ul style="list-style-type: none"> Write about a research project Classified Advertisements Article Brochure Slogan Writing Imaginary interview Formal letter of complaint
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Unit 4: Exploring new Avenues					
In this unit students will develop their					
Description/ rationale	Listening skills	Speaking skills	Reading skills	Writing skills	Language Structure and conventions; literary devices
The aim is to give students the opportunity to consider their strengths and aspirations .They will be encouraged to reflect on their priorities and actively engage in planning their future.	<p>They will:</p> <ul style="list-style-type: none"> Listen and respond to an extract from a story / article/ poem/ biography to grasp the main idea Listen for specific information Listen and 	<p>They will:</p> <ul style="list-style-type: none"> Participate actively in group discussions Present their viewpoint with clarity Debate for and against an idea and come to a consensus Read out 	<p>a) They will read with understanding the following topics</p> <ul style="list-style-type: none"> Advertisements articles reports interpreting information related to jobs literary materials - biographies, poems, short stories/ extracts 	<p>They will write the following items using suitable registers and vocabulary:</p> <ul style="list-style-type: none"> Writing a job application (with/ without resume) Business Letters: Informal letters: Write a character sketch Paragraph writing 	<ul style="list-style-type: none"> Direct and Indirect Punctuation Crossword puzzle



	complete the statements <ul style="list-style-type: none"> Listen and choose the right answer 	<p>citations with appropriate stress</p> <ul style="list-style-type: none"> Make a presentation supported by PPT 	<p>a) They will be able to take notes and summarise</p> <p>b) Understand and choose the right option</p> <p>c) Read and complete the mind map</p> <p>d) Complete career chart</p> <p>e) Choose the correct meaning</p>	<ul style="list-style-type: none"> Newspaper report 	
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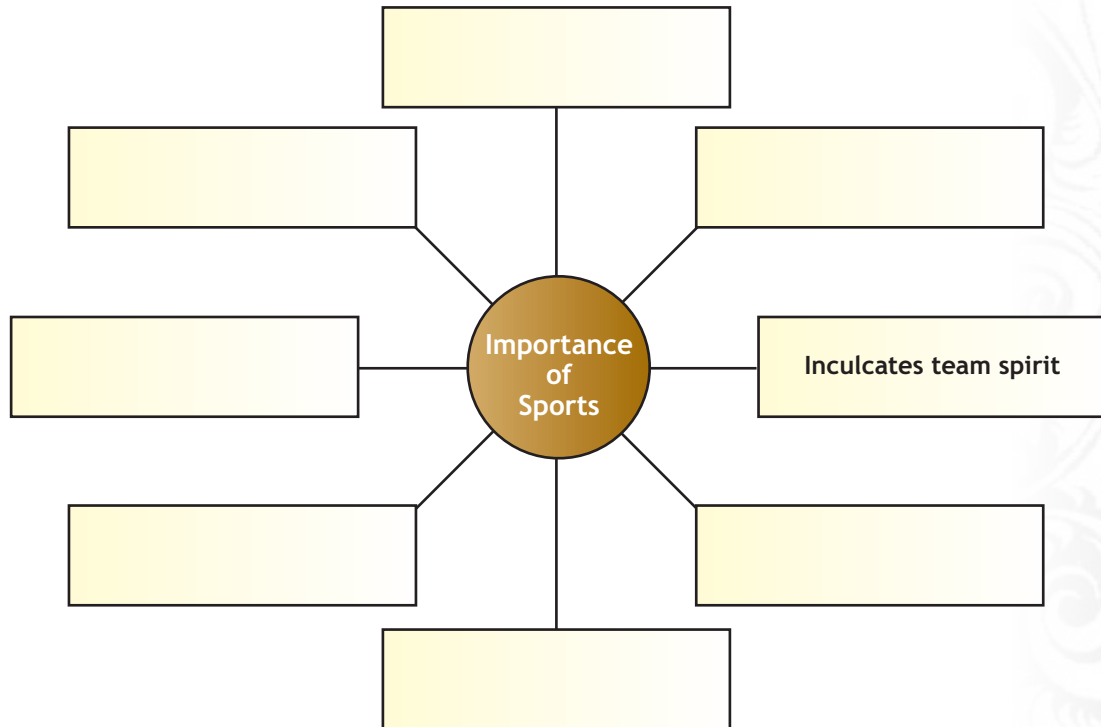
Unit 5: Speaking and Listening Skills - Review & Practice					
Description/ rationale	Listening skills	Speaking skills	Understanding of Concepts		
<ul style="list-style-type: none"> Develop students' confidence to respond fluently and intelligently in English during situations where the use of English is imperative. Review strategies to listen with comprehension to spoken English, especially in the context of formal academic discussions, interviews and about career prospects. Enable students to be internationally intelligible during their communicative exchanges so that they can play a range of roles in academic, social as well as in future workplace contexts. 	<p>They will:</p> <ul style="list-style-type: none"> Listen and respond to an extract from a story / song/ poem to grasp the central theme Listen for specific information Listen for pleasure Listen and choose the right answer 	<p>They will:</p> <ul style="list-style-type: none"> Participate actively in group discussions Present their viewpoint with clarity Discuss ways to resolve conflict Debate for and against an idea and come to a consensus Conversation 	<ul style="list-style-type: none"> Speech Mechanism Organs of Speech Classification of Vowels, Diphthongs, Cardinal Vowels Homonyms and Homophones, Stress and Rhythm, Intonation, Figures of speech 		

Unit - 1

Sports and Sportsmanship

Section - A The Perfect Play

1. (a) Sports involve physical exertion and skill which are governed by a set of rules and often undertaken competitively. Fill in this web chart to bring out the importance of sports in our lives.



- (b) Sports help us realise the importance of having a clear, single-minded vision of what we want and how we need to focus in order to achieve our goals and dreams in life. Bring out the similarities between playing on the field and living life. For example,
- (i) Team games help us understand the importance of collaboration in life
 - (ii)
 - (iii)
 - (iv)
 - (v)
 - (vi)
 - (vii)

READING

2. *According to the Cricket Legend Sunil Gavaskar, success in any vocation requires three Ds: (1) discipline, which is more mental than physical; (2) dedication to hours of practice; and (3) determination. At the Wharton India Economic Forum in Philadelphia, Gavaskar spoke with India Knowledge@Wharton about his career, how the business side of cricket has changed over the years, and what he has learned about teamwork and leadership along the way. Read the excerpt from the original interview.*

India Knowledge@Wharton: Well, let us start with a very basic question. How did you get interested in cricket? Was it because of your uncle, Madhav Mantri?

Sunil Gavaskar: Yes, that was a factor. When you have somebody in your family playing cricket at the highest level, then automatically you do get interested, but I would imagine that a lot of boys in Mumbai would take to cricket simply because cricket is *the* sport in Mumbai - like hockey in Punjab and maybe football, or soccer, in Kolkata, Goa and Kerala.

India Knowledge@Wharton: I do remember one of your records was that you scored 34 centuries in test cricket, and that record was not broken for more than 20 years. In order to have that kind of achievement, what kind of qualities and attributes do you need to cultivate within yourself?

Gavaskar: I think focus, determination and a fair amount of discipline - which is not the kind of discipline that is normally associated with having an early night, going to sleep at 10 o'clock and waking up at six. That kind of discipline is important as well, but the discipline to mould your game according to the needs of the situation - you need that kind of discipline. I would imagine that any vocation, any profession the three Ds that I believed in - discipline, dedication and determination.

India Knowledge@Wharton: So, explain how you did that in the case of developing your own ability in the cricket?

Gavaskar: Well, for example, as far as dedication was concerned, I would practice a lot. I would practice say, three hours in the morning, then go to school, then after school again practice for another two and a half, three hours. You needed to balance your studies, your education, along with the practice hours, simply because at the time during which I played, cricket was not a career option. It has become a very, very good career option now with the kind of money that has come into the sport.

So, you had to balance your studies as well as your cricket, your love for the game, which meant that you had to show dedication to practice the discipline to be able to go back to your books and to study. And to be able to do that at an early age, went a long way in helping me in my cricketing career.

India Knowledge@Wharton: And how do those attributes translate over from cricket to, say, business life?

Gavaskar: It is pretty much the same, in the sense that in business, you have to try and study what the situation is, study the opponent.... I would imagine that there has to be a bit of study, there has to be a lot of hard work involved, and you have to do a lot of preparation.

In cricket, for example, when you are batting and you know what the opposition bowling is going to be like, and you know what the pitch is likely to be and then you decide the range of your shots.

And I would imagine that is the same thing that you would want to do in business: have ambitions - definitely have ambitions - start slowly, and as you settle in, as you start to get the hang of business, then you try and expand....

India Knowledge@Wharton: Did you take a lot of risks in the way you played cricket?

Gavaskar: No, I do not think so because I was an opening batsman and we were brought up to eschew all risks to be able to play a risk-free cricket as much as possible and tire the bowlers out, so then the batsman coming down, the glamour boys, as they call them.

We were the plodders, you know, who did all the hard work - paved the road, as you can say, for the guys. We walked the road so that the others could drive a car on it.

India Knowledge@Wharton: The other thing that fascinates me about cricket is the fact that it's a team sport. What kind of lessons in teamwork did your years in cricket teach you?

Gavaskar: Well, first and foremost, as a batsman you cannot score runs, or cannot score a century, unless you have somebody batting at the other end for you, unless you have somebody who is taking the runs for you. Unless you have the confidence of somebody staying with you at the other end, you cannot get to a century. So, that is number one.

The other thing is that there will come a time, even during that innings when you are batting well, when the bowler is bowling so well that you might actually be better off being at the non-striker's end; and if you have a striker who is good enough to take on the load at that stage, then it helps you to tire that bowler out and maybe go on to get a 100.

Also, if you are a bowler, then you need the fielders to be able to take the catches, to be able to stop the runs being taken for you to take the wickets. So, it is in a sense a lot of teamwork. It also, in a way, reflects on how [well] you can possibly do in society, in the sense that the more talented batsman always looks after the lesser talented batsman in terms of trying to take more of the strike from a dangerous bowler. He is trying to take more of the strike, and maybe he will bat five balls out of the six-ball over, and maybe just give one ball to the lesser talented batsman.

So, you are looking after somebody slightly less talented, and I think that is probably what you want to do in society - that if you are [doing] well enough, you are trying to look after the less fortunate. It is a bit of teamwork.

India Knowledge@Wharton: As a result of your success as a player, you also became the captain of the team. What kind of leadership lessons did that teach you?

Gavaskar: Well, I was fortunate to have been playing under some very, very fine captains from the Ranji Trophy level - the state level to the international level - and you tended to sort of observe them, to pickup points from them.

If, for example, to pass a message across - a stern message.

So, Ajit Wadekar, who was my captain, would pass the message on by scolding the Mumbai guys, even if the Mumbai guys had done nothing. But it was his way of passing on a message to the others "to not do this; as a captain, I do not want that."

On the other hand, you had somebody like Tiger Pataudi, who was captain who pretty much let you do what you wanted. He believed in your abilities. So, he was not a guy with a hand on your shoulder. He would sort of let you run ... and if you made a mistake and if you came to him, then he was very happy to talk to you about it.

India Knowledge@Wharton: Last year at the Wharton India Economic Forum, we were fortunate to interview President APJ Abdul Kalam, and he mentioned that one of the most important qualities of a leader is to learn how to manage failure. I was wondering whether you learned any lessons from that time of your company which have stayed with you over the years?

Gavaskar: Yes, I think the main thing that you learn is never to lose heart - that it is a cycle. Sometimes, the opposition is simply better than you, and you have to give credit to the fact that they might have just played better than you. Then you try and analyze how you could have improved or bettered your performance, how you could have been more competitive, and when you do that, you tend to be able to find out where you went wrong.

One of the best [pieces of] advice that I ever received was from a former captain, who said to me that you must keep a diary of the days when you do well, when you bat well. His reasoning was very simple. When you, for example, took stance to bat, how did you feel? Obviously, it was not always easy to remember every little thing or every single thing. He said when you are going through a bad patch that is the time you read back on the day that you had scored well, and on the day that you had batted well, because that will then give you a fair comparison as to what you had been doing then, and maybe you should try and replicate that.

Also, when you are reading [about] when you have batted well, you start believing in yourself. You might not be getting any runs at all, but just reading about the good days when you did that will boost your confidence, and I thought that was fantastic advice.... It absolutely works.

India Knowledge@Wharton: You mentioned the fact that today, cricket is a career option, especially with the 20-20 and the formation of the IPL. How has the business side of the game changed, and do you think it has changed for the better or are there things that bother you?

Gavaskar: I think there are more pluses than minuses. Obviously, in any sport there will always be certain minuses, but I believe that with the advent of the Indian Premier League, the kind of money that is in the game now certainly is a big plus, because it has encouraged parents who were all the time pushing their talented kids only into education simply because they wanted a degree behind them so they would be able to get a decent job. Now, if they see that their kid has talent, they will say, "Okay, go and play, because there is no age limit for education, but there is age limit for sports."

That is what I told my son, Rohan, as well - that when he was starting to play, you play as much as you want; do not worry about anything else, because you can always study once you have finished with the game....

India Knowledge@Wharton: What is the biggest leadership challenge you have faced?

Gavaskar: Well, the biggest challenge is to be able to get the rest of the team to believe in itself, and I think it probably has something to do with the fact that we have had a system in our country - call it the caste system or the class system - whereby some people believe that they are not as good as others. To be able to make them believe in their ability - that their ability is what matters, not the class, not the caste that they come from. I think that has been the biggest challenge.

India Knowledge@Wharton: One last question. How do you define success?

Gavaskar: I would imagine that it is a feeling of satisfaction when you have done your job and the feeling of giving it your best, giving it everything, and to be able to put your head on the pillow and sleep peacefully, knowing that you have given it everything. At the end of the day, then, success and failure - as the world terms it - is in the hands of God, but the effort is in your hands.

3. Based on the reading of the interview, answer the following questions briefly:

- (a) What were the two chief reasons for Gavaskar's early interest in cricket?
- (b) What, according to Gavaskar, was his greatest achievement?
- (c) Mention the three D's that Gavaskar talks about? How did he incorporate them in his life?
- (d) What parallels are drawn between business and sports?
- (e) The risk-taking attitude has undergone a change. To what does Gavaskar attribute it?
- (f) Comment on how team spirit is enhanced in cricket.
- (g) Gavaskar became a good captain as he had examples to emulate. Cite them.
- (h) What does one learn from one's failure?
- (i) How has the attitude to cricket changed over the last few years?
- (j) What does success mean to Gavaskar?

VOCABULARY

4. Use the following sports idioms to complete the sentences given below.

barking up the wrong tree	the ball is in your court	front runner	go to bat for
blow the competition away	jumped the gun	long shot	call the shots

- (a) Rahul thinks he can top the university, but I think it's a _____.
- (b) Your parents have done all they could to give you a good education. Now _____.
- (c) You spent the entire week humouring Michael, but he is not the decision maker. You were _____.
- (d) You have been practising for eight hours every day. I'm sure you'll _____.
- (e) Everyone feels that the Principal is very strict, but it is the Director of the school who _____.

- (f) My sister is the _____ for the job of a trainer as she is the most qualified in the group.
- (g) My friend is asking for a year's leave, I'm going to _____ her if her company refuses.
- (h) I _____ when I booked the tickets for the cruise because the programme was cancelled just the next day.

WRITING

5. Based on the given inputs, write a bio-sketch of Bonnie Kathleen Blair in about 200 - 250 words.

- ▶ Born on March 18, 1964, in Cornwall, New York.
- ▶ Started skating in 1966; talented but could not go for international competition as the family lacked funds.
- ▶ Participated in 1982-1983 World Cup circuit, Olympic games in Sarajevo 1984, but failed to win a single medal.
- ▶ 1988 Winter Olympics held in Calgary, Alberta set a new record and bagged her first gold in the 500 meters race ; bronze in the 1000 meters race.
- ▶ 1992 at the Albertville games - another record in 500 meters and 1000 meters; first woman to achieve back-to-back gold medals in the same events.
- ▶ Lillehammer games in Norway - gold in the 500 meters race for the third time in a row; won the 1000 meters race with a margin of 1.38 seconds, the best in the history of the Olympic winter games. Also the first woman to win 5 gold medals and one bronze.
- ▶ 1992 -James E. Sullivan Award and first female to win the Oscar Mathisen Award.
- ▶ 1994- the best female athlete of the year by Associated Press Agency.
- ▶ 1995- set a new record in the American 1000 meters race and then she retired.
- ▶ She achieved glory, success and speed and did it all in just 12 years.
- ▶ 2004 inducted into the United States Hall of Fame

SPEAKING

6. Apanel discussion on the commercialisation of sports

Today, one can earn well as a sportsperson. It's not only about playing the sport, but also endorsing products, making guest appearances, writing for magazines and newspapers. Here are a few questions that can help the discussion.

- ▶ Have you bought a product just because your sports hero is its brand ambassador? Why?
- ▶ Would you like to see more of your sports stars endorsing products? Give reasons.
- ▶ Do you think, if such celebrities endorse a social cause such as blood donation, no smoking, paying taxes, protection of endangered wild life etc., it would have a better effect? Give reasons.

Section - B Games and Glory

READING

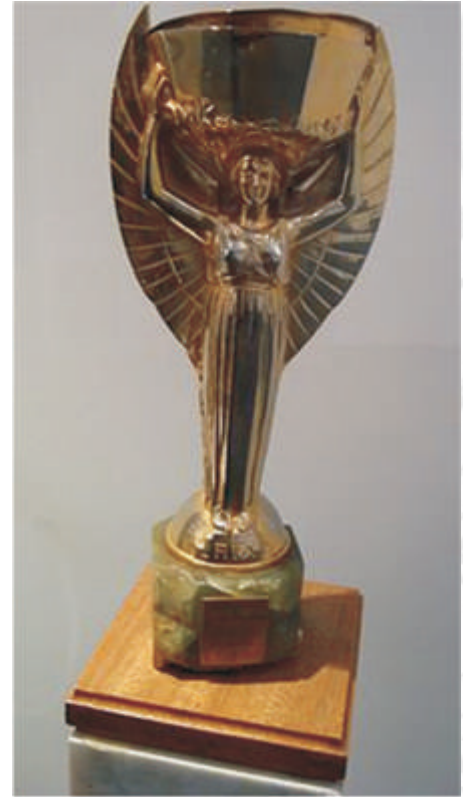
1. (a) The history of the World Cup Trophy.

1. It stands 36.8 centimetres high, weighs 6.1 kilograms, is made of solid, 18-carat gold – and it's one of the most sought-after prizes in all of sports. It's the FIFA World Cup Trophy.
2. First awarded in 1930 at the inaugural World Cup in Uruguay, the trophy has been on a wild ride in the 80 years since, travelling the world many times over and visiting almost every country on the planet.

It's important to know that the current World Cup trophy is the second incarnation of soccer's greatest prize.

3. The original statuette, named Victory, stood 35 centimetres tall and weighed 3.8 kilograms. The octagonal cup, held by a winged figure representing Nike – the ancient Greek goddess of victory – was the creation of French sculptor, Abel Lafleur.
4. From 1930 to 1970, the Jules Rimet Trophy was awarded to the winner of the World Cup of Football. Originally called "Victory", the trophy more commonly known as the 'World Cup' or 'Coupe du Monde' though it was renamed in 1946 after the FIFA president Jules Rimet, who organized the first tournament. This trophy was designed by a French sculptor, Abel Lafleur, as a Goddess of Victory holding an octagonal vessel in her outstretched hands. The trophy was created in gold with a base set on a piece of semi-precious stone.
5. To prevent the Nazis from confiscating the golden Jules Rimet Trophy, Dr. Ottorino Barassi, an Italian sports official, smuggled it from the bank in Rome, and hid it under his bed for most of the war time before the 1950 World Cup.

The Jules Rimet World Cup trophy was stolen while on exhibition in London just before kick-off of the 1966 finals. The name of the mongrel dog, who sniffed out the stolen trophy from its hiding place under a garden hedge in Norwood in South London, was called 'Pickles'. His owner, David Corbett, collected a GBP 6,000 reward, and the man who had demanded a GBP15,000 ransom for the return of the trophy, was jailed for two years.



- After the Jules Rimet trophy was paraded by the Brazilian players after the 1970 final match, the top of the trophy disappeared. Brazilian Reserve Davio retrieved the valuable gold top from a young spectator at the stadium exit. As a result, the new trophy was designed to have no top!

The Jules Rimet trophy was awarded to but not kept by the winning team. The trophy was only permanently awarded if the team became 3-time champions. In 1970, Brazil's third victory in the tournament entitled them to keep the trophy permanently. This particular trophy, however, was stolen in 1983, and the current location of the trophy is unknown. The trophy was stolen from a display box in the headquarters of the Brazilian Football Association in Rio on 20 December 1983, and was probably melted down afterwards. A copy, made by a German goldsmith, was donated to the Brazilian Football Association by Kodak of Brazil.

- After 1970, a new trophy, known as the FIFA World Cup Trophy, was designed. Constructed in 18-karat solid gold, the trophy is 36 centimeters tall, has two rings in malachite inlaid in the base, and weighs a total of 4,970 grams. The new trophy was designed by Silvio Gazzaniga (and submitted by Bertoni of Milan, Italy). Gazzaniga's design was chosen by FIFA from 53 other trophy models presented. Gazzaniga described his work by saying, "The lines spring out of the base, rising in spirals, stretching out to receive the world. From the remarkable dynamic tensions of the compact body of the sculpture rise the figures of two athletes at the stirring moment of victory." The new trophy is not awarded to the winning nation permanently, no matter how many World Cups they win. The original trophy remains in FIFA's possession, while the winning National Association receives a gold-plated replica. A new World Cup trophy will be required for 2042, as the name plaque at base of the current trophy is designed to be filled up by names of the 17 champions from 1974 to 2038. Therefore, in 2042, a new trophy will be used, and the old trophy will then be kept at the FIFA headquarters permanently.

(b) Fill in the details of the trophies

Features	Original	Current
Name		
Height		
Weight		
Material		
Design		
Designer/s		
More narrow		

(c) Based on your reading, answer briefly.

1. *The most coveted trophy has been on a wild ride.* What does this imply?
2. When was the first threat to the trophy perceived? What were the precautions taken to safeguard it?
3. A new 'topless' trophy was designed. Why?

WRITING

2. (a) Replica trophies were created to ensure that the original trophy is not stolen. Unfortunately, even in this situation, it still led to several thefts of the replicas. Read the newspaper report.

World Cup Trophy Replicas Stolen

June 29, 2010 Pretoria - South Africa's police commissioner says seven World Cup replica trophies have been stolen from FIFA headquarters in Johannesburg.

Gen. Bheki Cele said at a security briefing Tuesday, "We know that there was a burglary at the FIFA offices where they took seven replicas of the World Cup."

FIFA said the trophies were taken from a storage room, but there was no sign of a break-in. The trophies, which are usually used as gifts, are about 6 inches tall and worth \$256.

Cele added police were looking into the theft and suspected the people responsible were "very familiar with the environment in the FIFA offices."

FIFA's headquarters is in the high-class northern Johannesburg suburb of Sandton.

- (b) First, discuss in groups of four. If you were in charge of security of the World Cup Trophy, how would you ensure its safety? Create a fool-proof plan and describe it to the class.
- (c) Then, as a journalist, write a news report based on the clues given below, and the subsequent recovery of the trophy in about 150-200 words.

The mongrel, Pickles, that found the stolen trophy, acquired a celebrity status overnight.

Clues:

- ▶▶ Pickles starred in the 1966 film *The Spy With the Cold Nose*.
- ▶▶ Pickles died in 1967 and his collar is on display in the National Football Museum in Manchester.
- ▶▶ An entirely fictional version of the story was told in a 2006 ITV drama called *Pickles: The Dog that Won The World Cup*.



3. (a) Read the *Ten One-Line Poem about Sport* by Ian McMillan

Golf - That white moon in the blue sky, orbiting.

Cricket - Long late afternoon shadows as the bowler runs

Basketball - The clock runs down slower than the players.

Swimmers' - Moment of stillness before the start: water-mirror.

Snooker - The giant's necklace broke and the beads fell onto the grass.

Football - This net's for catching slippery goal fish!

Marathon - Last metre: the best and the worst.

Rugby - Flying Easter egg under the H.

High Jump - The air holds me like a hand, then lets me go.

Cycling - Here come the fastest paper boys and girls in the world!

(b) Answer the following briefly.

1. Explain the metaphors in
 - (a) Golf
 - (b) Snooker
 - (c) Football
 - (d) Cycling
2. Why in basketball, is the clock slower than the players?
3. What is **H** in Rugby?
4. Explain the simile in the High Jump event.

VOCABULARY

Many words and expressions have both a *sporting* meaning and a *non-sporting* meaning.

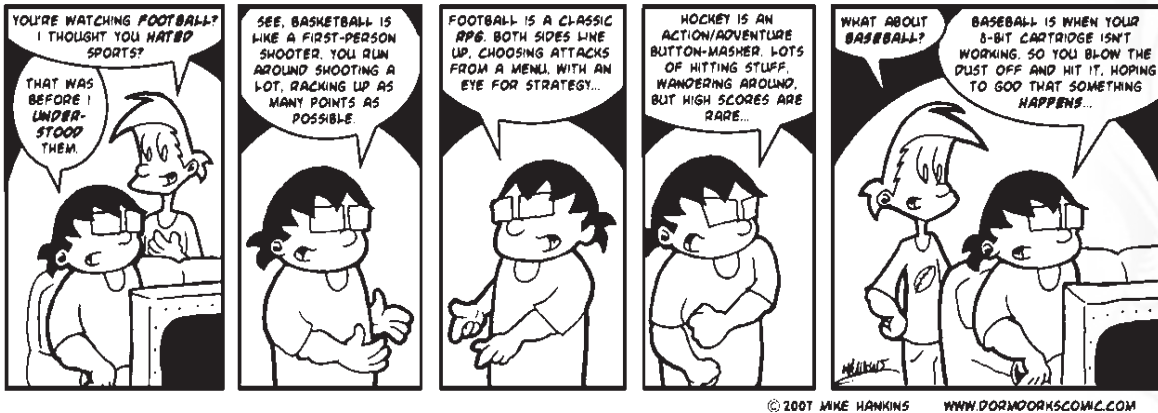
You could write: *In* sport, the word..... means *Outside sport, it is used to mean*.....

- (a) In pairs, discuss and write both meanings.
- (b) Name the sports where the words are used.
- (c) Complete these statements by identifying the sports.
 - (i) bar, horse, landing, mat, ring, dismount: _____
 - (ii) birdie, driver, eagle, handicap, hazard, hole, iron, par, rough, slice, swing, wood: _____
 - (iii) bowl, slip, duck, tea: _____
 - (iv) court, dribble, shoot, time out, basket, slam: _____
 - (v) diamond, base, strike, ball, steal, tag, walk: _____

- (vi) false start, flying start, lane, lap, track: _____
- (vii) strike, split, clear, lane, gutter: _____
- (viii) stroke, trunks, butterfly, crawl, length: _____
- (ix) table, cue, pot, chalk, pocket, spot, the D: _____
- (x) the pits, lap, pole position, retire: _____

SPEAKING

4. Bring out the humour in the comic strip. Share your ideas with the class.



Section - C Adventure Sports

1. Study the following pictures

- (a) (i) These are called **extreme sports**. Why do you think they are so called?
- (ii) To be an extreme sports star, what are the qualities that you should have?
- (iii) Why do you think people play such sports?



Crocodile Bungee is jumping into a body of water containing live crocodiles



Volcano Boarding is racing down an active 2,380 ft volcano at speeds of 50 mph with only a board for protection.



Slacklining utilizes nylon webbing stretched tight between two anchor points. It is distinct from tightrope walking in that the line is not held rigidly taut - it is instead dynamic, stretching and bouncing like a large rubber band.



Zorbing involves throwing yourself down a slope in a giant ball. This bizarre sport was invented in 2000.

(b) What are the following extreme sports called? Use the clues in the box to match and fill in the box.

sky diving	inline skating	bungee jumping	white water canoeing
wind surfing	limbo skating	air kicking	freestyle powerisers stilts

Description	Sports
Riding or performing stunts using shoes with a single row of small wheels underneath.	
Jumping off a high bridge or building with only a strong piece of elastic rope tied to you.	
Sailing while standing on a narrow board with a sail fixed to it.	
Jumping and running with elastic-like spring-loaded stilts	
Roller skating under cars.	
Travelling down fast-flowing rivers in a thin one-person boat using paddles.	
A human catapult launches individuals over 26 feet in the air into a swimming pool or foam pit	
Jumping out of a plane and falling without a parachute.	

READING

- 2 (a) **Extreme Sports represent the most striking example of acts that go against our natural human instincts which protect us from danger. This article from the *Psychology of Extreme Sports* by Joachim Vogt Isaksen, discusses what drives extreme sportsmen and sportswomen, towards high-risk behavior.**
1. On the 14th of October 2012 the Austrian, Felix Baumgartner set the world record for skydiving. The jump was performed from 39 kilometers above the earth, reaching an estimated speed of 1,342 kph. Baumgartner is also famous for the particularly dangerous nature of the stunts he has performed during his career. His latest jump, which was the last in his career, received massive media coverage, and is one of the most spectacular stunts throughout human history.
 2. Extreme sport participants are often portrayed in a negative way, for example as being unbalanced, with a need to take unnecessary risks, not caring for family and friends that are left back worrying. However, psychological research indicates that the popular perception of the mad extreme sport participant needs some corrections. This article will present some of the important research that has been done within the field, and will also discuss the motivation that drive people toward taking extreme risks.
 3. Who are the people involved in these dangerous activities? Do they display personality traits that are completely different from people who engage in more "normal" hobbies? In 2009, researchers Erik Brymer and Lindsay Oades did an interview study of 15 participants of leisure activities as B.A.S.E. jumping (building, antenna, span, earth), big wave surfing, extreme skiing, waterfall kayaking, extreme mountaineering, and solo roe-free climbing. The study explored what can be learned from extreme sports about courage and humility-two positive psychological constructs. One of their main findings were that extreme sport participants directly related their experience to personal transformations that in a positive way, were spilled over to other areas in life.
 4. Fear is a normal human emotional reaction; it is a built-in survival mechanism we are all equipped with. This emotion is a response to danger and serves a protective purpose, signaling to us of threats and preparing us to deal with it. From an evolutionary perspective, it seems illogical to take risks that may lead to death when there is no objective goal or anything to achieve from the activity a person displays. On the other hand it is sensible and logical to take risks if it serves the protection of oneself or ones' own group from external dangers such as intruders or predators.
 5. Extreme sport participants therefore to build down the natural reaction of fear, and go against their natural instincts. Repeated exposure to fearful situations, may lead to familiarity toward the danger, and gradually a more positive emotional response. After continuous exposure to new fearful experiences the fear response is reduced. This leads some people to seek ever new and bigger thrills.
 6. At an intellectual level extreme sport participants are of course fully aware that each

time they take part in these leisure activities death might be involved. Even if fear is hardwired into our genes, people who seek extreme sports perceive fear as something positive.

7. Despite the fact that evolutionary logic has designed us with mechanisms that prevent us from dangers, our brain is also equipped with reward mechanisms that are activated when we are subjected to extreme experiences. The neuropsychologists have a good understanding of how the reward systems in the brain respond to fear. These are deep structures that involve the nerve signal dopamine which is released in the brain following extreme experiences. The feeling of transformation the people reported in the interviews may stem from the release of this hormone that creates feelings of optimism and happiness.
8. Dopamine plays an important role in the reward- and motivational systems in the brain, and high levels of it leads to feelings of well-being. Therefore one may conclude that the effect of overcoming fear may lead to positive psychological outcomes. The experience of fear induced by risk may be compared to the response people have after surviving dramatic incidents such as serious illness, car accidents or traumas. People often report that these experiences change their lives. Such experiences may in the longer run lead to personal development and increased appreciation of life.
9. Dopamine is the most important nerve signal involved in drug experiences and its effect is desirable and addictive. Extreme experiences may in the same way trigger the reward system and people may feel that they are addicted to the experiences. The brain will not differentiate between the degrees of safety of the activities you perform, whether it is bungee jumping or whether it is the state of being in love. What is important is whether the activity results in the release of the nerve signals involved in the brain's reward system.
10. After all, the often negative popular view of the extreme sport participant needs some clarifications. The participants are well-trained with the aim of reducing the risk of the activity. One could assume that it is not the danger in itself that motivates the athletes, but instead it may be an addiction to the biochemical reaction within the brain that leads to the state of joy and well-being. One could therefore look at extreme sport participants as addicts to the body's natural drugs.
11. When extreme sport participants stop performing these activities the brain stops producing the drugs that make them feel good. The ultimate goal and motivation behind the activities is the "natural high" induced by the release of dopamine, whereas the risks involved might be considered negative side effects. Although, the positive bodily effects are so strong and longed for that they triumph the high risk of serious injury or death.

(b) Based on your reading, choose the most appropriate answer.

- (i) Felix Baumgartner shot to fame because
 - (a) he was a skydiver
 - (b) he could risk his life each day
 - (c) of his daredevilry as a stuntman
 - (d) all of these

- (ii) Extreme sport participants are often criticised for their
- (a) callousness (b) cruelty
(c) carelessness (d) stupidity
- (iii) The study on extreme sports turned out to be contrary in the sense that it
- (a) promotes courage and humility (b) makes people cautious and humble
(c) encourages responsibility and maturity (d) makes people meek but positive
- (iv) Fear is referred to as 'a built-in survival mechanism' because it
- (a) warns us of impending risk (b) helped human beings survive through the ages
(c) distinguishes man from beast (d) helps us make peace with people and situations
- (v) To participate in sports where risk is involved, one needs to
- (a) hide one's fears from public (b) seek out causes that threaten us
(c) to make public display of fear (d) raise our threshold of fear
- (vi) People derive thrill out of participating in sports where risk is involved because
- (a) others hero worship them (b) they know they are better than others
(c) of the bio-chemical secretions make one happy (d) all of these
- (vii) Dopamine is 'addictive' because
- (a) sportspersons become addicted to praise and glory
(b) it makes sportspersons look down on those who do not take risks
(c) the sportsperson seeks out experience and the thrill of the same kind of experience
(d) the sportsperson is not able to differentiate between safety and danger
- (viii) The popular belief that extreme sport participant is dangerous is incorrect because
- (a) they are well trained
(b) all of us take risks in our life
(c) a sportsperson should not be like the common man
(d) risks make us excel and progress in life

VOCABULARY

- (c) In the given passage, some words/phrases have been highlighted. Replace them with simpler words, without changing the meaning:

Many of us enjoy playing sports. Indoor sports, too, have their share of popularity. Infact

most of us (i) **get our kicks** even watching our sports stars perform. In the recent past extreme sports have gained a huge fan following. Extreme sports are about (ii) **exhilaration**, skill and danger. Most of them are individual sport and require a great deal of training and expertise to control the risks. But these athletes enjoy the feeling of an (iii) **adrenaline rush**. Extreme sports that require (iv) **physical agility** and often, risk are growing increasingly popular with television viewers. Traditional sports such as basketball, football, and baseball used to (v) **dominate the television ratings**, their players (vi) **alienating viewers** with big salaries and bad attitudes. However, some viewers think that extreme sports athletes take their sports more seriously because they do not participate in them just for money.

Unfortunately, a lot of money is spent (vii) **marketing alternative sports**. Some athletes feel the extreme advertising (viii) **takes away** from the actual sport.

GRAMMAR

3. Relative Clauses

(a) Read these sentences from the text. Note the highlighted words.

A *relative clause* is a subordinate clause that begins with a question word, e.g., who, which, where (or the word that). A relative clause modifies a noun or pronoun by providing extra information. Words like **who**, **that** and **when** are often referred to as relative pronouns when they are used to introduce relative clauses. You use:

- ▶ **who** for people, **which** for things, and **that** for both people and things.
- ▶ **whom** as the object of a relative clause (in more formal English), though it is increasingly common to replace it with **who**.
- ▶ **whose** to indicate possession, as a determiner before nouns.

(i) A **defining relative** clause is used to 'identify' or 'restrict the reference of a noun. This is not separated it from the rest of the sentence by commas.

- ▶ The student **who does brilliantly** will be awarded the Scholarship.
- ▶ The movie **that involved fighting and shooting** was banned.
- ▶ The house, **which is on the top of the hill**, is mine.

(ii) A **non-defining** relative clause is used to supply additional information about the noun

- ▶ Albert Einstein, **who put forward the theory of relativity**, is considered to be the most intelligent man.
- ▶ The house, **which is on the top of the hill**, is mine.

You should not use the relative pronoun 'that' in non-defining relative clauses.

(b) Join the sentences in column A appropriately to those given in column B. You may use *who*, *that* *which* or *where* to connect them.

	Column A		Column B
1	The story is about Medha Patkar	a	was awarded last year

2	Salma goes to a school	b	you can borrow books to read
3	It was Black Beauty, the horse	c	is behind her house
4	The police have caught the men	d	are badly behaved
5	A library is a place	e	had been abducted as a child
6	I can't tolerate children	f	sensed danger and refused to budge
7	I like holiday resorts	g	are built on peaceful locations
8	We know the writer	h	is an environment activist

(c) Complete the sentences with relative clauses in the simple present. Use *who* or *which*.

- This is the man (teach the under privileged children)

- The tree (grow in the garden) is a cherry tree.

- The man (does yoga in the park) is my Uncle.

- The elephants (live in Africa) have big ears.

- The red building, (be opposite) the museum, is the place where my office is.

(d) Combine the two sentences into one, using suitable relative pronouns.

- I am happy. My father has come back home.

- Anu apologised to the driver. She had hit his car.

- I love the country side. I grew up there.

- I've been to that cottage. Wordsworth wrote his poetry there.

- I have four sisters and a brother. All of them are elder to me.

4. WRITING

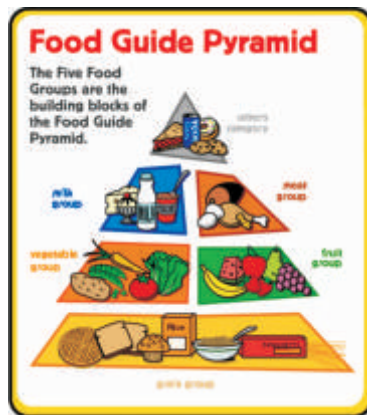
Madame Tussauds in London has branches in a number of major cities. It was founded by wax sculptor, Marie Tussaud. Madame Tussauds is a major tourist attraction, displaying waxworks of historical and royal figures, film stars, sports stars and famous murderers.

Madame Tussauds, London has invited nominations for the wax statue of a sports person. Suggest who you feel deserves the honour and why? Write a formal letter, building a case for the most deserving sports personality. Ensure that the wax statue of the person is not already displayed.

5. SPEAKING

Find out how good nutrition helps to build a good body and strong muscles. With your knowledge and the help of either one of the given visual inputs, deliver a two-minute speech.

ATHLETES ARE WHAT THEY EAT



Section - D The Superhumans

1. (a) Study the picture. What message does it convey?



The Paralympic Games are a major international multi-sport event where athletes with a physical disability compete; this includes athletes with mobility disabilities, amputations, blindness, and cerebral palsy. "Para" means "alongside" - so "parallel" to the Olympic Games. There are Winter and Summer Paralympic Games, which are held immediately following their respective Olympic Games. All Paralympic Games are governed by the International Paralympic Committee (IPC).

READING

(b) The First Paralympic Games

1. The Rome 1960 Paralympic Games was a tremendous step in sports for athletes with a physical impairment. The founder of the Paralympic Movement, Sir Ludwig Guttmann, and the Director of the Spinal Centre in Rome, Antonia Maglio, started preparations for the games two years prior. It would be called the 9th Annual International Stoke Mandeville Games. Now regarded as the Rome 1960 Paralympic Games, the competition took place six days following the closing ceremony of the XVII Olympic Games and was supported by the Italian Olympic Committee and the Italian Institute for Disabled Workers (INAIL). A total of eight different sports debuted at the first-ever Paralympic Games, all of which were considered beneficial and suitable for athletes with spinal cord injuries: archery, IPC athletics, dart, snooker, IPC swimming, table tennis, wheelchair fencing, wheelchair basketball. The opening ceremony on 18 September garnered a crowd of 5,000 spectators, which greeted the wheelchair athletes during their colorful entry into Acqua Acetosa Stadium. The Italian Minister for Public Health at the time, officially declared the Games open to the world. In the debut of the Paralympic Games on the world stage, the host nation Italy finished atop the medal standings, as Great Britain, Germany, Austria and USA rounded out the top five with stellar performances. The closing ceremony on 25 September was held in the Palazzetto dello Sport in the Olympic Village in the presence of Sir Guttmann, the Patron of the Games. Sir Guttmann summed up the Games saying: “The vast majority of competitors and escorts have fully understood the meaning of the Rome Games as a new pattern of reintegration of the paralyzed into society, as well as the world of sport.”

The opening and closing ceremonies of the London Paralympics 2012

2. In front of a packed Olympic Stadium, British *Tour de France* winner - and triple Olympic champion - Bradley Wiggins rang the largest harmonically tuned bell in the world to signal the start of the ceremony, which dazzled hundreds of millions of viewers around the world.

And in the spectacular finale, seven young torchbearers - each nominated by one of Britain's past Olympic greats - ignited the Olympic Cauldron, which was formed by 204 copper petals, representing the competing nations coming together at the Games.

The ceremony had begun with an idyllic countryside setting - representing Britain's “green and pleasant land”, complete with farm animals and maypole dancers - but the stadium was soon transformed into a gritty industrial landscape as thousands of performers re-enacted the country's industrial revolution to a soundtrack of beating drums. As the scene reached its climax, a giant, glowing ring was 'forged' before being lifted into the air, where it joined with four others to create the Olympic rings, suspended high above the stadium.

Queen Elizabeth II then made a dramatic entrance - “parachuting” into the stadium with fictional secret agent, James Bond, after apparently flying to the stadium in a helicopter from Buckingham Palace.

3. Following the parade of nations, which saw athletes from 204 National Olympic Committees march into the stadium, Queen Elizabeth II officially declared the Games open before all attention moved outside the stadium, where five-time Olympic champion Steve Redgrave received the Olympic Torch from David Beckham and young footballer Jade Bailey, who arrived by speedboat after travelling along the Thames.

The group of aspiring sportsmen and women then headed to the centre of the arena, where they each lit one of the 204 copper petals, which are inscribed with the name of one of the competing nations.

4. As the cauldron’s long stems rose elegantly from the ground, the petals merged to form one unified flame, which will burn for the duration of the games.

During his speech, IOC President, Jacques Rogge, said: “I congratulate all of the athletes who have earned a place at these Games. And to the athletes, I offer this thought: Your talent, your dedication and commitment brought you here. Now you have a chance to become true Olympians. That honour is determined not by whether you win, but by how you compete. Character counts far more than medals.”

5. Seb Coe, London 2012 Chairman, said afterwards: “The athletes competing at the Olympic Games have arrived in London to give the performances of their lives. We wanted to provide a very British welcome for them and the rest of the world. Danny Boyle has created a show of memories and moments that will last a lifetime for people across the UK and the world.”

The London 2012 Closing Ceremony

6. On August 12, the Olympic Stadium - which staged so many impressive sporting achievements during the Games - played host to a kaleidoscopic ceremony that celebrated the best of British music.

As the Olympic flag was lowered, President Rogge paid tribute to the London 2012 volunteers, as well as the enthusiastic support that fans offered throughout the Games.

“We will never forget the smiles, the kindness and the support of the wonderful volunteers, the much-needed heroes of these Games,” he said.

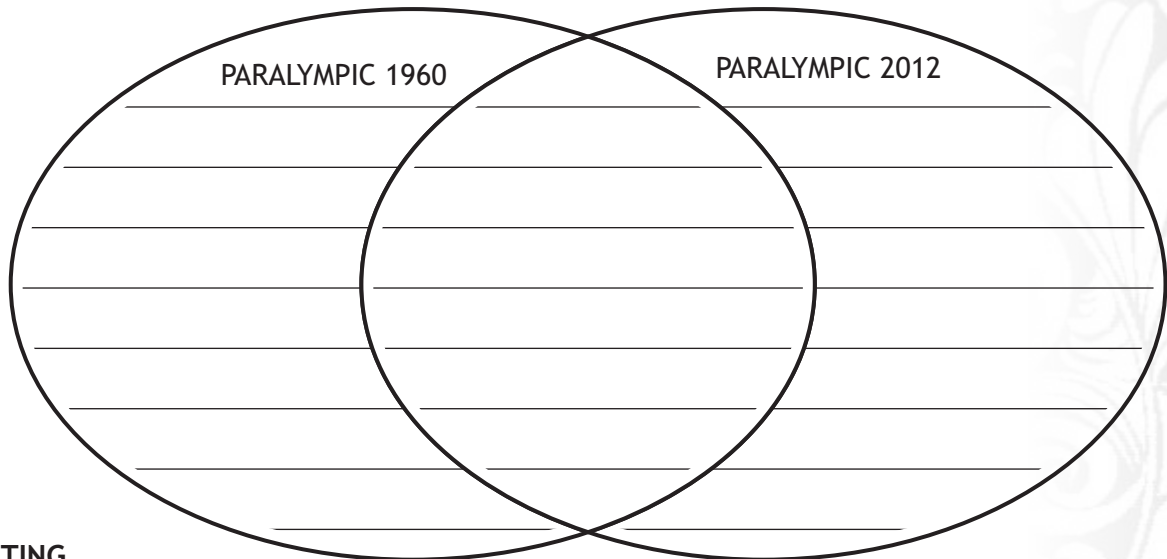
7. “You, the spectators and the public, provided the soundtrack for these Games. Your enthusiastic cheers energised the competitors and brought a festive spirit to every Olympic venue. You have shown the world the best of British hospitality.”

London 2012 Chairman Seb Coe also thanked the British public for embracing the Games, saying: “We lit the flame and we lit up the world; we know more now, as individuals and as a nation, just what we are capable of.”

8. The Olympic flame was then extinguished, bringing the London 2012 Olympic Games to a close as the band 'The Who' provided a fitting conclusion with their anthem "My Generation".

"This may be the end of these two glorious weeks in London," said Coe. "But what we have begun will not stop now. The spirit of these Olympic Games will inspire a generation."

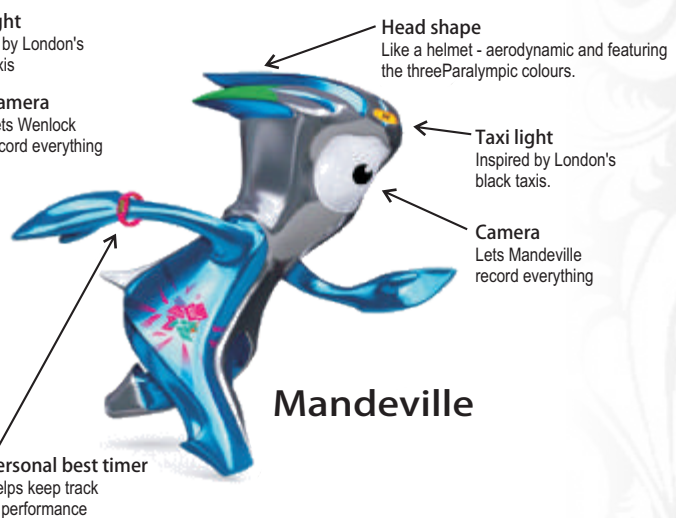
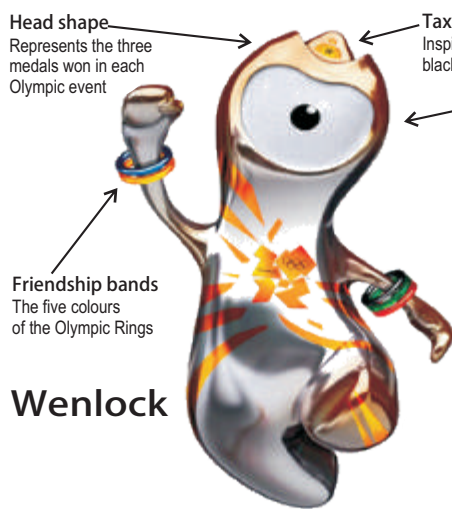
(c) Fill in the Venn diagram based on your understanding.



2. WRITING

- (a) Study the pictures of the paralympic mascot. First, discuss with your partner, design a paralympic mascot of your own and describe it in about 200 words.

Mascot design features



- (b) Using your knowledge of the Paralympic Games, create your own bronze, silver and gold medals and describe them.
- (c) Athletes practice and train for many years to compete in the Paralympic Games. Paralympic athletes need to be dedicated, hard-working, and talented to make their Paralympic dreams come true. Create your own Paralympic champion 'recipe' and share your ideas with the class in about 200 words in a sports journal.
- (d) *On the occasion of the inauguration of the Olympic Stadium of Rome, before the 1990 World Cup, Pope John Paul II said to football players: "Sportsmen all over the world are looking at you. Be conscious of your responsibility, not only to be the champion in the stadium, but also the man who, with his whole person, must become a model for millions of young people who have need of leaders, not of idols. They have need of men who are able to communicate to them a taste for the arduous, a sense of discipline, the value of honesty and the joy of altruism. Your testimony, coherent and generous, can stimulate them to face the problems of life with the same commitment and enthusiasm."*

As a well acclaimed sports star, you have been invited to a TV channel to address the students. What is the message that you would give? Write the a speech in about 200 word using your own ideas and ideas from the given extract.

3. SPEAKING

- (a) First, read the following news item.

Longest Limbo Skating-World Record Set

A six-year-old Indian boy, Aniket Ramesh Chindak, has set a new world record for the **longest limbo-skating** by squeezing himself under a row of 57 four-wheel drive cars in 45 seconds. Aniket decided to take up limbo skating two years ago after seeing it on television.



He had been roller skating since he was 18 months old, and wanted a new challenge. "It took three months before I could get my body in the right position," he said. "Since then I have skated under lots of cars and have never hurt myself."

Aniket said: "The hardest thing is to go fast enough before I bend down. That's how you can skate under so many cars at once."

A celebrity in his home-town Belgaum in Southern Karnataka state, Aniket has an extraordinary ability to perform what is known as 'limbo-skating'

- (b) You are a journalist who has been assigned a task to interview Aniket. Frame a set of questions for the interview. Also , write the answers you expect .

1.
Ans.
2.
Ans.
3.
Ans.
4.
Ans.
5.
Ans.

4. (a) Sports are a valuable metaphor for life. Read the poem given below:

In Sports as in Life

Francis Duggan

*The town decorated in the colours of the local football club for the weekend's big game
Suppose in sports as in life it is all about winning and fame
The local footballers are playing for renown
For the fans and love of self glory and love of the Hometown
And for love of the club colours they proudly do wear
The very thought of losing even seems hard to bear
To the uninterested 'tis just another game of football
But in sports as in life the winners seem to take all
Of the admiration and fame and of singing their praises their fans never tire
And even gallant losers so few seem to admire
To be graceful in defeat to little does amount
In sports as in life only winners seem to count
At the weekend they play for the trophy and their self glory and sporting renown
And for their sporting success hungry fans and for love of their hometown.*

- (b) Complete the following statements

- (i) The gaiety of the town is reflected in _____
(ii) The similarity in sports and life is the fact that both are _____

(iii) The sportspersons are playing for _____







(iv) The poet calls even the losers 'gallant' because _____

(v) The fans are besotted by the _____

5. LISTENING

(a) Listen to a passage about Natalia Partyk and complete the statements appropriately.

(i) Natalia Partyka is a true achiever because she is one of the five athletes to have _____ games.

(ii) To Natalia Partyka, disability was her _____

(iii) Natalia Partyka's role model was _____

(iv) She drew media attention in Sydney 2000 Paralympic Games because _____

(v) In Beijing, she was highly acclaimed because _____

(vi) Natalia feels playing at the Paralympics is tougher because _____

(vii) She feels she has learnt from losing a game because _____

(viii) Natalia's attitude will make her _____

(b) Complete the notes. You may listen to the script again to complete the work.

1. **Headline:** _____

(a) by Greeks/Romans to _____

(b) 19th Century _____

(c) In World War II to _____

2. **Modern times**

(a) _____

(b) _____

3. **UNESCO suggests**

(a) _____ to athletes

(b) _____

- (c) Curtail _____
- (d) _____
- (e) Support _____

Listening Script - 01

You possibly haven't heard of Natalia Partyka but you should have. She has done something which only five other athletes have managed in history - she has competed at both the Paralympic and the Olympic Games.

Natalia Partyka is a Polish table tennis player who was born without a right hand and forearm. She started playing table tennis when she was seven years old because she wanted to do the same as her older sister. She was motivated to practise hard because her sister was much better ... at first.

She obviously learnt her lesson well because she participated for the first time at the Paralympic Games when she was just 11 years old - the youngest athlete at the Sydney 2000 Paralympic Games. Since then she has competed at two more Paralympic Games, winning two gold and two silver medals. It was in Beijing 2008 that she joined the exclusive club of athletes who have competed at both Games. Beijing was her third Paralympic Games and her first Olympics.

So what's the difference between playing at the Paralympics and Olympics? According to Natalia, disabled players have to think more and find ways to win points because many of them can't move so fast. So it can actually be more difficult playing at the Paralympics.

Natalia has many good memories, such as the time she beat Li Jia Wei from Singapore, who was then ranked number 8 in the world. However, sometimes, she says, winning isn't the most important thing. Sometimes, Natalia says, the most important thing is losing, because "you learn a lot from your errors and so become a better player."

With an attitude like that she will continue to improve and continue to excel. Natalia Partyka is a clearly a name we will be hearing more about in the future.

Listening Script - 02

The use of **banned performance-enhancing drugs** in sports is commonly referred to as **doping**. This is a major problem for sports governing bodies. This, however, is not a new phenomenon.

Drugs have been used to enhance performance since ancient times. Greek and Roman civilisations used mushrooms and herbs to improve their performance. Later in the 19th century substances including alcohol, opium and caffeine were used.

The more recent forms of performance enhancing drugs have roots from World War II

where certain drugs were used by American soldiers to keep them alert.

However, a number of deaths and allegations of drug taking encouraged the International Olympic Committee (IOC) to set up a Medical Commission in 1967 which banned the use of drugs and other performance enhancing substances.

Small-scale testing was introduced at the 1968 Mexico Olympics, followed by a full-scale testing at the next games in Munich, 1972.

Following a large number of doping offences being committed in the mid-nineties, and the existence of several conflicting organisations, the World Conference on Doping was held in Switzerland in 1999. As a result, the World Anti-Doping Agency (WADA) was formed to promote and co-ordinate the fight against drug use in sport on an international level, across all sports.

By adopting the Convention on 19 October 2005, UNESCO responded to the calls from the international community. At the Third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in December 1999, consideration was given to ethical values in sport. Ministers expressed concern over unethical behavior, in particular doping in sport, and urged all countries to take concerted action.

The Convention helps to formalize global anti-doping rules, policies and guidelines in order to provide an honest and equitable playing environment for all athletes.

It suggests that the governments are required to take specific action to:

- ▶ Restrict the availability of prohibited substances to athletes
- ▶ Facilitate doping controls and support national testing programmes
- ▶ Withhold financial support from athletes guilty of anti-doping rule violation
- ▶ Encourage labelling, marketing and distribution of products with prohibited substances;
- ▶ Support anti-doping education.

Entered into force on 1 February 2007, the convention became the most successful convention in the history of UNESCO. The Convention also provides a mechanism to assist to develop anti-doping education and prevention programmes through the Fund for the Elimination of Doping in Sport managed by UNESCO.

Unit - 2

Arts and Aesthetics

Section - A The Performing Arts

Performing Arts are art forms in which artists use their body or voice to convey artistic expression - as opposed to visual arts, in which artists use paint / canvas or various materials to create physical art objects.

- In small groups, with the help of the definition and the visual name at least ten performing arts.
 - The teenage years are especially high stress times, with college life looming in the horizon. Everyday, teen pressures weigh on the young mind. The **incarcerated**¹ youth, then looks for a way to release their pent up emotions. How can performing arts de-stress you and in the process, help you lead a healthy and creative life? Share your views about the role of performing arts.
 - Study the invitation to a Performing Arts show. Identify what each line states.

1 The Musician's Magazine
2 proudly presents
3 *The Historic*
4 *Renegade String Quartet*
5 *Holiday Performance*
6 Friday, October 9
7 Saturday, October 10
8 Doors open at 7pm
9 \$15.00
10 Reynolds Music Hall
11 221 South 11th Avenue
12 Boise, ID
13 Join us for this special event, featuring John Ellinger,
14 Mary Edwards, Collin Johnson and Hugh Hawkins.
15 All proceeds will benefit the Kids for Music Fund.
16 Happy Holidays!
17 For more information, please call 555-123-4567,
18 e-mail us at info@renegadestringquartet.com.
19 renegadestringquartet.com

20 Your Image Here

¹confined

E.g: 1. *The name of the organizer*

- | | |
|-----------|-----------|
| 2. _____ | 3. _____ |
| 4. _____ | 5. _____ |
| 6. _____ | 7. _____ |
| 8. _____ | 9. _____ |
| 10. _____ | 11. _____ |
| 12. _____ | 13. _____ |
| 14. _____ | 15. _____ |
| 16. _____ | 17. _____ |
| 18. _____ | 19. _____ |

Create a similar invitation on behalf of your school in about 50-60 words. You may choose any art form such as dance, music, magic, drama, mime etc.

READING

2. (a) Read about the performing arts programme in a school.

1. Schools throughout the country or are now implementing performing arts as a part of their curriculum. The allure of theatre, dance, film, music and other forms of arts is that these activities allow children to express themselves in a safe, positive medium. Lifelong appreciation for art in many forms is cultivated through a school's performing arts programme. This cultivates a life long appreciation for art and art forms.
2. A school's performing arts programme exposes students to theatre, dance, music and other forms of art. Without the existence of a performing arts programme, students would have to venture outside of their everyday routine, and this would make the probability of their discovering an appreciation of fine arts more unlikely than if they attended a school that has a performing arts programme.
3. The performing arts programme helps hone the skills of young performers so that they will be prepared for the competitive world of performance. Schools such as Juilliard and Professional Performing Arts High School are geared toward this very purpose. They offer students exposure to acting, music, painting, printmaking and other facets of art. Students at these schools are held to a very high standard much like professional performers in the everyday world.
4. There are certain academic requirements that students must fulfill to be eligible to participate in performing arts. This encourages students to balance and prioritize their tasks so that they may reach their goals. Typically, the discipline needed to succeed in the arts is mirrored in academics. If a student cannot cultivate the ability to study lengthy materials in English class, he may not have the capability to study a work of Shakespeare in drama class. The usual grade requirement is a C average, which is attainable for most students who are willing to apply themselves in schoolwork.

5. By tapping into latent creativity, students can express their emotions in a healthy and creative way. Self-expression is something that teens can have difficulty with when they are unhappy and frustrated, with no outlet other than violence. The evolution of performing arts has allowed for positive self-expression even among troubled youth, as it promotes a positive way to relieve angst and displaced anger. This programme has seen positive progress and has the potential to give anyone who is willing a second chance at life through art.
6. Often, students in performing arts programmes are encouraged to involve their parents and seek their help. This is a great way to involve parents in the lives of their children. Parental involvement in the arts provides opportunities for the child and parent to bond.
7. The positive influence that performing arts have on students is important for more than a straight-laced academic route. The performing arts caters to creating well-rounded individuals who are able to express themselves freely.

Source: www.ehow.com>arts&entertainment

(b) Based on your reading, complete the following statements appropriately.

- (i) Theatre, dance, music and other forms of art help students.....
.....
- (ii) The young performers are prepared for the competitive world because
.....
- (iii) Performing arts encourage academic discipline because students learn to.....
.....
- (iv) These programmes have enabled the troubled youth to.....
.....
- (v) Involving parents in these programmes has benefited in two ways: They are
 - (1)
 - (2)

VOCABULARY

3. (a) Choose the word that can best replace each of the given words, in the context of the passage.
 - (i) hone : whet / sharpen / see/ thwart
 - (ii) allure : dull/brisk / repulse / offer
 - (iii) mirrored : dulled/ imbibe / barred / reflected
 - (iv) angst : friendship/ vigilance / out burst / anguish

- (v) venture : risk / radiate / clamber / discard
(vi) caters : expels / harbours / provides / confiscates

(b) Here are some words from the passage : *self-expression. straight-laced. lifelong*

These words were formed by combining two independent words. They are called *compound words*

- ▶ self + expression
- ▶ straight + laced
- ▶ life + long

Eg. The word *self* and *expression* when put together as one word forms an entirely new meaning. Some more examples: fingerprints, greenroom, dark-complexioned, feedback, fee booklet

(c) **Underline the compound words in the following news item**

The anti - bullfighting group Comite Radicalement Anti - Corrida (CRAC) and animal - rights organization DDA had asked the council to impose a nationwide ban by closing the loophole, allowing the tradition to continue in southern areas. Polls have generally indicated that about two - thirds of the French electorate would like to see bullfighting banned entirely. The sport has many passionate defenders, including French interior minister Manuel Valls, who enraged bullfighting opponents by insisting it is a tradition that should be saved. "It's something I love, it's part of my family's culture" said the minister.

(d) **Write ten more compound words** and share them with your class.

4. Write an **article** for your school magazine in about 150-200 words, about how performing arts can pave the road to professional success.

READING

5. *Rebecca M. Beal was born in Heidelberg, Germany in 1959. As a child her parents enrolled her in Art Instruction Schools. Later studying with a local portrait artist in the late 70's early 80's, introduced her to oils, which quickly became her passion. She continued some of her education at the University of San Juan, in Portrait Studies. The art completed while she was there, was donated to the school and sold at an auction.*

Sixteen years later she revels at how her life has changed—how those life altering events allowed her the time to explore her creative side, taught her to love what she does for a living, and gave her the chance to create an art career that has placed her art in the hands of collectors all around the world.

The interview with Rebecca.

Alyice: Why did you choose oil paints as your medium?

Rebecca: Shortly after high school, I began painting with a local portrait artist—this was my first introduction and experience with oil paints. I fell in love with the medium right away. I have tried others, but have always come back to oils.

Several of my contemporaries have moved to acrylics because of the toxicity of oil paint, mediums, and cleaners but I will probably never make that move. I love the richness of the colors.

Alyice: What do you wish you knew about oils before you got started?

Rebecca: I suppose I wish I had known more about the different mediums available to mix with oil paint.

I started with linseed oil but found it took such a long time to dry. I finally ordered several different kinds of mediums, and have settled on Gamblins Neo Megilp. It has a great consistency and dries within a couple of days.

Alyice: What is the best part about working with oils?

Rebecca: I love the way the paint flows, the variations I can capture, the ability to blend colours, and layer the paint. I have tried many mediums and some of the techniques I have learned. . . I bring back to my oil paintings.

Alyice: How do you choose the subject of your painting?

Rebecca: A lot of my subjects are from my travels.

I am an avid photographer. I love the ambience of Europe, the old buildings, and flowers are everywhere. Water has always been one of my favourite things so it is a natural in my paintings.

I love to express light. That's probably the one thing I have practised the most. Whether it is a sunny day or evening with lights shining, I try to notice everything. It is definitely the light that I want to stand out.



Alyice: What is your creative process like?

Rebecca: I practised certain techniques until they became automatic. Now, I do not practise technique everyday per say, but I do start 4, 5, or 6 canvases around a similar theme.

I generally formulate an idea in my mind, often inspired by the elements I see... a pot overflowing with flowers, a stunning sunset, or a European café. Then, I work the painting around it.

I go to my easel and start drawing with a wash of acrylics. Because they dry so quickly, I can easily change as my idea transfers to canvas. Quite often I finish with something very different than what I started with.

Alyice: How has your style changed over the years?

Rebecca: I have worked diligently (and still do) on becoming looser with my brush strokes. I used to spend so much time trying to get it exactly right. Now, I try to capture the essence.

When I started painting portraits, it was important to be exact; however my love is Mediterranean and European landscapes and seascapes. Born in Europe, I have a natural love for the ambience of the old world.

I study anything and everything I can find, I have successfully adapted some styles into my style and some I still struggle with today, like the palette knife. It is a wonderful way to add texture and I think people really love heavy paint; however, it is looser than I prefer and has not allowed me to create the depth I like.

I have been known to start and complete a painting upside down.

I start with my wash drawing, then apply colour in loose fast strokes. For this step, I use a large flat brush. My first colours are generally deeper colours or complementary colors than the ones that follow. Then, I take my time applying a lighter or brighter color.

I use a light hand here, so the textures of the paint and brush strokes are easily seen—not overworked. I create layers in my paintings, and sometimes I will put an unusual colour in places you wouldn't expect so it shows through the next colour adding interest and depth. It's a lot about the play and use of the colours.

Alyice: Do you ever experience creative blocks?

Rebecca: I am sure we all go through creative blocks—mostly I get tired I think. I paint 5 days a week; generally 8 to 10 hours a day. . . always seeking a better understanding of my media and subjects. So when a block happens I just let it be. I take a rest and wait for the next inspiration.

I have a lot of fun. I listen to music or a lecture, (I am fascinated with physics) and strive to keep a child's heart alive to experiment and never stop studying.

There are an abundance of artists on the web that gladly share from their experiences. As the saying goes practise, practise, practise. I think I have found my voice in technique, but I still love to try different colours or experiment with different techniques.

Once I found a YouTube video of an artist doing a time lapse palette knife painting, so I laid out my paints and started the video. I wish I had taped it; it would have been really funny to see myself all over the studio, arms swinging, paint flying everywhere. In 20 minutes I had a huge painting completed. It was fun; a great learning experience and a little sweaty.

Alyice: What, do you believe, is the key element in creating a good oil painting?

Rebecca: Key elements, for me, are a central focus point or the first place the eye is drawn into the painting. . . then to help the eye move through the painting.

Success is creating an energetic, but peaceful setting that I would enjoy seeing (visiting) every day—and completing this process by having someone connect with the work.

Alyce: What is the worst thing you've seen someone do to an oil painting, and what do you wish you could've told that artist?

Rebecca: Overworking the paint. If the colour doesn't work like you intended, use your turpentine to remove it (that's painting too) or wait until it dries. Keep the colours clean, not muddy.

(a) Based on reading of the interview, answer the following.

- (i) In your own words, briefly narrate the incident of Rebecca's initiation into art.
- (ii) What was the reason for Rebecca's choice of oil paints in her work?
- (iii) Elaborate on the subjects of Rebecca's paintings.
- (iv) What according to Rebecca are 'creative blocks'? How does she come out of them?
- (v) What are the key elements in creating a good painting?
- (vi) What is Rebecca's advice to an artist who works with oil paints?

(b) Choose the most suitable option.

- (i) The word **contemporaries** means
 - (a) people of same age
 - (b) living at the same place
 - (c) living or happening at the same time
 - (d) unfamiliar people
- (ii) The word **avid** means
 - (a) eager
 - (b) hungry
 - (c) shun
 - (d) mercenary
- (iii) I have **worked diligently**. Rebecca means that she is
 - (a) lazy
 - (b) lethargic
 - (c) industrious
 - (d) unsteady
- (iv) The word **essence** means
 - (a) not fair
 - (b) ordinary
 - (c) essential part
 - (d) unimportant

(c) Complete the following table based on your reading.

Name of the person	
Notes about growing up years	
Education	
Work experience	
Challenges	
Accomplishments	

6. **GRAMMAR REVIEW: Passive Voice**

Rewrite the sentences in the passive form.

(i) You will have to finish the work by tomorrow.

(ii) Why do you waste time?

(iii) Who teaches you English?

(iv) We hope that we shall win the match.

(v) The teacher punished the boys who had not done the homework.

(vi) People claim to have seen the suspect in several cities.

(vii) Somebody told me that there had been an explosion in the town hall.

7. **Speaking Skills:** Speak on the given topic for about 2-3 minutes. **Colours and paints can make your life colourful.** Present your views to the class with suitable examples.

Section - B The Blind Opera

1. (a) Name some famous blind people who excelled in visual arts.
- (b) What are the challenges that blind performers would face?

Share your ideas with the class.

READING

'Seeing the World In their Own Way' by Ranjita Biswas

1. You go up a rickety stairwell, dark even in the daytime. The building on crowded Nilmoni Mitra Street in north Calcutta has seen better days, like many others in this older part of the city. You enter a small room. The red cement floor is cool to the bare feet, reminiscent of a past era. The center of the room is empty but the corners are stacked with bedrolls, utensils, water bottles. Musical instruments, drums, cymbals, gongs are piled in a corner.



2. Today, the room is filled with the laughter of men and women in colourful attire. Two garlands of sweet-smelling flowers and boxes of sweets are arranged on a stool. Two members of the group are getting married. They exchange the garlands, bonding as husband and wife.
3. Somebody breaks into a lilting Bengali song. Among the happy chorus of congratulations and laughter you notice one difference. Both bride Chumki Pal and groom Sandeep Chatterjee are blind, as are most of the people surrounding them. Pal lost her sight at the age of two due to wrong treatment for an ailment. She is wearing a bright turquoise blue sari with gold trimmings for this memorable day. "I know it's blue because people have told me but I can't imagine how it looks. But believe me, when I dream, I dream only in colours," she says. Chatterjee is an undergraduate student majoring in music at Rabindra Bharati University. Their romance blossomed when they met as members of the Blind Opera, a performing arts group of Calcutta and the only one of its kind in the country as well as in Asia that consistently puts on shows like professional groups.
4. The 36 spirited members of Blind Opera, most of whom are totally blind, demonstrate that physical disability is not an obstacle. They enact plays such as *Raja* (King of the Dark Chamber) or *Raktakarabi* (Red Oleander) by Nobel Laureate Rabindranath Tagore, considered challenging even by veteran theatre groups.
5. Since it was launched, in 1996, Blind Opera has performed not only in Calcutta but also in other cities. The Opera is the product of four theatre *aficionados* - Ashok Pramanik, Debashish Choudhury, Subhashish Gangopadhyay and Prasanta Chatterjee who took it as a challenge to get together the talents of these visually impaired men and women. Except Chatterjee, who is a social activist, all of them used to be members of well-known theatre groups of the city but broke away to devote their time and energy to developing the Blind Opera concept.
6. Why the label "opera" for a drama repertoire? "Well, in older days our plays were all in opera style," says director Gangopadhyay. "There was singing, dancing and dialogues accompanied by instrumental music. And that's what we do."
7. The idea of the Blind Opera germinated in 1994 when they conducted a workshop at the Calcutta Blind School at Behala in the southern fringe of the city to produce the play *Jata Durei Jai* (However Far We Travel) for its centenary celebration. After the event, the participants wanted to continue their training in performing arts.
8. The challenge to present the cast on stage is immense since space management is a problem. To solve this, the directors used ropes to separate the stage and the wings. When the actors step on the rope they know that it is the entrance to the stage. Gangopadhyay says that even though the members cannot see, they can smell, hear and touch-three elements inherent to any theatre. "At Blind Opera, we believe that the blind can see. That is, they see in their own way, if not in our way, with the help of these abilities."
9. Gangopadhyay believes that, for the visually impaired, theatre is the best medium for expression of their creative urges. "They respond instinctively; they cannot copy anyone

else because they cannot see. Their body language tells the story and hence it is very spontaneous." The cast of Blind Opera challenges the audience to judge them on their merits and not condescendingly. In the beginning there was apprehension even among the founders: were the productions going to be considered "artistic," or remain just "productions"? To their credit, the members have earned kudos from Kolkata audiences. All the members take part in the productions, no one is left out and it is very democratic.

10. However, when they conceived the idea of such a group, the foursome did not visualize it as just a performing arts troupe. Though artistic qualities were given due importance, the focus was more on "drama therapy" through which they could communicate better with the world around them.
11. For the members of the troupe, discovering the language of the body is in a way also a journey of the persona. Coming from diverse backgrounds but bound together by the same disability, they have found an outlet for their creativity through the plays. They do not feel isolated anymore because they can relate to their fellow performers.
12. Blind Opera does not stand isolated from other disabled groups, either. Since 2000, it has been organizing Pratibondhi or Prantik Natyotsav, a theatre festival of the disabled and marginal. "By the marginal," says Pramanik, "we mean those discarded or ignored by society, like street kids, under-privileged children etc., who do not get an opportunity to perform on a common platform."
13. One day of the festival is marked as a *paan-supari utsav* (betel nut festival). On this day, different groups exchange the traditional symbols of friendship, an effort at bridge-building within the community.
14. There is also a greater purpose behind it: to use theatre to build a community and mainstream the huge number of disabled living in isolation. Together they can be a force to demand better facilities in public life. Without such help, a blind person can experience theatre only through the whispered asides of a sighted companion. Pramanik also believes that blind children should enter the mainstream from the beginning and take part in as many physical activities as possible. "Often, parents hide away a child with a disability or don't give as much attention. If you suddenly want a grown-up boy to play football, for example, he cannot because by that time his body is too sedentary and he cannot respond."
15. The big dream of the group is to establish a Natya Vidyalay, a drama school following the ideal of Tagore's Santiniketan, offering a platform for creative expression of the disabled and marginalised—all those who are economically and socially forced to stay in the periphery. Like Chumki Pal, they all dream in colour.

1. (a) **Answer the following questions briefly.**

- (i) The setting of the building and the mood of the inmates are diametrically opposite. Why?
- (ii) Chumki Pal says, "... when I dream, I dream only in colours," What does she mean?

- (iii) Physical infirmity has not proved to be a hurdle in the lives of these inmates. Give reasons.
- (iv) Who does the opera owe its inception to?
- (v) How does the 'opera' get its name?
- (vi) What is the greatest hurdle in stage management? How is it overcome?

b) Find the words from the passage which mean the opposite of

- (i) Firm (para 1) : _____
- (ii) Withered (para 4) : _____
- (iii) Enhanced (para 11) : _____

2 SPEAKING

Learning a new skill such as painting a picture, playing an instrument, or riding a skateboard can be challenging. Think of a time when you learned a new skill or taught someone else a new skill. What happened? Why was this experience a challenge to you? Describe your experience to the class.

3. GRAMMAR REVIEW: Fill in the blanks with the passive form of the given words.

Three possible plays _____ (select) and Mohan's friends _____ (divide) into groups. Views _____ (exchange) and a decision _____ (take). Once the script was ready the cast _____ (select). Auditions _____ (held) and a preliminary selection _____ (make). After the final choice _____ (made) and the roles _____ (assign). Finally the rehearsals _____ (plan).

4. VOCABULARY

Read the article that appeared in the national daily.

JUST A CLICK AWAY!

Ace fashion and celebrity photographer, Anil Soman shares his success mantra. Excerpts from an interview...

ON DISCOVERING HIS PASSION: I loved gadgets since childhood, especially the camera. I enjoyed carrying a camera to school picnics and clicking lots of pictures. Gradually, my passion for photography developed and intensified.

HEADSTART INTO PHOTOGRAPHY: I bought a semi-professional camera when I was in class X. I began reading a learner's guide to photography to understand the basics of shutter speed aperture etc. Once I completed class XII, I decided to pursue my graduation through correspondence so that I could focus on photography full time. It was an experimental endeavor for me as photography was not appreciated as a mainstream career choice in those days. I was 16 years old when I began assisting a professional photographer to pursue my dream, I took training for four years until I started practising on my own.

FROM BASIC TO PROFESSIONAL KNOW-HOW: While training under someone, you cannot expect to be taught every minute detail. Know the basics in advance. Self-study is very important. I didn't join any photography school. Keep a camera handy while reading on photography. I used to do my homework by reading a lot of books to know technical terminology and camera parts, before heading to my guide. Books like Michael Freeman's *The Photographer's Eye*, *The Photographer's Mind* and international magazines like *American Photo*, *Popular Photography* are very helpful to hone one's photography skills.

ON OPTING FOR THE UNCONVENTIONAL: It is important to have faith in yourself, especially if you are trying something unconventional. I took a bold step by choosing photography as my career 25 years ago, when it was very difficult to set up my own studio and buy expensive camera equipment. But things fall in place if you are good at your work and keen to learn too. Don't be afraid to face challenges. Read, explore, improvise and evolve. Attending a professional photography school helps but it is not mandatory. Self-help is the best way to excel.

Don't choose photography as a career for the sake of money/glamour. Enjoy the art and take it up as a profession only if it goes beyond the framework of a mere job for you. It should be your passion. You can't afford to stagnate. Compete with yourself. Learn as much as you can.

Keep a camera handy while reading about the basics of camera and photography. Practise a lot to polish your skills at still - photography. Remember that self-study is the key to success. Read a lot, explore and improvise. I feel that attending a professional photography school helps but it is not mandatory. Self-help is the best way to excel. Hard work pays if you pursue your goal with zeal and vigour.

2. The following words are from the article. Choose the correct synonym of the word from the given options.

- | | | | | |
|--------------------|---|-------------------|--------------------|------------------|
| (a) ace | : | (i) world class | (ii) second rate | (iii) ordinary |
| (b) endeavour | : | (i) manage | (ii) exertion | (iii) effortless |
| (c) improvise | : | (i) discover | (ii) unconditional | (iii) create |
| (d) unconventional | : | (i) eccentric | (ii) official | (iii) authorised |
| (e) mandatory | : | (i) discretionary | (ii) unimportant | (iii) compulsory |
| (f) stagnate | : | (i) lazy | (ii) decay | (iii) inflate |

3. **WRITING:**

A **Photography Workshop** was conducted in your school by Ace Fashion and Celebrity photographer, **Steven Bali**. As the Student Editor, write a **report** for your **school magazine** in about 150-200 words about the workshop.

Section - C

An Outsider Art

1. (a) Study these pictures.



- (i) What do you think, are these pieces made of?
- (ii) Make a list of some items which are considered waste.
- (iii) How would you define 'Art from Waste'?

Share your ideas with the class.

READING

- (b) **Neck Chand, the creator of the Rock Garden of Chandigarh.**

1. One day in the early 1960s, Nek Chand, a humble transport official in the north Indian city of Chandigarh, began to clear a little patch of jungle to make himself a small garden area. He set stones around the little clearing and before long had sculpted a few figures recycled from materials he found at hand. Gradually Nek Chand's creation developed and grew; before long it covered several acres and comprised of hundreds of sculptures set in a series of interlinking courtyards.
2. After his normal working day Chand worked at night, in total secrecy for fear of being discovered by the authorities. When they did discover Chand's garden, local government officials were thrown into turmoil. The creation was completely illegal - a development in a forbidden area which by rights should be demolished. The outcome, however, was the enlightened decision to give Nek Chand a salary so that he could concentrate full-time on his work, plus a workforce of fifty labourers. Nek Chand's great work received immediate recognition and was inaugurated as The Rock Garden of Chandigarh.



Now over twenty five acres of several thousand sculptures set in large mosaic courtyards linked by walled paths and deep gorges, Nek Chand's creation also combines huge buildings with a series of interlinking waterfalls. The Rock Garden is now acknowledged as one of the modern wonders of the world. Over 5000 visitors each day, some 12 million people so far, walk around this vast creation - the greatest artistic achievement seen in India since the Taj Mahal.

3. The place he chose for his exotic kingdom had been designated as a land conservancy, where any kind of building was forbidden. Nevertheless, there he built a miniature world depicting Indian village life, as well as a fantasy kingdom of palaces, pavilions and other structures.

Ten years later, in 1975, city inspectors stumbled across this illegal construction in the forest. The Chandigarh bureaucracy wanted it destroyed. Nek Chand's creations occupied government land that had been set aside as green space between the government buildings of Le Corbusier and the city proper. When word spread, hundreds of people found their way through the forests to see this enchanted kingdom. After much debate, the Chandigarh Landscape Advisory Committee relented and allowed Nek Chand to open his creation to the public.

Think as you read

- (i) Do you think Nek Chand's aesthetic sense / creativity was recognized? Give reasons.
- (ii) Mention some traits of Nek Chand.

4. In order to safeguard the sculptures and still make the pieces available for public viewing, Nek Chand placed them on high sloping terraces connected by pathways and divided by tile-embellished walls with narrow, low doorways. Most of the sculptures are smaller than life size and range in subject from human figures to monkeys, peacocks, elephants, bears and many imaginary creatures.

In another section of Phase II, Nek Chand created a miniature village with shops, houses, paths, temples and a cascading waterfall. This make-believe world is enhanced further by the trees, vegetation and birds that inhabit the remaining forest. Hundreds of birds live in the garden, using the small nooks and crannies as nesting places.

5. In Phase III, Nek Chand's work has become monumental in scale. He works without formal plans but directs his workers to construct what he describes. The heart of this section of the garden are the "great swings," dozens of swings that hang from huge concrete arches resembling ancient Roman aqueducts. Each of the swings can hold several people at once, and visitors take pleasure in this activity. Phase III also has several pavilions for soft rag sculpture displays, an aquarium and an open-air theater.

Work continues on this section of the garden with additions to the inner boundary wall, more swings and a planned small museum. Nek Chand has not yet revealed all the details for what he says will be the most spectacular part of the Rock Garden. The elements of the garden appear to have been there many years, even though, for the most part, they are of recent construction.

In 1996, while Nek Chand was on a lecture tour of Europe and the United States, local officials did not prevent vandals from damaging hundreds of sculptures. This destruction halted the ongoing construction of Phase III. However, since this unfortunate incident, significant steps have been taken at local and international levels to guarantee that Nek Chand's vision will be completed and preserved for future generations.

Today, Nek Chand is revered as a national hero. Nearly 3,000 people visit the garden daily, making it the most visited folk art site in the world and one of the most visited tourist sites in India.

Anton Rajer

(c) On the basis of your reading, answer the questions briefly.

- (i) Why was Nek Chand's creation considered illegal?
- (ii) Which things comprised his garden kingdom?
- (iii) Which waste items were used by Nek Chand for decorating his exotic kingdom?
- (iv) Why was Nek Chand called "an untutored genius"?

(d) Complete the following table.

Phases	Nek Chand's work
I	
II	
III	

2. WRITING

You school organized an **Educational Trip** for classes XI and XII to Chandigarh. You were mesmerized by the wonderful pieces of sculpture i.e The Rock Garden of Chandigarh. Being a **Cultural Incharge** you wish to do something with trash in your school. Your teacher has given you a set of instructions to plan your activity using the given clues. **Work in groups, discuss and decide**

Clues:

- ▶▶ Answering all the WH questions i.e. what, when, where and also suggesting the name
- ▶▶ Permission letter - Seeking permission from the Principal
- ▶▶ Circular, notice, designing pamphlet
- ▶▶ Awakening the masses (parents and neighbourhood)
- ▶▶ Framing of an invitation card for the chief guest and parents
- ▶▶ Display of exhibits
- ▶▶ Receiving Feedback Forms from the visitors

3.1 Keeping in mind the set of clues in activity 2, make a plan of action

- ▶▶ Name of the event : _____

- ▶▶ Date and place : _____
- ▶▶ Chief Guest : _____
- ▶▶ Invitation : _____

DRAFTING A PAMPHLET

1. Pamphlets are an important way of giving information to the community. They are drafted to:
 - mobilise people to support your cause
 - advertise a meeting or specific event
 - popularise your slogans and messages.
2. **Essential points about pamphlets.**
 Pamphlets should be used when you want to give people more information, for example to:
 - explain an issue to the community
 - inform people of their rights
 - win support for a campaign you are running
 - win support for your organisation's point of view
3. **How to draft a good pamphlet**
 Before you start make sure that you
 - discuss the purpose, the message, the target audience and the content.
 - Attractive and eye catchy headline
 - Keep your language simple by avoiding long words and jargon.
 - They should be short and simple.
 - Do not make the layout too dens
4. Leave some space in between for pictures.

Example -1:

HEY KIDZ, ENJOY THE PLEASURE OF A
 UNIQUE TWIN SUMMER CLUB
 at the
 Montessori Public School, Delhi

Sports...S.S.S Fever...R.R.R

Let's Chill Out in Summer !!!!!
 HOW ????
 Come on Let's Play
 Badminton, Volleyball, Lawn Tennis, Cricket & Many More
 With Specialized Coaches

Example -2:

MASTI MANIA

LET US BEAT THE HEAT BY SWAYING TO THE BEATS.....

AND

*FOLLOW THE FOOTSTEPS OF SHIAMAK DAWAR AND SAROJ KHAN
AND IF YOU ARE INTERESTED IN PAINTING YOUR IMAGINATIONS...*

WOW !

The canvas of MPS is waiting for your masterstroke.

Contact : Teacher Incharge,
Montessori Public School, Delhi

Details Overleaf...

About Formal Invitations

Read the following lines and find out.

- ▶▶ *How about coming to my house on Sunday for dinner?*
- ▶▶ *Hello, I am throwing a party on Saturday. Can you come?*

The reply to the invitation would be thanking and accepting or saying sorry and making an excuse.

For example:

- ▶▶ Thanks a lot, *I'll* surely come. or Oh sorry, it won't be possible. I have an urgent meeting.

But, sometimes, people use statements and expressions that appear like invitations but are not real invitations. For example:

- ▶▶ Do come for a cup of tea someday.
- ▶▶ Let's have lunch together.

These are polite ways of conversation, but not real invitations. They do not make a specific mention of date or time. It is extremely clear that the person is trying to be friendly.

To reply to such statements people just say 'Oh Sure' or 'Thanks'.

On reading the given statements, the **real difference** can be noticed **between an invitation or something that sounds like an invitation.**

Invitations are extended to people for numerous occasions, among them are

- | | | | |
|---|---------------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Marriage anniversaries | <input type="checkbox"/> Weddings | <input type="checkbox"/> Farewells | <input type="checkbox"/> Success |
| <input type="checkbox"/> Birthdays | <input type="checkbox"/> Achievements | <input type="checkbox"/> Engagements | <input type="checkbox"/> Festivals |
| <input type="checkbox"/> New Year Celebrations | | | |

Example -3:

You want to invite your friend to celebrate your brother's selection to a course of his choice in a prestigious college. Your parents are throwing a party for the same.

➤ **Discuss with your partner**

How did you start your conversation?

- What was your tone? (Formal or Informal)
- How did your friend respond? (Accepted or Declined)

Formal Invitation - Printed

➤ **Points to remember**

- (i) Formal Invitations are sent to relatives, acquaintances, and friends (social occasions).
- (ii) Simple and elegant cards are preferred. They are written in third person.
- (iii) Abbreviations are not used.
- (iv) The subject matter is written in an indent style.
- (v) Punctuation is not necessary at the end of a line.
- (vi) Invitations carry the full name of the guest. For example - Mrs and Mr A. Kumar
- (vii) The abbreviation R.S.V.P. (Repondez s'il vous plait). It is French term which means please reply.
- (viii) It is put in a box
- (ix) The word limit is 50 - 60 words.

Important points to be included in a Formal Invitation - Printed

- (i) The name(s) of the host(s) issuing the invitation.
- (ii) The standard expressions are used - "Request the pleasure of your company", "Solicit you benign presence, cordially invite you"....
- (iii) Reason of the invitation
- (iv) Time and date of the invitation
- (v) Venue of the event
- (vi) If it is an official function, then the name of VIP or chief guest holds a prominent place
- (vii) Date of issuing the invitation is not mentioned
- (viii) There is no signature
- (ix) The simple present tense form is used.

- 3.2 Q. You are Incharge of the cultural activities. Your school is going to put up an exhibition in the school premises. Draft a letter in about 50-60 words, inviting Dr. B.C. Sabata, Senior Scientific Officer, Department of Education, Government of NCT of Delhi, to be the chief guest for the occasion.

Example -4: Letter of Invitation

Dr. B.C. Sabata
Senior Scientific Officer
Deptt of Education
Govt of NCT Delhi
10 March 2014
Subject: Invitation to the Science Exhibition 2014

Dear Dr. Sabata

We are highly honoured to invite you to be the Chief Guest for our School Exhibition which is to be held on _____ from _____ p.m. onwards.

Kindly accept our invitation to preside over the programme.

Yours faithfully

XYZ

Incharge of Cultural Activities

Example -5: Acceptance of Invitation

The Cultural Incharge
XYZ Public School
Delhi
11 March 2014
Subject: Acceptance of Invitation

Dear Sir/Madam

Thanks for inviting me as the Chief Guest for the School Exhibition which is to be held on _____ from _____ onwards. I am pleased to confirm my presence at the programme and look forward to meeting your staff and students.

Yours faithfully

sd/-

Dr. B.C. Sabata
Senior Scientific Officer

Example - 6: Cultural Activities

Teacher Incharge
XYZ Public School
Delhi

11 March 2014

Subject: Invitation to Science exhibition 2014-regret

Dear Sir/Madam

Thanks for inviting me as the Chief Guest for the School Exhibition which is to be held on _____.
I regret to inform you that some unavoidable previous engagements keep me tied down that day.
I wish you, your staff and students the very best.

Yours faithfully

sd/-

Dr. B.C. Sabata

Senior Scientific Officer

Example - 7: Formal Invitation (Printed)

*The Principal, Staff and Students
of*

Boston Public School, Delhi

*Cordially invite you all on the
Annual Function*

on

15 September, 2013

at

5:00 p.m.

at the

School Auditorium

Smt. Kiran Walia

*Hon'ble Minister of Education, Government of NCT, Delhi
has kindly consented to be the Chief Guest.*

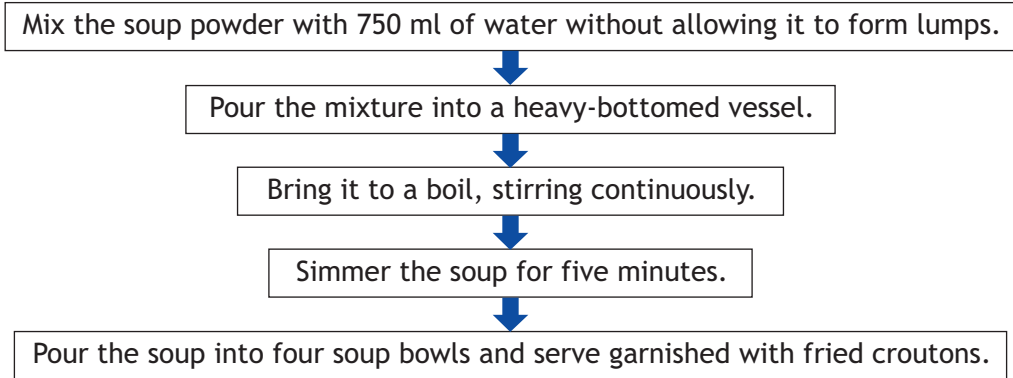
R.S.V.P.

*Programme
Overleaf*

WRITING

- 3.3 A grand exhibition **Sambhuti - Celebrating innovations** is going to be put up in your school to provide a platform for showcasing the creativity of students. Draft a **formal invitation** to be sent to parents and other invitees. **Dr. B.C. Sabata**, Senior Scientific Officer, Department of Education, Government of NCT of Delhi is the chief guest of the occasion.
4. **GRAMMAR REVIEW: Passive Voice**

Given below are instructions for making soup. Use them to complete the paragraph that follows.



The packet is opened and the contents (a) _____ with 750 ml of water, without allowing it to form lumps. The mixture (b) _____ into a heavy-bottomed vessel. It (c) _____ continuously and (d) _____ to a boil. Then the soup (e) _____ on a slow flame for five minutes. Finally before the soup (f) _____ it (g) _____ into soup bowls and (h) _____ with fried croutons.

LISTENING

- 5.1 On the basis of your listening of the passage, complete the following statements.

- (a) Warli Art was discovered in _____.
- (b) They are painted on _____.
- (c) The themes depicted are _____.
- (d) The Warlis are short in stature with _____.
- (e) The main occupation of the Warlis is _____.
- (f) They also do other jobs such as _____ and repairing roads for the government.
- (g) Women too give a helping hand by _____.
- (h) Warlis live in the _____ of the country and are confined to their own _____.

- 5.2. State whether True or False.

- (a) Katkari painting is the main occupation of the Warlis. _____

- (b) The Warlis use different colours to decorate their paintings. _____
- (c) Wheat is the main crop of the Warlis and is harvested twice a year. _____
- (d) The Warlis narrate mythological stories in their paintings. _____
- (e) The Warlis also work in brick factories. _____

Section - D An Accomplished Filmmaker

1. *Theatre and films can bring about a sea change in the life of a waiver. Discuss in groups and share any theatre show or a film that has had a great impact on the life of a person.*

READING

Biographical sketch of the film maker, Mira Nair.

2. Films, like 'Salaam Bombay', 'Monsoon Wedding', 'Vanity Fair' and 'The Namesake', and recognitions like Golden Lion and UNESCO awards are just a few feathers in her cap. Mira Nair, the queen of cross-cultural films, who dared to deviate from the mainstream cinema only to steal the spotlight with her *avant-garde* celluloid undertakings, is genius personified. An Indian director, who successfully carved a niche for herself in the realms of short films, documentaries and feature films with her intense, novel, and at times controversial approach, Mira Nair's feat in the domain of film-making remains unparalleled to this day. Some of her best celluloid feats include her debut documentary 'India Cabaret', the zingy 'Salaam Bombay', the award-winning interracial love story 'Mississippi Masala', and much-loved 'Monsoon Wedding'. Mira's movies are never short of creative excellence, be it about social issues or her biographical foray on the life of Amelia Earhart in the film 'Amelia'. Mira has never cowed from broaching into the unfamiliar territory, a thing that has come to be the USP of her films today. A recipient of several prestigious national and international awards and nominations, the name of Mira Nair truly deserves to be etched in gold in the domain of cross-continent films.
3. Mira Nair was born in Rourkela, in a humble Punjabi family on October 15, 1957. Her father was a government official and her mother was an active social worker. She was the youngest of the three kids. As a child, she received her basic education from Loreto Convent, Tara Hall, in Shimla, where she developed her passion for dramatics and theatre. She later went on to study sociology in Miranda House, Delhi University. Soon after, in 1976, she moved to Harvard University to study sociology. During her initial college days, Mira actively participated in several political street theaters for a drama club before she moved on to the US. There she met Mitch Epstein, a photographer and Sooni Taraporevala, a screenwriter, who fired up her enthusiasm for movie making.
4. Even during her university days, Mira knew that she wanted to be a filmmaker. However, making conventional mainstream 'masala' movies was never on her cards. She debuted with television documentaries like 'Jama Street Masjid Journal', and 'So Far From India', before she made it big in the celluloid world with her debut feature film 'Salaam Bombay'. Though Mira won a string of awards including the Blue Ribbon Award for her documentary

film 'Indian Cabaret' that revolved around the lives of workers in clubs, 'Salaam Bombay' was her biggest breakthrough. The movie won her several national and international awards and was nominated for Academy Award for Best Foreign Language Film and BAFTA Film Award. 'Salaam Bombay' not only established her as a successful director, but also made her the most sought after Indian director in the international film fraternity. In 1989, she started her own production house called Mirabai Films under which she produced several box office hits. Two years later, in 1991, she garnered applause for her work in the movie 'Mississippi Masala', which cast light on inter-racialism in American society. With this flick, Mira proved her forte in mainstream commercial movies and received great adulation from her critics. In the following years, she delivered a slew of successful cinemas of which 'The Perez Family', 'Vanity Fair', 'Monsoon Wedding', 'The Namesake', and 'Amelia' remain as her *chefs-d'oeuvre*.

5. Achievements and Awards

The account of the prestigious awards that Mira Nair has won is hard to keep, as they seem to grow with every film. Mira Nair hit gold with her very first feature film 'Salaam Bombay', which was nominated for Academy Award for Best Foreign Language Film in 1988 and have received coveted honors like Camera D'Or (for best first feature) and the *Prix du Publique* (for most popular entry) at the Cannes Film Festival. Her groundbreaking film 'Mississippi Masala' won three awards at the Venice film festival. 'Monsoon Wedding', Nair's biggest commercial success till date, has won the Golden Lion award at Venice Film Festival and was nominated for Golden Globe award for Best Foreign Language Film. Apart from this, Mira Nair has bagged several prestigious nominations for her films including Academy Awards, Golden Globes, BAFTA Awards and more.

Source: www.indobase.co

- 2 (a) On the basis of your reading, make **notes** using a suitable format.
- (b) On the basis of the notes, make a **summary** in about 80-100 words.
- (c) Match the items in columns A and B:

Words	Meaning
slew	motion picture / film
chaotic	veer
adulation	frightened
celluloid	muddled
cowed	adoration

SPEAKING

3. Present your views on the theme: **Influence of films on culture and attitudes.**

Section - E Reviewing a Film

READING

1. Read the review of Mira Nair's movie "Monsoon Wedding".



Directed by	Mira Nair
Produced by	Caroline Baron Mira Nair
Written by	Sabrina Dhawan
Starring	Naseeruddin Shah Lillete Dubey Shefali Shah Vasundhara Das Vijay Raaz Tillotama Shome
Music by	Mychael Danna
Cinematography	Declan Quinn
Editing by	Allyson C. Johnson
Studio	Mirabai Films
Distributed by	USA Films
Release date(s)	August 30, 2001 (première at Venice)
Running time	114 min
Language	English, Hindi, Punjabi
Budget	US\$ 1,200,000
Box office	US\$ 30,787,356

1. Monsoon Wedding is a 2001 film directed by Mira Nair and written by Sabrina Dhawan, which depicts romantic entanglements during a traditional Punjabi wedding in Delhi.
2. Writer Sabrina Dhawan wrote the first draft of the screenplay in a week while she was at Columbia University's MFA film program. *Monsoon Wedding* earned just above \$30 million at the box office.^[2] Although it is set entirely abroad and the film was an international co-production between companies in India, the United States, Italy, France, and Germany. The film won the Golden Lion award and received a Golden Globe Award nomination. A musical based on the film is currently in development and is scheduled to premiere on Broadway in April of 2014.
3. The film's central story concerns a father, Lalit Verma (Naseeruddin Shah), who is trying to organize an enormous, chaotic, and expensive wedding for his daughter, Aditi (Vasundhara Das), for whom he has arranged a marriage with a man she has known for only a few weeks (Parvin Dabas as Hemant Rai). As so often happens in the Punjabi culture, such a wedding means that, for one of the few times each generation, the extended

family comes together from all corners of the globe including India, Australia, Oman, and the United States, bringing its emotional baggage along.

4. It is a story set in the modern upper-middle class of India, where telecommunications and a western lifestyle mix with old traditions, like the arranged wedding young Aditi accepts. The groom is an Indian living in Texas, and all relatives from both families, some from distant places to New Delhi during the monsoon season to attend the wedding. The four-day arrangement and celebrations will see clumsy organization, family parties and drama, dangers to the happy end of the wedding, and lots of music.

WRITING

2. (a) **The class is divided into four groups. Each group watches one of the following films or any other English film approved by the school.**

These are the names of four films -

- | | |
|-------------------------|--------------|
| (i) Home Alone - Part 1 | (1990) |
| (ii) To Sir, with Love | (1967) |
| (iii) The King and I | (1956, 1999) |
| (iv) Baby's Day Out | (1994) |

Each group writes a **Film Review** of the film. The students discuss it in class. A group representative presents the central message of the film in about 2 or 3 minutes.

- (b) You are looking for a suitable accommodation for the cast and crew for three months in a quiet area of Bengaluru. Draft a suitable **advertisement** to be published in the classified columns of **The Times of India** for the **Accommodation Wanted** column in about 50-60 words.
- (c) As a famous filmmaker, you are looking for a **camera man/actor** for your film studio. Draft a suitable classified **advertisement** in about 50-60 words to be published in the national daily for the **Situations Vacant** column.

SPEAKING

3. On the basis of the Film Review written by the group, pick out moral conflicts in the film you have viewed. Discuss with your partner how to resolve the conflict/s.
4. (a) **On the basis of your listening to the text about a traditional dance form of Tamil Nadu, complete the following statements.**
 - (i) Bharatanatyam was previously performed _____.
 - (ii) _____ introduced group performances and founded _____ in 1936.
 - (iii) There are _____ kinds of Bharatanatyam such as _____

- (iv) It is a solo dance with two aspects which are _____ and _____.
- (v) Ananda Tandava symbolizes the dance of _____.

(b) State whether True or False.

- (i) Dancers have to wear delicate jewellery during the performance. _____
- (ii) The music played in the performance is in the Carnatic style. _____
- (iii) Bharatanatyam is considered as a Fire Dance. _____
- (iv) Bharatanatyam is the most popular Indian Classical Dance of Orissa. _____
- (v) It is a dance which depicts expressions, emotions and portrays a specific character. _____

Listening Script - 01

CULTURE TALK-DECODING BHARTANATYAM

Bharatanatyam is one of the most popular and widely followed Indian classical dance styles...

Origin. The ancient classical dance of Tamil Nadu owes its origin to Sadir, the art of temple dancers of devadasis during the 19th and 20th centuries.

Characteristics : Viewed as an act of devotion, it is an embodiment of music in visual form and was previously performed only within temples. It is commonly considered to be a fire dance (fire being one of the five elements) and therefore, the movements of the dancer relate to that of a dancing flame. As in Sadir, Bharatanatyam is characterized by graceful, tender and sculpturesque poses, it is solo dance with two aspects - the feminine side or lasya which includes graceful movements, and the masculine aspect or tandava ananda thandavam which symbolizes the dance of the Hindu deity Lord Shiva (in the form of Nataraja). There are three kinds of Bharatanatyam: Nritta is a pure dance without any emotions and explores a meaning through its fiastas; and Natya which is the portrayal of a specific character.

Bharatanatyam Exponents : During Marathi King Sarabhoji's reign in Tanjore, four brothers, Chinnayya, Ponniah, Sivanandam and Vadivelu evolved the dance form as it is known today. Their descendants became Bharatanatyam teachers in Tanjore. It was Rukmini Devi Arundale who introduced group performances and founded the Kalakshetra school in 1936. She was also one of the earlier teachers to teach it to men. Other notable exponents include Dr. Padma Subrahmanyam, Alarmel Valli Yamini Krishnamurthy, Vani Ganapathy, Shobana, Anita Ratnam, Mrinalini and Mallika Sarabhai, Ram Vaidyanathan.

Elaborate Costume and Music : Dancers have to wear heavy jewellery, including anklets known as temple jewellery, during the performance. The costume is charming and elaborate and usually includes a heavy saree draped in a unique manner. The music accompanying a performance is in the Carnatic style. Some typical instruments like mridangam (*drum*), nagaswaram (*long pipe horn*), flute, violin and veena [*string instrument*] are used.

Listening Script - 02

WARLI ART

The tribal (*Warli, Malharkoli, Kokani, Katkari*) of Thane district in Maharashtra make Warli paintings. They do not consist of the myriad primary colours, so intimately associated with folk painting in India. Instead they are painted on an austere brown surface with the use of only one colour-white. The only exception are red and yellow auspicious dots which are used to decorate the painting. The first impression of sobriety, however, is countered by the ebullience of the themes depicted. Men, animals and trees form a loose, rhythmic pattern across the entire sheet. This results in a light swinging and swirling movement, describing the day to day activities of the Warlis. Warli art was first discovered in early seventies. In many important respects, it was different from the folk and tribal idiom known to urban India till then. It did not narrate mythological stories.

Warli painting though essentially the same, depicting the marriage ceremony with the vegetation goddess in the center, her guardian in a side cauk and a surrounding landscape in which the preparations for the wedding are taking place, are far from repetitive for there are considerable differences in form and content between one area and another. The Warlis are short in stature with dark, burnt complexions and broad physical features. They share a common religious awe of the Tiger God and roughly carved wooden statues of him can be found installed in all parts of the district. Agriculture is their main occupation and provides bare sustenance to the Warlis. With paddy as their main crop, harvested once a year, there is little or no surplus for the coming year. An average of two to three acres for a family of five is barely sufficient for the year and the summer months find the Warlis looking for part-time jobs. The men of the family work during summer on other farm, constructing bunds, in bricks factories, repairing road for the Government or with the forest department. The women lend a helping hand by cutting grass to be sold in the market.

The rough and rugged foothills of the Sahyadri range, which comprise the main part of Thane, afford easy refuge to those who shun contact with the outside world. The undulating landscape, leading to higher and more invincible hills in the east which forms a natural boundary between Thane and the rest of the state. The Warlis live in the rugged part of the country and keep much to themselves and have their own social organisation. There is no caste differentiation among them.

Source : adiyuva.wordpress.com

Unit - 3

Inventors and Inventions

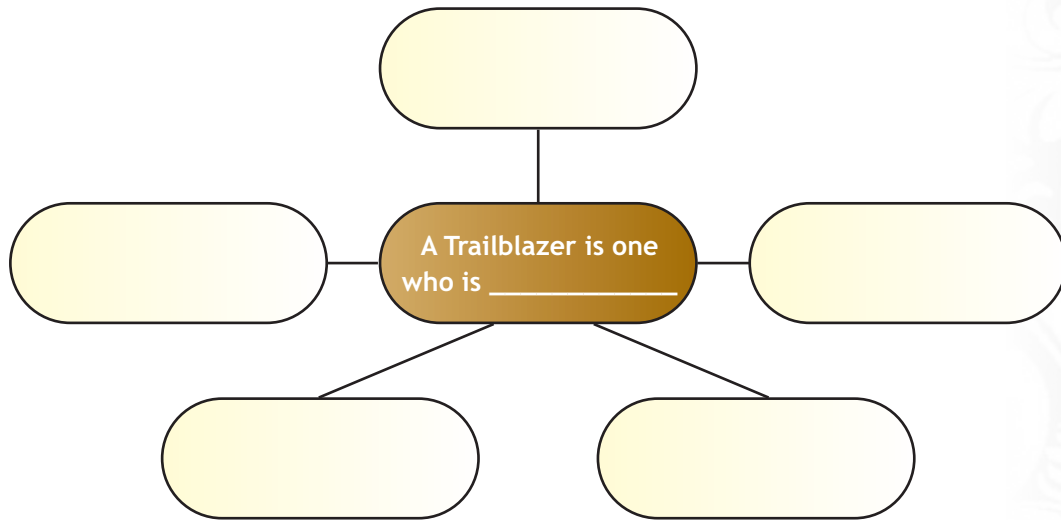
Section - A

Trailblazers

1. Here are some items from our daily life. Who invented them? Match the invention to the inventor.

Invention	Inventor
computer mouse	Robert Adler
microwave oven	Tim Berners-Lee
compact disc	Johann Vaaler
polyethylene teraphthalateplastic	Douglas Engelbart
zipper	Charles Goodyear
TV wireless remote	Lyda Newman
band-aid	Steve Jobs and Steve Wozniak
telephone	Gideon Sundback
World Wide Web	Earle Dickson
vulcanized rubber	James Russell
paper clip	Percy Spencer
personal computer	Levi Strauss
blue jeans	Nathaniel Wyeth
synthetic hairbrush	Alexander Graham Bell

2. (a) The dictionary definition of a trailblazer is “a leader or pioneer in a particular field.” Who, do you think, would be a trailblazer in the field of science?
 (b) What do you think are the qualities that go to make a trailblazer?



- (c) Based on the criteria above and your own views, write your definition of a trailblazer and share it with your partner.

Does his/ her definition tally with yours?

In my opinion, a hero is someone who

.....

.....

3. **READING**

- (a) Now read about some famous people and note the qualities that made them trailblazers.

1. **Galileo Galilee** was an Italian astronomer and physicist who lived from 1564 to 1642. He was the first to use a telescope to observe the stars and planets. Earlier in the century, another astronomer named Nicolaus Copernicus had theorized that the Earth and other planets travelled around the sun. This was an important theory because it suggested that the earth was not the centre of the universe, as previous generations had assumed.
2. As a result of his own study, Galileo decided to support Copernicus' view of the solar system. At that time, the Catholic Church was as powerful as the most stringent dictatorship today. Everything that was done or said or thought had to be pre-approved by the Church. The Pope allowed Galileo to write a book on his views. Then

one of Galileo's enemies caused him to go before an Inquisition, saying that his discoveries went against the Church's teachings. He spent the rest of his life under house arrest but managed to write another book, which was secretly published in Holland this book. Today we remember that Galileo invented an astronomical telescope. He tried to prove the things he saw to other people. The Church did not want people to believe him.

3. **Madame Curie** was born Maria Sklodowski in Warsaw, Poland in 1867, the youngest of five children. When she was born, Poland was controlled by Russia. Her parents were teachers, and she learned at an early age the importance of education.
4. Manya, as she was called, became a tutor to a family. She enjoyed her time there, and was able to send her father and her sister Bronya in Paris, who was studying medicine some money to support them.
5. Marie studied physics and mathematics at the Sorbonne University, Paris and quickly received her masters' degrees in both subjects. She remained in Paris after graduation and started research on magnetism.
6. For the research she wanted to do, she needed more space than her small lab. A friend introduced her to another young scientist, Pierre Curie, who had some extra room. Not only did Marie move her equipment into his lab, Marie and Pierre fell in love and married.
7. A friend of the Curies, A. Henri Becquerel, had been playing with recently discovered properties of the element uranium. He talked to Pierre and Marie about those properties and they became interested in them too. Marie Curie set about investigating the effect, which she named "radio-activity" for her Doctorate research.
8. Marie Curie checked many other elements to determine whether they too were radioactive. She found one, thorium, and also came across a source of radiation in a mixture called "pitch-blend," which was much more powerful than either thorium or uranium.
9. Working together, it took Marie and Pierre four years to isolate the radioactive source in the pitch-blend. Marie named it radium. For the discovery of radium, Marie and Pierre won a Nobel Prize in Physics in 1903, which they shared with their friend A. Henri Becquerel. Shortly, Marie found that what she had discovered was not pure radium, but she was able to isolate the element itself after quite a struggle. For this work, she was given the Nobel Prize for Chemistry in 1911.
10. During her work, Marie discovered radiation could kill human cells. She reasoned that if it could kill healthy human cells, it could kill diseased human cells and went about isolating radium for use in killing tumours.
11. In 1906 Pierre Curie was offered the position of director of the Physics Laboratory at the Sorbonne. Before he could take the position, however, he was run over by a

carriage and killed. After her husband died, Marie was offered and took the position, the first woman to become director of a research laboratory.

12. During the first World War, Marie Curie went to work for the French building and designing X-ray machines. Knowing that moving soldiers to a hospital before they needed surgery was not always possible, she designed the first mobile X-ray machine and travelled with it along the front lines during the war.
13. On July 4, 1934, Marie Curie died in Paris, killed by her own experiments. She died of radiation poisoning and may have been the first person to do so. Marie Curie had brought herself up from poverty, struggling to get her education and succeeding brilliantly. The work she did, she did with patience, often getting results only after years of careful experimentation, while struggling for money to support her work. For her struggles, she received two Nobel Prizes - the first woman to win even one. Through the knowledge she gained, thousands of lives have been saved.
14. From wheelchair that operates through breathing to anti-theft mechanism for cars, at 20, Susant Pattnaik is a serial entrepreneur. Being a greatly motivated inventor his areas of interest include scientific innovations & research. His first successful invention, Susant's Breathing Sensor Apparatus, a device where disabled person can conduct their daily necessary jobs through breathing actions, which won him numerical national and international awards and considerations.
15. He has already earned the sobriquet of 'serial innovator', having invented several new devices and gizmos since his high school days. Now, he is well on his way to become a serial entrepreneur.
16. Susant Pattnaik, son of a veterinary doctor from Bhubaneswar, has an enviable list of achievements. He has featured in the investors list of MIT, addressed students of IITs and has founded a couple of companies to market his inventions. He even has a supporting NGO for innovators like him.
17. "I have just signed a Rs.50 lakh deal with a company to market the car security system I have developed," Pattnaik informed enthusiastically while showing off his innovations at the exhibition of grassroots innovators at Rashtrapati Bhawan campus. He is among top winners of the seventh National Grassroots Innovation Awards, given by the National Innovation Foundation.
18. A student of integrated M.Sc. degree course in Physics at Indian Institute of Science Education and Research at Bhopal, Pattnaik has ten innovations that have made the critical transition from idea to working prototype. One of them is moving into commercial production soon. He has founded four start ups. Needless to add, he lists Dhirubhai Ambani among his role models.
19. An interesting innovation of his is wheelchair which the paralysed can operate just through breathing. The prototype uses a breathing sensor developed by him and lets users navigate the chair by giving commands just with their breath. "The sensor acts both on air and heat in our breath", explains Pattnaik.

20. The foundation scouts for innovations from all over the country, gives awards to the best ones and also converts technologies with potential into products. So far it has filed 550 patents on behalf of innovators of which thirty nine patents have been granted in India and four in the US. Its Micro Venture Innovation Fund has provided risk capital for 183 projects, which are at different stages of incubation.

(b) What are the qualities that go into the making of a scientist? Complete the table about the three scientists you have read about.

Scientist	Qualities	Revealed in....
Galileo	<ul style="list-style-type: none"> _____ _____ _____ _____ 	<ul style="list-style-type: none"> Repudiated the teachings and beliefs of earlier generations _____ _____ _____
Marie Curie	<ul style="list-style-type: none"> Determination _____ _____ _____ _____ 	<ul style="list-style-type: none"> _____ _____ _____ _____ _____
Susant Pattnaik	<ul style="list-style-type: none"> Committed Creative _____ _____ _____ 	<ul style="list-style-type: none"> _____ _____ _____ _____ _____

4. LISTENING

You will now listen to an interview with a group of students from IIT, Mumbai who have developed an underwater vehicle. Listen to the interview, and complete the table .

	What team 'Matsya' says about their product.....
Matsya will be used by...	
The three groups that the team was divided into were...	

They wanted a product that was...	
They completed the vehicle in ...	
The Matsya can be used by/for...	a) b) Laying underwater power line c) d) e) Reconnaissance of shipwreck Academic research
IIT Mumbai helped them by...	

SPEAKING

5. Given below is a list of Indian scientists who have been awarded the Nobel Prize.

Indian Nobel Prize Winning Scientists
CHANDRASHEKAR VENKATA RAMAN (1930) : Nobel Prize for Physics
HARGOBIND KHORANA (1968) : Nobel Prize for Medicine
SUBRAMANIAN CHANDRASHEKAR (1983): Nobel Prize for Physics
VENKATRAMAN RAMAKRISHNAN (2009): Nobel Prize for Chemistry

6. **Walk the Talk:** Working in pairs, choose a scientist from the list and research their life and achievements. Then play the scientist and journalist and act out the interview in class.

WRITING

7. Write an essay on the scientist that you have chosen from the given list. Share his major inventions/contribution to science and the difficulties he faced, in about 200 words.

8. **GRAMMAR REVIEW:** Tense forms

Verb **tenses** are tools that are used to express time. They refer to the time of action and tell the time and state of an action.

Corresponding to the three divisions of time there are **three** tenses:

The **Present Tense** referring to present time.

The **Past Tense** referring to past time.

The **Future Tense** referring to future time.

Each tense has four forms:

Simple or Indefinite - it merely states an action or event. It does not say anything about the completeness of the action.

Continuous or Progressive - it indicates that an action is in progress at a given time and is incomplete at the point of reference

Perfect - it indicates that the action is complete

Perfect Continuous - it indicates that an action has been in progress for a period of time

Study the table for use of tenses given below:

We use SIMPLE PRESENT for.....	EXAMPLE
<ol style="list-style-type: none"> 1. Things happening in the present 2. Something that happens repeatedly. 3. A habit or a routine 4. Describe something that is part of a given situation 5. Give instructions or offer advice 6. State a permanent truth 7. To make future time reference when the event is part of a fixed time-table 8. In exclamatory sentences 9. In commentaries 10. Instead of Present continuous with certain verbs 	<ol style="list-style-type: none"> 1. He is a pilot. 2. Moni helps his father. 3. Mehak goes to school by bus. 4. In summers days are longer than nights. 5. Shut the window. 6. The sun rises in the east. 7. This year Christmas falls on a Sunday. 8. Here comes the bus! 9. Dravid runs forward and takes a catch. 10. I see smoke. I have a pen.
We use PRESENT CONTINUOUS for.....	EXAMPLE
<ol style="list-style-type: none"> 1. To refer to something happening at the time of speaking 2. When we talk about something connected with the present time 3. When we refer to a situation that is more or less temporary 4. For an action that is planned for the near future 5. A persistent habit <p>VERBS NOT USED IN CONTINUOUS TENSE: perception: See, hear, smell, notice, recognise appearing: Appear, look, seem</p>	<ol style="list-style-type: none"> 1. Please don't disturb, I am studying for an exam. 2. These days more and more people are learning use of computers. 3. She is looking for her spectacles. 4. I am going to visit my grandmother today. 5. My dog is rather silly; she is always looking out for an opportunity to run out of the house into the neighbour's yard.

<p>Emotion: want, wish, desire, feel, like, love, hate, hope, refuse, prefer</p> <p>Thinking: think, suppose, believe, agree, understand, remember, forget, know</p> <p>Possession: have, own, possess, belong to</p>	
We use PRESENT PERFECT for.....	EXAMPLE
<ol style="list-style-type: none"> To indicate activities completed in the immediate past. To express past actions when no definite time is given To describe past events that have an impact on the present. To denote an action that began in the past but continues up to today (<i>using for, since etc</i>) 	<ol style="list-style-type: none"> He has just gone out. I have read 'The Diary of Anne Frank'. He has eaten up all the biscuits. I have cut my finger. I have known him for long.
We use PRESENT PERFECT CONTINUOUS for	EXAMPLE
<ol style="list-style-type: none"> To refer to something began in the past but is still happening at the time of speaking 	<ol style="list-style-type: none"> I have been reading 'The Diary of Anne Frank' for the last one week.
We use PAST INDEFINITE for	EXAMPLE
<ol style="list-style-type: none"> An action completed in the past A past habit or a routine 	<ol style="list-style-type: none"> She left for Chennai yesterday. Last year she went to school by bus but now he walks to school.
We use PAST CONTINUOUS for	EXAMPLE
<ol style="list-style-type: none"> To refer to something happening at the time of reference in the past When we talk about something that was a persistent habit in the past 	<ol style="list-style-type: none"> We were eating our dinner when the earthquake occurred. He was always grumbling.
We use PAST PERFECT for.....	EXAMPLE
<ol style="list-style-type: none"> To indicate the earlier of the two activities that happened in the past. 	<ol style="list-style-type: none"> The train had already left by the time I reached the station.
We use PAST PERFECT CONTINUOUS for.....	EXAMPLE
<ol style="list-style-type: none"> To refer to something began in the past and continued up to a point of reference in the past. 	<ol style="list-style-type: none"> I had been reading 'Black Beauty' for the last one week when he came to see me.

FUTURE TIME: In English, there no separate Future Tense corresponding to Present Tense and Past Tense. For referring to the future, the modal auxiliaries **shall** and **will** are used with the Bare Infinitive.

Expressing Future Time	EXAMPLE
1. Will/ shall + infinitive to denote future actions 2. Is/ am/ are+ going to + infinitive 3. Is/ am/ are+ to + infinitive 4. Is/ am/ are+ about to + infinitive 5. Simple Present (to express an unalterable plan) 6. Present Continuous (to denote the future) 7. Will/ shall + be+-ing (Present Participle)	1. We shall go for a picnic tomorrow. He will reach by 5.30 p.m. 2. We are going to play football this evening. 3. We are going to play football this evening. 4. It is about to rain. 5. The Prime Minister leaves for a 10-day tour of the tsunami-affected areas tomorrow. 6. Cremica's is opening a new branch in Amritsar. 7. We shall be going abroad some time next year.

9. (a) Use the correct form of the words given in brackets to complete the passages given below.

- (i) Last Sunday when I _____ (return) home I was shocked to find my house unlocked. Someone _____ (break) into my house in my absence. All the boxes _____ (be) open. I _____ (check) my locker in which I _____ (put) my money, but it was nowhere to be seen. I _____ (report) the matter to the police. They _____ (take) some time to register my case. By that time the thief _____ (run) away.
- (ii) A serious accident _____ (take) place yesterday when a speeding bus _____ (collide) with a car near the Yamuna bridge. Two persons _____ (die) on the spot and one _____ (injure). The driver of the bus _____ (run) away from there. The car _____ (crush, almost) to pieces. The people _____ (take) the injured to the hospital. The police also _____ (reach) there.
- (iii) A twelve year old boy _____ (die) when he _____ (fall off) the roof this evening. His body _____ (discover) from the central lobby. The policemen who _____ (come) to enquire the matter _____ (say) that they _____ (be) not sure as to which floor the body

_____ (fall) from. The body _____ (send) to the hospital for post-mortem.

(iv) Two persons _____ (rob) some men of Rs. 3 Lakhs at a traffic junction yesterday. The robbers _____ (threaten) them with a knife. The victims _____ (keep) the money in the scooter's side box. They _____ (withdraw) cash from the branch of a bank located just about a kilometer from there. The robbers _____ (be) on foot and _____ (take) advantage of the surroundings.

(b) Pavitra Sree, a graphic designer, has applied to an advertising company for a job. She is being interviewed by Arnab Gopal, Managing Director of Picture Perfect. Complete the interview using appropriate tense forms.

- Gopal : Do come in, Ms. Sree. Sorry to have kept you waiting. _____ (wait) long?
- Pavitra : Not too long. I _____ (look) through the material your assistant gave me.
- Gopal : Oh! that's OK then. And _____ my assistant already _____ (show) you around the department?
- Pavitra : No, not yet.
- Gopal : Well, we'll do that afterwards. Do sit down. Now tell me how long _____ (work) for your present firm?
- Pavitra : Mmm. Let's see, for almost five years now.
- Gopal : And _____ you ever _____ (work) for an advertising company before?
- Pavitra : No, not directly.
- Gopal : And how long _____ you _____ worked (work) as a graphic designer altogether?
- Pavitra : For about 10 years.
- Gopal : Fine. So you _____ (have) plenty of experience in the field already. Perhaps you _____ (bring along) some specimens of your work?
- Pavitra : Yes, here are some ideas from the project I _____ (work on) for the past three months.
- Gopal : Excellent! And how long _____ you _____ (earn) the present salary which you mention in your application?
- Pavitra : For the last ten months.
- Gopal : Well, Ms. Sree, we _____ (have) a good long chat and you _____ (give) me an idea of your experience and ability. You'll be hearing from us in a week or two. Goodbye.
- Pavitra : Goodbye.

(c) Complete the following passages using the appropriate form of the verb in brackets. Use the Future forms.

- (i) "For defying me and coming home late, I _____ (ground) you for a week. Go to your room now! I _____ (let) you know when you can come out," the furious father said to his daughter.
- (ii) She _____ (sing) in her first major concert next month.
- (iii) Megha: Anita _____ (go) Kerala for her holidays.
Anita: _____ she _____ (fly)?
Megha: No, she _____ (go) by train.
- (iv) Aditya: Have you got a ticket for the big match on Saturday?
Faiz: No, I don't even know who _____ (play).
Aditya: The Rajasthan Royals _____ (play) Kolkata Knight Riders.
- (v) _____ he _____ (wash) the car? Yes he will.
- (vi) Rajni _____ (be) eighteen next month. Yes, her parents _____
_____ (give) a party for her. They _____ (invite) sixty guests.

Section - B

Robots

(a) Choose the correct option.

- (i) What is a robot?
- (a) A machine that does work on its own
 - (b) A device that gathers information from the environment
 - (c) A machine capable of performing or extending human tasks
 - (d) All the above
- (ii) The development of Robotics is possible because of:
- (a) sci-fi Movies
 - (b) computers
 - (c) space Travel
 - (d) typewriters
- (iii) robots cannot be like humans because they lack:
- (a) logic
 - (b) strength
 - (c) creativity
 - (d) memory
- (iv) The term 'robot' comes from the Czech word "robota" which means:
- (a) labour
 - (b) man made

- (c) shiny metal
 - (d) human being
- (v) Choose the jobs robots perform that are dangerous for people
- (a) exploring shipwrecks and volcanoes
 - (b) search and rescue after disasters
 - (c) diffusing bombs
 - (d) all the above.

READING

1. When you hear the word 'robot' what do you think of? Most people may imagine metal machines from science fiction that look a lot like human beings and also move, act or work like them.
2. The term “robot” is derived from the Czechoslovakian word 'robota' which means “tedious labour” or hard work! In 1920, the playwright Karel Capek, created the word “robot” in his play RUR or Rossum's Universal Robots. In the play, humanoid machines take over the world by killing all the humans—well, all but one. Not to worry, though, because those kinds of robots don't exist....yet.

In reality, robots do not look like human beings. There are already almost a million robots at work in the world. Almost none of them look like the robots in science-fiction movies.

3. Robots are machines. They are machines that are controlled by computers. In car factories, for example, there are robots that look like cranes and are used for welding and painting. Robots that are used to get rid of bombs look like wheel barrows. Most industrial robots are just mechanical arms. They are used for lifting and moving things. These arms are strong enough to carry things across a factory floor. Robot arms can bend. Some robot arms bend like an elephant's trunk. Some robot arms can make themselves longer or shorter.

Many robot arms have parts on the end that can hold things. The parts are called 'grippers'. They work like a human hand, but they often don't look much like a hand. Special kinds of grippers can handle tools or move things around.

Robots can, of course, work almost like human beings. They can perform more than one action. Automatic machines can do the same action again and again, but robots are better because they can perform different actions. This is because they have a small computer, which functions as their brain, inside them. This tells them what to do. Some robot arms have sensors. The sensors tell the computer where the arm is. The computer makes the motors move the arm if it is not in the right place.

4. In some ways, robots can work better than human beings: some robots handle chemicals that are dangerous for humans to touch. Some robots go to dangerous places like on top of volcanoes and in burning buildings, without feeling scared. Robots can go deep underwater to search for sunken ships or look for minerals to mine.

5. Robots can move quicker than humans can, and they never get bored. Most robots are designed to do only one specific job. A different robot must be specially made for each job that needs to be done.

Robots help explore Mars and other planets. They find out what the planets look like and what they are made of. Robot rovers that look like little wagons landed on the planet Mars. They rolled around and examined the rocks and soil.

How do robots know what to do? Computer programmers write a programme to give the robot a series of instructions for carrying out a task. For example, a programme may tell a robot to pick up an object, do something with it and then put it in the right place. The computer inside the robot has a memory which remembers these instructions. When the programme in the computer is changed, the robot learns to do something different.

6. Some robots can even see. 'Seeing' robots work with the help of a television camera and two computers. The television camera, which is the 'eye', passes the information to one computer; this computer then passes the information to the other computer which controls the robot's movements. These robots help doctors do operations. Robots help replace hips. They help doctors operate on eyes.

Scientists and engineers are working to make better robots. They are trying to make robots with computers that are smarter. One day there will be robots that make highways and build steel skyscrapers. There may someday be robots that help with many chores around the house. Tiny robots may one day be able to go into clogged blood vessels and clean them out. Tiny robots may be able to go inside broken machines and fix them. Very smart robots may eventually be able to run a whole factory by themselves.

- c. On the basis of your reading, complete the following notes. Use suitable abbreviations and provide a key for the abbreviations.

Title: _____ .

- (i) Meaning: "robot"

1.
2.

- (ii) Working

1. Mchns. to prfrm. complex tasks
2.

- (iii) Today

1. appearance
 - (a)
 - (b) look like giant arms
 - (c)

KEY	
1.	Mchns. - Machines
2.	prfrm. - perform
3.	prfrm. - programmed
4.	vs - versus
5.	&-and
6.	_____
7.	_____
8.	_____

2. Functioning

- (a) Pgm by
- (b) hv grippers to hold & carry things
- (c)
- (d)
- (e)
- (f)

(iv) Robots vs humans

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

(v) Imp. uses

- (a)
- (b)

(d) Based on your notes, write a summary of about 80-100 words.

VOCABULARY

2. (a) Match the phrases to their meanings.

Phrases	Meanings
take over	<i>remove something or someone unpleasant from an area</i>
get rid of	<i>search for something that is lost or needed</i>
look for	<i>conquer; get control of an area</i>
find out	<i>do or complete an important task</i>
carry out	<i>get information about something</i>

(b) Use the phrases to complete the given sentences meaningfully.

- i) These days Manuj is trying to do his best to _____ his image of a cheat.
- ii) Have you seen my pen? I have _____ it everywhere but I can't find it.
- iii) Will you call up the picture hall and _____ if that film is still running.
- iv) In 1526, Babar defeated Ibrahim Lodi and _____ the throne of Delhi.

- (v) No one thought that the kidnapers will
their threat and kill the victim.

SPEAKING

3. (a) **Conducting a press conference. First, read the news clipping.**

School student creates robot with emotional intelligence

A robot created by a 17-year-old Doon School student possesses emotional intelligence and can even dish out answers for unexpected questions with the help of the internet.

The 3-dimension Robo 'iTalk', an award winning working model, talks in English, lips like a human and understands human moods of happiness and anger with the help of unique programmed algorithms and a 'software development kit' offered by the prestigious Massachusetts Institute of Technology (MIT) in the US.

"The iTalk is a robot capable of communication in a manner similar to humans. By interpreting data in the same manner we do, he is able to emulate human behavioural tendencies," Arjun, a class-12 student at the Doon School, said.

- (b) **After he created the robot iTalk, Arjun holds a press conference to brief reporters about his achievements. In groups role play the press conference in class.**

How to conduct a Press Conference

Most of you would have seen a press conference on TV. Study Arjun's robot and its unique features.

As Arjun, prepare a brief to be read out to the reporters.

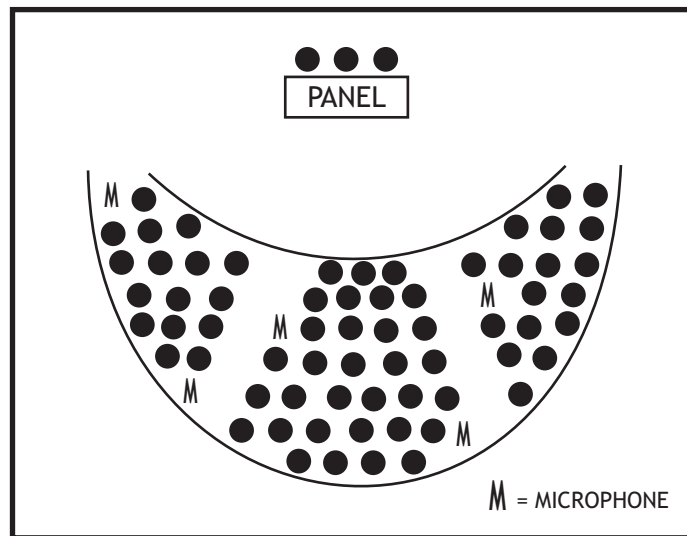
As reporters, prepare a list of questions pertaining to the creation of life and ask Arjun the questions.

The Brief: The press release to be given out at the press briefing to identify the main stages in your research, as well as give the media a headline!

The presentation must be no longer than 3 minutes in length, be in powerpoint, must show pictures of your creation.

Press Corps: The press reporters ask questions based on the press release and presentation.

*Set your class for the press conference and follow the decorum of the occasion



WRITING

4. (a) A newspaper report: Based on the press conference, write a newspaper report about the robot iTalk created by Arjun.

Review: Components of a newspaper report

Headline: Every report has a headline to attract the attention of the reader, state the topic of the news in a strong, short phrase, or statement. The headline must be

- catchy
- brief—leave out articles, prepositions, etc. and where possible, use abbreviations / shortened word-forms

Byline: Since this is your report, let the reader know who wrote it. The line with your name on it is called the 'Byline'. Write the word 'By' followed by your first and last name. On the next line, write the name of your school and city.

Lead Paragraph (Para 1): Answers the questions: Who? What? Where? When? Why?

Remember to write about the following points:

- name / names of the person/s or thing/s that the news is about;
- the place where the incident took place;
- the day, date, and time of the day when it took place;
- the details of the incident;
- the reasons why it happened.

Paragraph 2: Informs the reader about details of the incident. Narrate the incident in chronological order.

Paragraph 3: Eyewitness accounts add to the authenticity. Also, they may interest the reader. Include some quotes from the eyewitnesses' comments. Also describe what they felt about the incident.

Paragraph 4: The future course of action being planned.
Note: Remember to use simple, clear but formal language.

Section - C The Machine

1. As part of the school's Science Week celebrations, there is a slogan writing competition. Study the slogans given. Working with a partner,, write two slogans about the use of machines in the space provided.

<i>Nothing is impossible</i>
<i>Solutions for a smart planet</i>
<i>Quality never goes out of style</i>
(a)
(b)

A **cliche** is a common turn of phrase which you may or may not like, but reflects something about someone. For example: *Knowledge is Power.*

Characteristics of a good slogan.

- i) a single sentence, phrase or word.
- ii) A longer slogan should not be too long. About half a dozen words is a good limit .
- iii) The content should get to the root of the issue or express your position at the simplest yet deepest level possible.
- iv) Write in block letters.
- v) Use powerful language. State a point of view clearly, concisely and without making apologies for a particular point of view.
If you want a slogan for the masses, use terms understood by most .
- vi) Use a quotation or some turn of phrase that may summarise some common attitude/view.

- 1.2 Read the headline. Choose if the statements given below are True or False.

(a)	A new technology could help jeans clean polluted air.	
(b)	The new technique came from a fashion expert and a scientist.	
(c)	The new jeans could break the ground because of their strength.	
(d)	The jeans turn harmful emissions into harmless chemicals.	
(e)	The inventors placed a pair of their jeans in a showcase.	

READING

1.3

Fashion as a Cleaning Machine

An innovative blend of fashion and science has resulted in the design of a new technology in jeans that cleans the air. Helen Storey, professor of fashion and science at The London College of Fashion, teamed up with Dr Tony Ryan, Pro-vice-chancellor for the Faculty of Science at the University of Sheffield, to create what could be a ground-breaking solution to our environmental problems. They discovered that when denim is coated with tiny particles of the chemical titanium dioxide, it reacts with air and light to absorb and break down harmful emissions in the environment. The emissions become harmless and are washed away when the jeans are cleaned. This means we can help clean the air simply by going for a walk.

Ms Story and Dr Ryan have created a company to showcase their invention, called Catalytic Clothing. Their website says: "Catalytic Clothing seeks to explore how clothing and textiles can be used as a catalytic surface to purify air, employing existing technology in a new way." The technology is similar to how a catalytic converter in a car helps clean the fuel mix. Ryan makes bold claims about how effective the innovation could be. He maintains that if all of Sheffield's half a million residents wore the jeans to become walking air filters, the dangerous chemical nitrogen oxide in the city would disappear. The improvement in air quality could significantly reduce deaths and respiratory illnesses such as asthma.

WRITING

2. (a) Write a magazine article in about 150-200 words about the air quality of your city, town and how the new innovative jeans could make a difference. Include an imaginary interview with Ms Story and Dr Ryan.
- (b) As Abeer Tiwary, who has bought a pair of the innovative pollution combating jeans. However, you discover that the article of clothing has no such properties. Write a letter of complaint to the company with a request to look into the matter, in about 120-150 words.

SPEAKING

3. (a) Share in pairs / groups, decide which of these topics/words/phrases from the article are the most interesting and which are the most boring. Discuss the topics you liked.

innovative / design / professor / environmental problem / emissions / going for a walk / showcase / invention / purify / air filters / air quality / reduce deaths / jeans

- (b) How useful could a pair of jeans? Complete this table with your partner(s). Change partners and share what you wrote.

Jeans and....	An unusual and innovative use	How it can improve our life
computers		
walking		

studying		
sleeping		

- (c) **POLLUTION:** Students [Group A] **strongly** believe we can find ways to make pollution a thing of the past; Students [Group B] **strongly** believe this is impossible. Discuss and make a 3 minute presentation to the class.

Section - D Humans Against Virus

- 1 (a) A recent opinion poll listed the following items as the ten most important inventions that have made our lives better. Working in groups, number these inventions according to their importance.

	(a) telephone	<input type="checkbox"/>		(b) computers	<input type="checkbox"/>
	(c) television	<input type="checkbox"/>		(d) automobile	<input type="checkbox"/>
	(e) cotton gin	<input type="checkbox"/>		(f) camera	<input type="checkbox"/>
	(g) sewing machine	<input type="checkbox"/>		(h) steam engine	<input type="checkbox"/>
	(i) light bulb	<input type="checkbox"/>		(j) penicillin	<input type="checkbox"/>

- (b) Share your views with your partner. Change your choice if required. Share with the class.

READING

Humans Against Virus

1. Two men held a struggling, crazed bulldog down on a table. Its mouth was smothered with saliva, and a bite from its jaws might cause death. Beside them stood Louis Pasteur, holding a narrow glass tube in one hand.

Hold the head, please,' he said calmly.

He put one end of the tube between his lips and lowered the other toward the foam-covered jaws. As the animal writhed, he carefully sucked some of the saliva up the tube. The men watched him, awe-struck. If he sucked too hard and got some saliva in his mouth.....

2. But he did not suck too hard. When he had all the saliva he wanted, he stepped back, holding one finger over the top of the tube. He nodded, and then the men lifted the dog and carried it back to the cage. Meanwhile, Pasteur released the saliva into a sterile, germ-free test-tube and closed the mouth of the tube with cotton. Then he held it up to the light and looked at it.
3. Somewhere in there, he thought, must be the microbe that he was trying to isolate: the rabies microbe that made the dog mad and brought people an agonizing death. He remembered how, when he was a child, a mad wolf had been abroad near his home. Everyone was afraid of being bitten by it. Several people had been, and had died as a result. The only way to try to stop the infection from a bite was to cauterize the wound by pressing a red-hot iron on it. This was said to purify the flesh. Terrible though the treatment was, anyone who had been bitten was ready to endure it rather than suffer torments of rabies.
4. Pasteur still remembered the day when, as a boy, he had seen a crowd outside the blacksmith's forge near his father's house. He had run to see what was happening. The onlookers had pushed him roughly away, but not before he had heard the moans of the villager and the hiss of the blacksmith's red-hot iron burn his skin. Pasteur had never been able to forget the horror of that moment.

Now, fresh from his triumph over anthrax and chicken cholera, he was determined to find a similar treatment for rabies. That is why he had taken saliva from the jaws of a mad dog.

5. But although he and his assistant Roux looked at that saliva under the microscope until their eyes ached, they found nothing that they could identify as the rabies germ. 'I don't understand this,' said Pasteur. 'If a bite from a mad dog causes rabies, the microbe must be in the saliva.'

'Well, we don't seem to find it,' said Roux. 'Let's try injecting the saliva into animals and see if it gives them rabies. Then at least we'll know if the germ is really in the saliva. We can try with blood taken from mad dogs, too. Paul Bert has been doing that.'

6. 'Good luck to him,' muttered Pasteur. 'The more of us there are fighting rabies, the better. But what chance have we if we can't find the microbe that causes it? How can we attempt to make vaccine?'
7. In spite of their discouragement, he and Roux experimented with injections of saliva and blood taken from mad dogs. They found that the saliva sometimes caused rabies, but quite often did not. And the blood had no effect at all.
8. 'Confound it,' exclaimed Pasteur, limping up and down the laboratory in the Ecole Normale. 'I have a feeling that we're on the wrong track. What happens to the rabies germ—for I'm sure there is one, even if we can't see it—what happens to it when it infects an animal? It can't be in the blood or those injections of blood would have worked.'
9. 'You mean it may not travel in the blood at all?' asked Roux. It was a daring idea, for every germ they had found so far lived in the blood.

'That's right,' said Pasteur impatiently. 'Yet where else, where else....'

He stopped and stared absently at the cage that was full of rabbits.

'Wait a minute!' he cried, suddenly. Think of the symptoms of rabies. The mad dog rushes about biting, foaming at the mouth. But later, months later, the poor creature becomes paralyzed and then dies. Paralysis could mean that not only are the muscles affected but also the nerves that order the muscles to move. The rabies germ must affect the nervous system! I can see now. First it makes the animal terribly excited, and then it attacks the nerves so that paralysis results. Roux, I believe that we should look in the brain and the spinal cord for this germ!

Eagerly, he and Roux began a series of experiments to test the new idea. They took samples of the brain of a dog that had died of rabies and injected them under the skins of experimental animals. Then they waited anxiously for the results.

It was a long wait because the symptoms of rabies often did not appear for weeks. But finally many of their experimental animals definitely developed signs of rabies.

'We're on to something,' said Pasteur. 'This is a much surer method than using saliva. I think the rabies germ does attack the brain and spinal cord; it prefers to live there, in fact. If we want to grow it, we will have to give it the right surroundings. Broth won't be of any use here.'

Roux suggested that it would be better to inject the germ straight into the brain, if that was where it travelled anyway.

10. By now they had discovered that rabbits as well as dogs could have rabies. So they took a small piece of the brain of another rabbit. After only seven days, this rabbit developed rabies.

'This is a much faster method than injecting under the skin,' said Pasteur. 'Evidently the rabies germ does live in the brain. The sooner it gets there, the sooner it has an effect.'

Then they tested the strength of the germ, by noting how quickly a rabbit developed rabies after the germ was injected into its brain. They found that strength varied depending on what kind of animal it had been living in. Germs from the laboratory rabbits were, surprisingly much more virulent than germs taken from stray mad dogs.

'We will use the most virulent kind in trying to make a vaccine,' Pasteur announced. 'Then the vaccine is bound to be a protection against all different strengths of germs.'

11. The next move was to try a weakening of the germ. As they could not see it or find a way of growing it outside the brain, they had to work with infected brains. The germ seemed to favour a region of the brain called medulla, so they used samples from there. Roux put these into a sterile solution which he then closed. As days went by, the pieces of medulla shrivelled.

12. 'Let's see if the rabies germ is still living in these pieces,' Pasteur said finally. The only way they could test it was to grind up the pieces and inject them into healthy animals. When they did this, the animals appeared to get rabies; but instead of getting really sick, they rapidly recovered.

13. When Pasteur saw what had happened, he was immediately hopeful.

'It looks as if we may have found the way to weaken the rabies germ,' he said eagerly. 'Roux, we shall conquer it yet. Why should those animals have recovered unless the germs they got were weak ones? Let's test infected medullas each day and see if their effect lessens.'

14. Roux prepared a whole series of infected medullas and tested them by injecting an extra dose from the first after it had aged one day, from the second after it had aged two days and so on. The first -day medullas always produced rabies. But the longer the medullas had dried and shriveled, the less effect they had. By the time a piece of medulla was fourteen days old, it was harmless.

This meant that the rabies germ of any strength could be prepared. If the weakened rabies germs could safely stimulate an animal's defences, a way of making a vaccine had been found.

15. The men began the experiment to test their ideas. First they injected a dog with a fourteen-day old medulla. The next day, they injected a thirteen-day old medulla. They went on this way until on the fourteenth day they injected a one-day old medulla which, they knew, would ordinarily give their dog rabies. It did not. Weeks later the dog frisked about as happily as ever.

'We've done it,' whispered Pasteur, hardly daring to believe it. 'They're immune. They're safe.'

Navin Sullivan

Answer the following questions briefly.

1. What was the horrible memory of Pasteur's childhood what made him determined to find a cure for rabies?
2. Where does the rabies microbe reside? How did Pasteur discover this fact?
3. Why did he inject the germs into the rabbits' brain?
4. Who was Paul Bret? What information did Roux give about him?
5. How did Pasteur discover the seat of the most virulent germ?
6. Why did he select the most virulent germs for the anti-rabies vaccine?

VOCABULARY

2. There are a number of medical terminologies in the passage. Find one word in the passage that fits each of the given descriptions.

- (i) Free from all bacteria : _____
- (ii) Moisture secreted from the glands in the mouth, essential for digestion: _____
- (iii) Minute living organisms visible only under a microscope: _____
- (iv) A carefully prepared substance, usually liquid, that contains a relatively harmless version of a serious disease : _____
- (v) Fill air or body with dangerous germs : _____
- (vi) A state of helplessness : _____
- (v) To force a liquid into the body with a syringe : _____
- (vi) Special room for experiments : _____
- (vii) To sear and render insensitive : _____
- (viii) When a person/animal becomes incapable of moving : _____

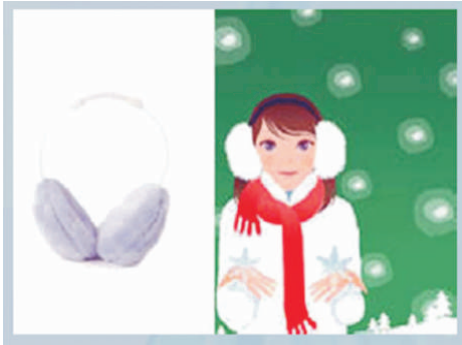
3. SPEAKING

Prepare a Powerpoint Presentation on **A World Without Disease** and make a 3-4 minute presentation to the class.

4. LISTENING

There are countless inventions that have significantly changed our lives. We often take them for granted when we should really be thankful to the inventors of these amenities.

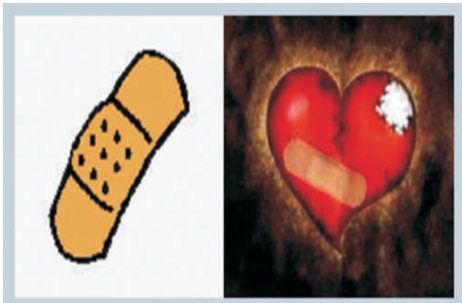
As you listen to the passage about some of these inventions, write about them in the spaces provided.



Who invented this _____
When was it invented? _____
It helped by _____



Who invented this _____
When was it invented? _____
It helped by _____



Who invented this _____
When was it invented? _____
It helped by _____



Who invented this _____
When was it invented? _____
It helped by _____



Who invented this _____
When was it invented? _____
It helped by _____

WRITING

5. (a) As Louis Pasteur, prepare a report on the discovery of the anti-rabies vaccine for presentation at a Seminar in about 200-250 words.

How to write a Scientific Report - review

1. Title: Concise and informative, not vague and general, but encapsulates the essence of the research. e.g. Onset of Autism not linked to Vaccination
2. Introduction: Let the readers/ audience know why the report is important and what exactly the report is about. Answer questions such as- What do you hope to learn from the research? What question is being asked? Why is this research important? Start generally, introducing the broad context within which your research fits and end with a statement of your specific hypothesis or hypotheses.
3. Method: Precisely describe method and materials used to conduct the experiment with enough detail so that someone else can repeat the same procedure. Explain and sometimes justify why you chose a particular method. Finally, it is important to add any extra information or observations of events during the study that may have happened accidentally.

Write in paragraph form, with few repetitions. Divide it into subsections such as

- participants
- materials
- procedure.

Use the past tense forms and furthermore, as the focus in this section is on what was done rather than who did it, use the passive voice forms.

4. Results: Describe but not explain your results; it provides the reader with a factual account of your findings.
5. Discussion: Two fundamental aims:
 - to explain the results
 - to explore the significance of the findings.

Therefore, here,

- interpret and explain your results
- examine whether and how the questions raised in the introduction section have been answered;
- show how your results relate to the literature;
- qualify and explore the theoretical importance/significance of your results; outline any new research questions or areas for future research that your results have suggested.

6. References: It is essential to include a reference list or bibliography of the reference material consulted during the research for the report.

7. Appendices: Information that is not essential to explain the findings, but that supports the analysis (especially repetitive or lengthy information), validates your conclusions or pursues a related point should be placed in an appendix/appendices.

(b) A pharmaceutical company has manufactured a new vaccine for the prevention of polio. As the Head of the Marketing Department, design a brochure for the company in about 80-100 words.

How to design a brochure

Purpose: Companies often write simple instruction sheets or brochures that outline how to assemble their product or how to use it properly, how to do something / explain how something works using simple descriptions, diagrams, or lists of steps. They are a marketing tool that can take the place of a number of expensive marketing media, allowing you to cut your budget without cutting marketing presence.

Steps:

- First, write down what you need to accomplish with your brochure. What product are you selling? What task should the reader be able to accomplish after reading this brochure?
- Identify the style or format based on how much detail you wish to include.

How to design:

- Research your topic. If explaining a process, decide what background information the reader will need. If selling a product, what are the main features of the product to highlight.
- List the major components of the brochure from those listed below.
 - *Name of business / organization
 - *Address/ Phone Number/ Fax Number/ Email Address.
 - *Slogan that creates curiosity, states a major benefit, or otherwise entices the reader to open and read the brochure.
 - *Heading that states the name of the product, project, or described process.
 - *Subheads/ short, easy-to-read blocks of text.
 - *Key Benefits (2-3).
 - *Features.
 - *Logo.
 - *Image/ Photographs of product, place, people.
 - *Diagram, flow chart.
- Appearance-including any graphics , different formats to fit the text. [Edit your text to fit your layout].
- Print the final design and fold as necessary.



Listening Text - 01

Sneh Vaswani, Chintan Raikar, Biswajit Parida, Siddharth Chinoy, Ashish Kumar Budhiraja, Amit Kumar, Naman Sandeep Kothari, Ranjeet Singh Banthiya, Shivendra Singh, Anay Joshi, Pallav Dhobley, Dharmik Patel, Satwik Kottur, Mohit Beswal, and Mihir Gupta are a team of 20 students from IIT-Bombay who have invented an underwater vehicle that nobody has ever heard of. They belong to various disciplines of engineering namely Aerospace, Electrical, Mechanical, Metallurgy etc., in different years ranging from first to final year under graduation. complete the team. Surya Ragunaathan chats with team 'Matsya'.

What is this underwater vehicle all about?

It is called 'Matsya' or fish in Sanskrit. It is an autonomous underwater vehicle designed and developed to localize itself in an underwater environment and perform real life navy based tasks. The vehicle will take feedback from visual, inertial, acoustic and pressure sensors which are used to control the thrusters and pneumatic actuators. The current prototype has 5 degrees of freedom and is a test bench for integration of all basic systems of mechanical (namely hull and frame), electronics (namely power management, motion controller, SBC and sensors) and software (Image processing, Real time framework and control systems).

How did you guys think of this idea (any anecdotes?) How did you all come together?

We all as a team have been participating at ABU Robocon for the past two years. The team has won awards of "Best Autonomous Machine" and "Best Design Award" at Robocon 2011. Just that, the

team felt they must venture into a new dimension of Robotics and further upgrade their skills. Of all the options Robosub, an annually organized competition in San Diego, California by AUVERSI foundation was the most attractive choice.

Can you describe step-by-step how you built this?

Since we were building an underwater vehicle for the first time, we wanted to build a very basic one that navigates from one place to the other and see all issues that we face in building one. The team is divided into three divisions: Mechanical, Electronics and Software. Discussions began on an abstract level and slowly each sub-division started with the designing of their subdivisions. The basic architecture in each subdivision was designed keeping in mind that later complexities could be easily added in them. Modularity and Robustness were given utmost priority in this process. After the basic designs were made, they were prototyped and tested. For example, waterproofing took a month to test and get it perfect etc. All electronic boards were extensively tested before mounting them in the vehicle. All software modules were tested on test benches before the hardware team was ready with the vehicle.

How long did you take to build it? Did you bunk lectures and work on it? Or was it done only in your spare time?

It took us six months and still the vehicle is in the testing phase. All the concepts that we had learned in classrooms were seen being implemented in practical. We work after class hours. In the evening, after 5 pm everyone meets up and work the entire evening, most often right up to 4 am.

In what ways can one make use of the vehicle commercially?

As far as applications of 'Matsya' are concerned, there are various options:

- a) Defence
 - Reconnaissance
 - Monitoring
 - Detection
 - Surveillance
- b) Underwater power lines
 - Line monitoring
- c) Oil and Gas Industry
 - Seabed survey
 - Pipeline monitoring
- d) Marine Science Research
 - Marine Biology Research
 - Oceanography Studies
- e) Shipwreck Reconnaissance
- f) Academic

- Research
- Development
- Teaching

Do you see it as a commercial viable product in its present state? How do you plan to market it?

The entire vehicle was built as an exercise for the team towards developing a final product. Ease for the user to control the vehicle was the primary objective. But we feel the next version, which we plan to release next year will be a much advanced version, as far as features are concerned and also commercially. Marketing the vehicle commercially is not in the 'To Do' list currently but definitely an option the team is currently thinking on.

How has being at IIT-Bombay helped you with this whole thing?

We have received financial support from our deans at IIT Bombay. The project is mentored by Prof. Hemendra Arya from Aerospace Engineering department and Prof. Leena Vachhani from the System and Controls Engineering department. They have been a constant source of motivation for all of us all along.

What do your parents and faculty members have to say about the same?

Everyone seems to be very happy and proud with the output of the team. We feel bad we have to stay away from our homes in vacations and be in lab working on the vehicle, but fortunately our parents realize our passion and support us in every form possible.

Listening Text : 02

1. **Earmuff s “Baby, Its Cold Outside”:** “Baby, Its Cold Outside” may have been the song running through 13 year old Chester Greenwood's head one cold December day in 1873. To protect his ears while ice skating, he found a piece of wire, and with his grandmother' shelp, padded the ends. In the beginning, his friends laughed at him. However, when they realized that he was able to stay outside skating long after they had gone inside freezing, they stopped laughing. Instead, they began to ask Chester to make ear covers for them, too. At age 17 Chester applied for a patent. For the next 60 years, Chester's factory made earmuff s, and Earmuff s made Chester rich.
2. **Windshield Wipers:** It was a snowy day in New York City in 1902, and it was Mary Anderson's first trip on a streetcar. Mary watched the driver shiver as he reached out to clear the snow that had piled up on the windshield. Mary took out her notebook and began to draw. She designed an arm that would swing back and forth on the windshield. The arm would be controlled by a lever near the driver inside the streetcar. Windshield wipers have changed over the years. Today, every kind of vehicle has windshield wipers so that the driver can drive safely on a rainy or snowy day and keep warm at the same time.

3. **Band-Aid:** At the turn of the century, Mrs. Earle Dickson, an inexperienced cook, often burned and cut herself. Mr. Dickson, a Johnson and Johnson employee, got plenty of practice in hand bandaging. Out of concern for his wife's safety, he began to prepare bandages ahead of time so that his wife could apply them by herself. By combining a piece of surgical tape and a piece of gauze, he fashioned the first crude adhesive strip bandage.
4. **Ice cream Cones:** In 1904, Arnold Fornachou was selling ice cream at the World's Fair in St. Louis, Missouri. It was a hot summer day, and he had so many customers that he ran out of ice cream dishes. The baker next to Arnold was named Ernest Hamwi. Ernest was selling very thin pastries. Arnold and Ernest decided to work together. They rolled Ernest's pastries into a cone shape and filled them with ice cream. Arnold's and Ernest's idea led to a new invention - the ice cream cone.
5. **Velcro:** In 1948, while George de Mestral was hiking in the woods, he noticed small, prickly burrs sticking to his clothes. Later, George looked at one burr under a microscope. He saw it was covered with hundreds of tiny hooks. He realized that he could use this idea to fasten two things together. Unlike other fasteners, Velcro can work on many different types of materials and in many different places. In 1948, George de Mestral invented Velcro and though people laughed at first, he stuck by his invention.

Unit - 4

Exploring New Avenues

Section - A Healing

1. *Who takes care of patients and their needs after the doctor has seen the patient, diagnosed the illness, recommended the treatment and carries out the prescribed regimen of treatment? Share your answers with the class.*

Match the names of these medical/healthcare professionals with their definitions

NAMES	DEFINITIONS
<ul style="list-style-type: none">• Physiotherapist• Nurse• Radiologist• Podiatrist/ chiropract• Speech therapist• Dietitian• Dentist• Optometrist• Pharmacist• Psychologist• Veterinarian	<ul style="list-style-type: none">• A physician who diagnoses and treats illnesses of animals• A person qualified to diagnose and treat foot disorders• A qualified person trained to help children suffering from speech disorders which could be due to various reasons• A physician who diagnoses and cures mental disorders• A qualified person who uses x-rays, ultrasound and other forms of imaging technology to examine patients.• Works within the health care focusing on the care of individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life.• He/she is a therapist who helps patients recover from injury and illness.• Expert in food and nutrition and advises people on what to eat in order to lead a healthy lifestyle or achieve a specific health-related goal

READING

2.

The Lady with the Lamp

1. From a very young age, Florence Nightingale's compassion for the suffering made her active in **ministering to the ill**¹ and poor people in the village neighbouring her family's estate. By the time she was 16 years old, it was clear to her that nursing was her calling. She believed nursing to be her divine purpose.
2. When Nightingale approached her parents, they were not pleased and reluctantly permitted her to pursue her destiny. So determined to pursue her true calling, Nightingale

¹taking care of the ill

enrolled as a nursing student at the Lutheran Hospital of Pastor Fliedner in Kaiserwerth, Germany in 1844.

3. In the early 1850s, Nightingale returned to London, where she took a nursing job. The position proved challenging as Nightingale grappled with a cholera outbreak and unsanitary conditions. She made it her mission to improve hygiene practices, significantly lowering the death rate at the hospital in the process. The hard work took a toll on her health, and soon after, the biggest challenge of her nursing career presented itself.
4. In October of 1853 the Crimean War broke out. Thousands of British soldiers were sent to the Black Sea, where supplies quickly dwindled. By 1854, no fewer than 18,000 soldiers had been admitted into military hospitals.
5. At the time, there were no female nurses stationed at hospitals in the Crimea. The poor reputation of past female nurses had led the war office to avoid hiring more. But, after the Battle of Alma, England was in an uproar about the neglect of their ill and injured soldiers, who not only lacked sufficient medical attention due to hospitals being horribly understaffed, but also languished in appallingly unsanitary and inhumane conditions.
6. In late 1854, Nightingale received a letter from the Secretary of War, Sidney Herbert, asking her to organize a corps of nurses to tend to the sick and fallen soldiers in the Crimea. Nightingale rose to her calling. She quickly assembled a team of 34 nurses and sailed with them.
7. Although they had been warned of the horrid conditions there, nothing could have prepared Nightingale and her nurses for what they saw when they arrived at Scutari. The hospital sat on top of a large cesspool, which contaminated the water and the hospital building itself. Patients lay on in their own excrement on stretchers strewn throughout the hallways. Rodents and bugs scurried past them. The most basic supplies, such as bandages and soap, grew increasingly scarce as the number of ill and wounded steadily increased. Even water needed to be rationed. More soldiers were dying from infectious diseases like typhoid and cholera than from injuries incurred in battle.
8. Nightingale quickly set to work. She procured hundreds of scrub brushes and asked the least infirm patients to scrub the inside of the hospital from floor to ceiling. Nightingale



²(here) destined for

herself spent every waking minute caring for the soldiers. In the evenings she moved through the dark hallways carrying a lamp while making her rounds, ministering to patient after patient. The soldiers, who were both moved and comforted by her endless supply of compassion, took to calling her "the Lady with the Lamp." Others simply called her "the Angel of Crimea." Her work reduced the hospital's death rate by two-thirds.

9. In addition to vastly improving the sanitary conditions of the hospital, Nightingale created a number of patient services that contributed to improving the quality of their hospital stay. She instituted the creation of an "invalid's kitchen" where appealing food for patients with special dietary requirements was cooked. She established a laundry so that patients would have clean linens. She also instituted a classroom and a library, for patients' intellectual stimulation and entertainment.
10. Based on her observations in the Crimea, Nightingale wrote *Notes on Matters Affecting the Health, Efficiency and Hospital Administration of the British Army*, an 830-page report analyzing her experience and proposing reforms for other military hospitals operating under poor conditions. The book would spark off the establishment of a Royal Commission for the Health of the Army in 1857
11. She returned in the summer of 1856, once the Crimean conflict was resolved. To her surprise she was met with a hero's welcome, which the humble nurse did her best to avoid. The Queen rewarded her with an engraved brooch that came to be known as the "Nightingale Jewel" and granted her a prize of \$250,000.
12. In 1860, she established the Nightingale Training School for nurses at St Thomas' Hospital in London. Nightingale's theories, published in 'Notes on Nursing' (1860), were hugely influential and her concerns for sanitation, military health and hospital planning established practices which are still in existence today. She died on 13 August 1910.

2.1 Choose the right option.

- (a) Florence's choice of nursing as a career showed that she was
 - (i) a determined person
 - (ii) given no other choice
 - (iii) ready to take care of the sick
 - (iv) sure that nursing was an honourable career
- (b) The nursing job in London proved a challenge because
 - (i) she was the only nurse in that hospital
 - (ii) of the outbreak of cholera
 - (iii) unhygienic conditions in the hospital
 - (iv) cholera and unsanitary conditions
- (c) She began improving the state of the military hospital with
 - (i) scrubs and brushes
 - (ii) cleaning people of the hospital

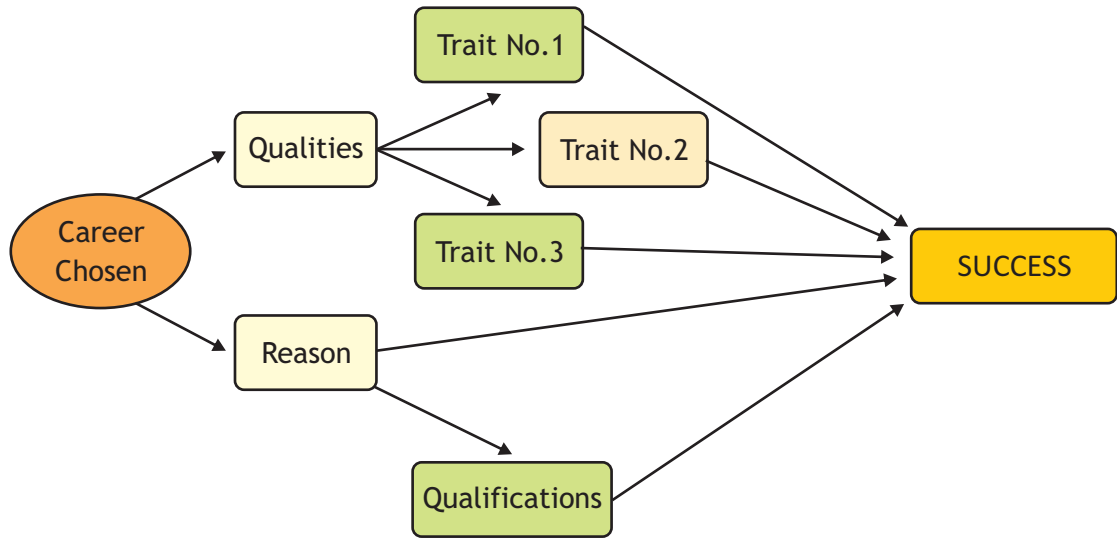
- (iii) least infirm patients
- (iv) other nurses
- (d) In Crimea, Florence's first initiative was to
 - (i) improve the sanitary conditions of the hospital
 - (ii) set up 'invalid's kitchen'
 - (iii) establish laundry
 - (iv) take rounds at night
- (e) The soldiers called her 'The Angel of Crimea' because she
 - (i) helped them win the war
 - (ii) organized good nursing
 - (iii) was kind and compassionate
 - (iv) helped the wounded soldiers
- (f) 'The Nightingale Jewel' was an
 - (i) solid gold brooch made as a gift for her
 - (ii) piece of jewellery gifted to her by soldiers
 - (iii) engraved 'brooch' presented to her by Queen Victoria
 - (iv) title given to her by Queen Victoria
- (g) Complete the following statements suitably
 - (i) Even as a young girl, Florence _____.
 - (ii) Florence's parents were _____.
 - (iii) The death rate in the Middlesex Hospital reduced considerably because _____
- (h) Answer briefly:
 - (i) Where did Florence train to become a nurse?
 - (ii) What challenge did she face in her first nursing job?
 - (iii) Why was the Royal Commission for the Health of the Army established?

2.2 On the basis of your reading of the passage, complete the following mind-map

Trait	Evidence from the text
Compassionate	
	<i>Parents reluctant, but Florence enrolled as a nursing student at Lutheran Hospital of Pastor Fliedner in Kaiserwerth, Germany in 1844.</i>
Resourceful	
Ready to take the first step	
Humble	

Based on this mapping of the qualities of Florence Nightingale, write a character sketch of about 150-200 words based on her life and achievements.

3. (a) In groups of four, discuss the 'healing careers' listed in activity 1. Identify the qualifications and qualities one needs for success. Note them in the given chart, and write a paragraph based on your notes.



- (b) Here are a group of words related to various professions that deal with healing. Pick out the words from the ones given in the box and write them in the appropriate column. Also, find out what they mean.

bone-scan carbohydrates cornea gums anti-oxidant orthodontics x-ray bicuspid molars calories dietary fibre root-canalizing retina folic acid glaucoma bifocals lipid capping progressives cholesterol myelography PET scan tomography lens bridge			
Dentist	Radiologist	Dietician	Optometrist

VOCABULARY

4. Find terms related to five other professions and make a similar chart.

GRAMMAR REVIEW

5. (a) **Recall the rules for capitals and punctuate the following:**
 (i) bhola would you like to come with us for the movie asked shekhar no said bhola i have to submit this project tomorrow what project asked vimal we don't know about any

project this is a first aid project we have to assemble our own first aid kits and also make some charts oh when was this task given shekhar asked how is it we do not know about it you don't know about it because it was given on the day you all had bunked school to go fishing in the pond outside the village.

- (ii) why can't you keep quiet for sometime mother asked shyama
- (iii) shyama smiled and said it is because I have so much to tell you about what happened at school today
- (iv) what happened mother wanted to know
- (v) i think i will tell when father comes back not just now shyama replied and went out to play.

6. WRITING

As a reporter working living in the times of Florence Nightingale, with the 'Times London', and you have been asked to cover the war in Crimea where you see how Florence Nightingale has improved the conditions for the care of the wounded soldiers which has made a quantum difference in their rate of survival. Write a **report** in about 150 -200 words about this achievement. You are Mark, a correspondent with the London Times.

7. LISTENING

1. Complete these statements meaningfully with a word or a phrase from the text you have heard:

- (a) Services which assist medical profession in some form or the other are called _____.
- (b) Since paramedical services help in the right diagnosis of any disease they form the _____.
- (c) _____.

2. Choose the right answer

- (a) Without the paramedical sciences, the medical profession would
 - (i) prosper
 - (ii) be paralysed
 - (iii) more recognised
 - (iv) more efficient
- (b) Expansion in health care industry has raised the demand for more
 - (i) radiologists
 - (ii) physiotherapists
 - (iii) paramedical professionals
 - (iv) nurses

- (c) Which one of these services is not a part of paramedical studies?
- (i) cardiology
 - (ii) optometry
 - (iii) pharmacy
 - (iv) physiotherapy
- (d) Three qualities that make a paramedic professional highly successful are
- (i) team spirit, punctuality and ability to recall and memorize facts
 - (ii) dedication, serious attitude, leadership
 - (iii) punctuality, leadership and logical reasoning
 - (iv) team spirit, ability to recall, memorize facts and logical reasoning

8. SPEAKING

Role-play: Ankita/Ankit wants to pursue a graduation degree in Physiotherapy. S/he is at an interview with the Principal for admission to this course. Work with a partner, read the given part of the dialogue and fill in what is missing and then share it.

Ankit/a : May I come in, Ma'am?

Principal : Yes, and please sit down . I am Ms. Sahaj, what's your name?

Ankit/a : _____

Principal : Tell me Ankit/a, why do you think you should be given admission to this course?

Ankit/ a : Ma'am, I have _____

Principal : Fine, you have cleared the written exam but _____

Ankit/a : I am also interested in helping people who need the help of a physiotherapist.

Principal : Besides educational qualifications, what other qualities do you have to become a physiotherapist?

Ankit/a : Ma'am, I am a very _____.

Counsellor : Besides, that the job also requires lot of patience and _____.

Ankit/a : I have experience of looking after _____

Principal : Where do you think you will get a job as _____.

Ankit/a : Any hospital or I can even _____.

Principal : Thank you, Ankit/a and congratulations. You have qualified for admission. But remember, this job requires _____

Ankit/a : Thank you, Ma'am. I promise to be totally committed to helping people to become healthy again.

Section - B Crafts

1. Crafts or handicrafts are utilitarian or decorative items that are hand made or crafted with simple tools. Every state of India has crafts unique to that region. In this section, we shall explore how our crafts have opened up rewarding career opportunities for those who are artistically inclined.



2. Take the following chart and interview at least 4 of your classmates. Write their names with the names of the state/district/locality they come from, and ask them about the famous crafts of their place. Find out as many names as possible.

	Name	State/District	Craft forms	Most popular/famous
1				
2				
3				
4				

3. Choose the name of crafts from the box below and write them in the appropriate space.

dhokra from Chhattisgarh	pottery from Khurja
phulkari from Punjab	metal craft from Andhra Pradesh
kantha embroidery from Bengal	puppets from Rajasthan
bidri work from Karnataka	

















READING

4.

INDIAN HANDICRAFTS

1. The crafts of India have been valued universally; their existence as an industry that is getting highly organized, justifies the need for efforts to be put into their preservation. Contemporary designers are constantly drawing on the traditional crafts to blend them into their *haute couture* designs. Thus, proving their adaptability to the need of the individual designer catering to international markets. The National Institute of Fashion Technology (NIFT) includes education of traditional crafts in their course curriculum. Statistics from the All India Handicrafts Board show that craft export has risen from 23 crores to over 9000 crores since the past 50 years.

It is in recognition of this need that Bangalore has decided to allot a certain space for the craftsmen from all over India. Read at this report.

2. Most of our crafts have gained worldwide recognition that has created an ever-growing demand for them. As a result, artistically aware and enterprising entrepreneurs have taken it upon themselves to ensure that Indian crafts become an organized industry. This has not only helped to get recognition and a new lease of life for these crafts, they have also become a part of the curriculum in institutes like NIFT, NID, Sardar Vallabhbhai Patel International School of Textile and Management, to name a few.
3. The Indian crafts that hold a pride of place in the heart of art collectors globally, are made from a variety of materials and substances, be it wood or stone, bamboo or silk, all available aplenty in their natural form. The Indian artisan, over the centuries, perfected the skill of willing these substances to obey their hands and get moulded into pieces of art. Let us read about some of these crafts.
4. **Wood**, particularly costly ones like sandal, sheesham, rosewood and kadamb are used for the production of beautiful handicraft items depicting various symbols of India's rich cultural heritage. There are production centres in Karnataka, Rajasthan and other places. Objects made of sandalwood are the most famous among the other wooden artefacts for its intricate carving and its sweet fragrance. Mysore, Tirupati, Madurai and Coimbatore in Tamil Nadu; Jaipur, Delhi and Varanasi have the most skillfull artisans using their workmanship to create artefacts. The images of elephant, *ambawari*, peacock and other cultural symbols are carved on these woods which make them unique.

Furniture made from the famous sheesham wood from Saharanpur has always held a pride of place in Indian homes. The ever increasing demand for the beautifully carved furniture with intricate brass and copper inlays has attracted many young artisans and entrepreneurs to this industry.

5. India is the home to a variety of **metal craft**. The glitter of this craft is universal, be it gold, silver or any other metal; so, from times immemorial, metal products crafted from brass, copper and bell metal have held pride of place in homes and royal courts across the world. The important metal craft centres are Moradabad, Jaipur, Delhi etc. What started

in ancient times as small scale ventures is on the threshold of becoming one of the major industries requiring trained artisans with a vision because although inexpensive they become invaluable possessions of art lovers across the world.

The handcrafted Indian jewellery studded with precious and semi-precious or embellished with *meenakari* work is an eternal process of artistic imagination and fine craftsmanship from ancient times. Jewellery design in India varies from state. Courses for specialisation in gemology and designing of jewellery have gained in popularity as demand for cost effective yet aesthetic costume jewellery has grown beyond conceivable proportions.

6. Today **Papier Mache** artefacts and utility items are favoured by Indians and tourists alike. A variety of *papiermache* objects are made ranging from utility items to decorative objects. The most common Papier Mache items are boxes in different shapes and sizes, Christmas decorations in bell shape and ball shape, masks and animal figures. Apart from Kashmir, Papier Mache art also became popular in Rajasthan, Bihar, Andhra Pradesh and other centres.
7. The exquisite art of **Marble inlay** work from Agra, brought from Persia in the Mughal period, has been an integral part of our cultural heritage, and has been kept alive by the descendants of the great artisans who gave the world the mesmerizing Taj Mahal. Marble inlay today enjoys a renaissance and is geared towards meeting an ever-increasing demand for decorative gift items.

The world of Indian *Haute couture* has seen our internationally famous designers draw copiously on the exquisite work created by the nimble fingers of Indian women, be it *Phulkari* from Punjab, *Kantha* from Bengal, *chhikankari* from Uttar Pradesh and the famous *Zardozi* work to lend that Indian ethnic touch to their products, which makes them highly sought after. Their patronage of these crafts has not only given them a new lease of life, they have also become attractive career choices of the younger generation.

8. **Madhubani painting** or **Mithila paintings** from the Mithila region of Bihar were originally done on walls during festivals and other such occasions. It was artists like Jagdamba Devi and late Mahasundari Devi whose efforts are responsible in getting it international recognition. Madhubani paintings find a pride of place in our homes today. One can see the tourists flocking to the Madhubani stalls in craft bazaars like the Dilli Haat. It needed educated and ethnically aware people to bring this aspect of our culture on the international scene and make the younger generations take pride in them so that they voluntarily made a studied choice of them as career options.
9. Today's craftsmen not only command respect in society they also ensure handsome remuneration for their craft. The twenty-first century has brought with it a mind set at variance with the die-hard
10. Today's craftsmen not only command respect in society but they also ensure a handsome remuneration for their craft. The twenty-first century has brought with it a mind-set at variance with the die-hard traditionalists who did not think beyond medicine and

Across

- 1 Most fashionable and influential dress-making and designing.
- 3 A revival in the world of art, craft and literature
- 6 A trade requiring special manual skill
- 8 A person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk.

Down

- 2 An artistic handmade object
- 4 Extraordinarily fine
- 5 Based on the cultural traditions of a group of people from a particular region:
- 7 As killed craftsperson

6. GRAMMAR REVIEW

Read the dialogue.

Rajita : Manosi, tell us something about your new designs. Can we look forward to something unique?

Manosi : Yes, of course. In my new line of autumn collection, I have used lot of ethnic details.

Rajita : Is it easy to get genuine ethnic stuff?

Manosi : I went hunting for things in various places.

Rajita : Where all did you go?

Manosi : went to Karnataka for *lambani* embroidery. Then I went to Patiala to get some exquisite *phulkari*. Both these traditional crafts have been used very artistically in contemporary dresses.

Rajita : Wow it sounds interesting!

Manosi : and then I went to tribal areas to get some tribal jewellery to embellish the dresses. Actually you must come and see what I am going to display in the fashion show.

Rajita : our crafts are really unique

Manosi : Yes. That is why beside haute couture I am going to start an institute and invite these craftsmen to come and train some young artisans in their crafts.

As Rajita, tell your friends about the conversation you had with Manosi. Begin with: Yesterday I met Manosi and asked her to tell me _____

[Recall the rules for reported speech to complete the task]

7. WRITING

While browsing through the job vacancies on the internet, you come across the following advertisement for an Art Curator in Ahmedabad. Read the advertisement carefully, analyse it

and, write a job application in response to it, in about 150-200 words, along with a resume/curriculum vitae.

Vacancy - Art Curator

**Satrangi Art Gallery, Ahmedabad,
requires a committed Art curator.**

A degree in Art History and good communication skills with
fluency in English mandatory;

highly desirable-4 -5 years experience in similar capacity with interest in
preserving Indian heritage crafts and arts, and promoting deserving artists.

A handsome salary for deserving candidates.

Application to reach the Director, Satrangi Art Gallery, within ten days of the
issue of this advertisement.

(a) Let us analyse this advertisement:

(i) *The vacancy is for an Art Curator. So find out-*

- What is the job of an Art Curator?
- What kind of qualifications should an Art Curator have?

(ii) *The vacancy exists in an art gallery called **Satrangi** in Ahmedabad. Therefore, the application is to addressed to **'The Director Satrangi Art Gallery'***

(iii) *The requirement, besides the relevant academic degree are: good communication skills, fluency in the English language and an interest in the fine arts.*

(iv) *Experience : 4 to 5 years in a 'similar' job. Remember to create a suitable date of birth ,catering to the number of years required to finish your education and get an experience of 4 to 5 years.*

Remember: Your application should be based on the analysis.

(b) Now using the suitable format, write an application offering your services for this job.

Self address

Date
 Receiver's designation
 Address

 Subject _____
 Dear Sir / Madam
 Body/content

 Yours faithfully
 Signature
 [full name in BLOCK letters]

8. LISTENING

Laila Tyabji, is a designer, writer and founder member and Chairperson of DASTKAR, a society for crafts and crafts persons. She has worked in the craft and development sector for over 3 decades and Crafts persons was awarded the **Aid to Artisans and Preservation of Craft Award** in New York - the second-ever recipient. The DASTKAR office is in Shahpur Jat, Delhi. Listen to this excerpt from an interview with her and complete the following statements.

1. According to Laila, they don't pick up stuff, rather they _____.
2. She doesn't want every crafts person to become an entrepreneur because she wants them to _____.
3. For fair trade she wants the artisans to _____ and the buyers to understand the _____.
4. The objective behind the DASTKAR Ranthambore project was to help the villagers _____.
5. Laila had to delve into the homes of the villagers to find _____.
6. Lambani women could not sell lambani embroidery because it _____.
7. The global market is _____.
8. Indians have also realised that, if they want something unique, they _____.

9. SPEAKING

In groups of four, discuss crafts as a career. Each group can choose one craft and discuss relevant points about the craft you choose it. Let your discussion revolve around the following points. You can add more points relevant to the craft you choose:

- ▶ Reason for its popularity
- ▶ Growing market for Indian craft work in India and abroad.

Language help: Remember to use suitable words, phrases and sentences to

- ▶ Make suggestions:
 - We could also consider...
 - Is it possible to look at it from xxx point of view?
- ▶ Offer opinions
 - It is possible that
 - Let us look at
- ▶ Ask for opinions[very important as a good team player]
 - Let us hear what _____ feels about.

After the discussion, consolidate the views of your group and a representative shares them. The presentation can be divided into four parts, so that , each member of the group gets to speak for a minute or two.

Section - C Warriors

1. (a) Relate the pictures to the poem.



Today my dear fellowmen,
You will learn about some men,
Who are for their country,
More than just someone who brought them victory,
For when their nation was in danger,
their blood boiled in anger,
Without caring for their personal life,
They left their parents, children, and wife,
And off they went like real heroes,
To make the enemy feel like zeroes,
These men had muscles like Iron,
And had the hearts of a Lion,
When the enemy faced these men,
The enemy didn't know where to go then,

For one of these men,
Was enough for the enemies then,
The enemy then ran away like rats,
Like rats run after seeing the cats,
Thus these men saved the country,
Giving it a proud victory,
The heroes of this story,
Work for the world's best military,
These are the great and ever victorious,
Our Proud Indian Armed Forces!

(b) Answer the following questions in a line or two.

- (i) Who are these 'some men'?
- (ii) How are they different from the other people of the country?
- (iii) Which line tells us that the security of their nation is paramount to them?
- (iv) Pick out the words that describe these 'some men' and discuss why these words have been used in the specific context.

(c) Test your patriotism quotient. Answer these questions to check your patriotism quotient:

- (i) On which date did the constitution of India become effective? _____.
- (ii) The Father of the Indian constitution is _____.
- (iii) Who was the other leader born on 02 October, but many years after Mahatma Gandhi's birth? _____.
- (iv) Give the name of the General to whom the enemy forces surrendered to after the Indo-Pak war of 1971. _____.
- (v) Who was the first Indian Chief of The Indian air force? _____.
- (vi) Who is the Supreme Commander of the Indian Armed forces? _____.
- (vii) Name the part of ancient Indian literature that has had an immense impact on the western thinkers. _____.
- (viii) Who wrote the national song 'Vande Mataram'? _____.
- (ix) Name the leader who gave us the slogan 'Jai Jawan Jai Kissan.' _____.
- (x) Name the first President of India. _____.

READING

2.

Defense Service

1. It is said that the National Defence Academy not only makes men out of boys it also trains them to become Officers and Gentlemen for life and so, while they are at the academy they are referred to as 'Gentlemen Cadets.'

2. A career in the Indian armed forces is different from all other career options. It is not just a job. It is a fiery devotion and commitment to the nation fuelled by the spirit of patriotism and a conviction that 'Nation comes before Self.' A career as an officer in the Indian armed forces is a prestigious career that offers you an exclusive life style with the honour of being the defenders of the Nation. If one is ideologically suited to such a career and considers oneself as patriotic then one may opt for a career in any one of the three services -The Indian army, The Indian air force or The Indian navy. If the notion of heroism attached to the defence forces appeals to you then it is for you, as says the adline for the SSB - ***You have it in you.***



3. An officer in the Indian Army inherits glorious heritage and timeless traditions, blended perfectly with the latest technology in the fields of management, engineering and medical sciences. It offers a golden opportunity to be a part of the world's finest Army and get trained not only to be an Officer but also a gentleman for life. Life in the army is full of adventure and offers an enviable life style attractive pay and perks. It creates leaders who are capable of leading from the front in any field. Army has it all- be it social interaction, finest clubs, golf courses, medical facilities and ample opportunities to indulge in adventure and sports. In fact you are paid to lead a healthy life in a healthy environment. The question is: Do you have it in you?

4. The Guardians of our Skies, our Air Warriors with their supersonic jets, state-of-the-art technology are the blue-eyed boys of the defence services. They are where the action is. The Indian air force provides the most modern facilities, and an unparalleled way of life creating an environment, to bring out the best in its personnel. An officer holds a position of authority - able to lead and control. Air force helps one develop leadership and management skills, team work and communication skills. The service helps one to face pressures with ease. In fact all these are a part of the training of an Officer. The air force teaches all, thus not only making mature men and women of young boys and girls but making them leaders in life. The strength of character and strong moral compass thus acquired makes them stand out in any crowd at all times



5. Besides being a noble service devoted to the security of our skies, it is most certainly an honourable profession to be proud of. Life in this service is not just about work alone, it provides best of recreation facilities, sports, medical, education and clubs. It helps



nurture lifetime relations, creating bonds that transcend all barriers of time and space.

6. Just as the, the north borders guarded by our vigilant soldiers our vast coast line is jealously guarded by our navy Our maritime capabilities are as ancient as the seas that surround us on the three sides of the peninsula. But its organized form into a regular fighting force is the work of the 17th century Maratha Emperor, Chhatrapati Shivaji Raje Bhonsle who is considered as the Father of Indian navy. The Indian navy can trace its lineage back to the Royal Indian Navy, however, the modern navy, as it is known today, was not officially created until 1947 after independence.
7. Though the primary objective of the navy is to secure the nation's maritime borders, India also uses its navy to enhance its international relations through joint exercises, port visits and humanitarian missions, including disaster relief. Certain core values given below, are instilled in the cadets of the armed forces during their training moulding their personalities that make a mark wherever they go.
8. Our armed forces have produced heroes in keeping with the noble traditions inherent in the services.

Company Quarter Master Havildar Abdul Hamid was born on 1 July 1933, in Uttar Pradesh. He was enrolled in the 4 Grenadiers on 27 December 1954. During his Army service he earned the Sainya Seva Medal with Clasp J&K, the Samar Seva Medal and the Raksha Medal. During the 1965 Indo-Pak War, 4 Indian Division was entrusted with a two-fold responsibility - capture Pak territory east of Ichhogil Canal and contain possible enemy attack on Kasur-Khem Karan axis. The 4th Indian Division succeeded in reaching Ichhogil but the powerful Pakistani offensive forced it to fall back on Asal Uttar. The 4 Indian Division settled here to meet the enemy assault.



9. On 10 September when the enemy penetrated the forward company positions, Hamid was commanding a recoilless gun detachment. He realised the gravity of the situation so he moved out with his gun mounted jeep. Intense enemy shelling did not deter this brave heart. His accurate fire shot down the leading enemy tank and then another one but by this time the enemy had spotted him. This made the enemy concentrate heavy firing towards him. Abdul did not give up and brought down another enemy tank. At this time he was mortally wounded. His bravery inspired his comrades to put up a gallant fight. Havildar Abdul Hamid continued fighting with total disregard to his personal safety. In the highest tradition of the Indian Army Hamid went down fighting. The nation honoured Company Quarter Master Havildar Abdul Hamid posthumously with the highest wartime gallantry medal, The Param Vir Chakra.
10. Lt. Khetrupal, who was 21years old at that time, was commissioned just six months before the 1971 war in the tank regiment -17 Pune Horse. His tank was hit but he refused to retreat, instead he charged after the enemy. He secured the

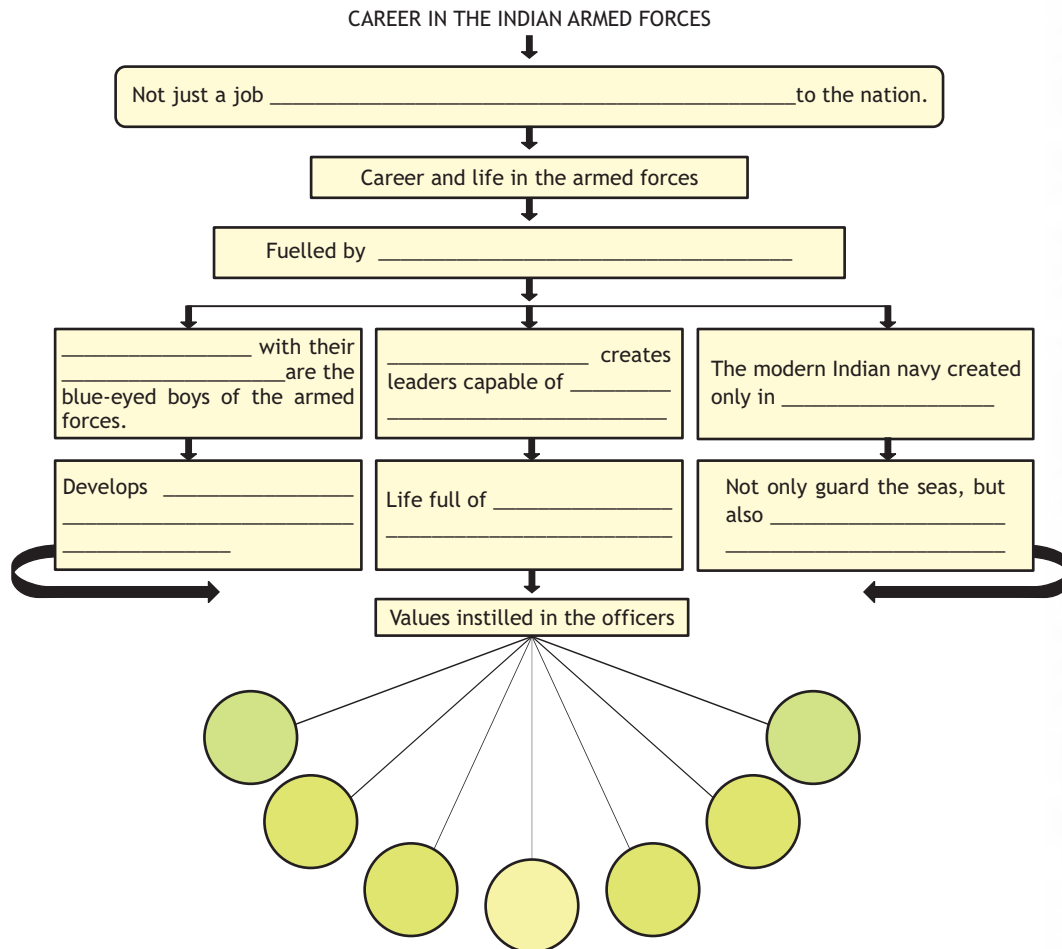


bridge head but died doing so. His mother Maheshwari Khetrupal, now 89, says she's proud her son died a soldier's death. For courage in the face of death, Lt. Khetrupal received India's highest gallantry award, the Param Vir Chakra.

11. 9th December 1971... amidst the rumbling sounds of war a desperate struggle took place about 40 nautical miles off the coast of Diu. Captain Mahendranath Mulla was determined to save lives on the Blackwood anti-submarine frigate INS Khukri. Torpedoed by a submarine, this became the only Indian ship to sink, a chapter in its history that Indian Navy will never forget. One of the most gripping battle stories which salutes courage. Captain Mulla went about saving as many of the crew he could, not caring for his own life. Gentleman and a True Guardian of the Nation's seas he upheld the age old tradition that 'A Captain never abandons his ship, he goes down with it.' His exemplary courage has motivated generations of naval officers. For his dedication and gallantry he was awarded The Maha Vir Chakra posthumously.



2.1 (a) Complete the chart suitably.



(b) Answer briefly in a sentence or two.

- (i) What does the phrase 'makes men out of boys' imply?
- (ii) Why is the career in the Indian army considered as 'prestigious'?
- (iii) What makes the Air force officers stand out?
- (iv) What creates life long bonds in the armed forces?
- (v) Why is Chhatrapati Shivaji Raje Bhonsle called the Father of Indian Navy?

(c) Think about it and discuss briefly.

- (i) On the basis of your reading of the text, discuss what a career in the armed forces means to you. Try to identify the positive aspects and evaluate them against whatever negative aspects you may attribute to such a career. Why would it appeal / not appeal to you?
- (ii) Why are the martyrs mentioned in the text called so? Identify the qualities that make martyrs out of ordinary persons.

2.2 (a) Make notes of the above text using suitable abbreviations. Supply a title.

(b) Attempt a summary of about 100 words based on your notes.

2.3 Read the following statements. From the choices given below, choose the correct meaning of the italicised word/s:

- (a) It is a fiery devotion and commitment to the nation *fuelled* by the spirit of patriotism and a conviction that 'Nation comes before Self'.
 - (i) Adding something that burns
 - (ii) Eating food that gives energy
 - (iii) Energy source for vehicles
 - (iv) Something that stimulates feelings
- (b) The Guardians of our Skies, our Air Warriors with their supersonic jets, state-of-the-art technology are the **blue-eyed** boys of the defence services
 - (i) People who have blue eyes
 - (ii) Favourite personnel
 - (iii) Men who fly in the blue skies
 - (iv) Boys whose eyes are on the blue skies
- (c) It helps nurture lifetime relations, creating bonds that *transcend* all barriers of time and space.
 - (i) Go beyond
 - (ii) Confined within
 - (iii) Create barriers
 - (iv) Do not build barriers

- (d) Bring out the best in its *personnel*.
- (i) Officers in an organisation
 - (ii) Personal - not sharing with others
 - (iii) Group of people
 - (iv) People employed in an organisation

3. WRITING

Having discussed question no. 3c I & II, write a letter in about 150-200 words to your grand parents explaining why you wish to join the Armed Forces.

Clues:

- ▶ *What has inspired you to make this choice? Possibilities - maybe your Grandfather is a Retired Army/ Air force/ Naval Officer- you have heard stories of their valour and inspired by them*
- ▶ *Inspired by the stories of the martyrs*
- ▶ *Discussion you have had in the class*
- ▶ *Desire to serve the nation*
- ▶ *Impressed with the life style*
- ▶ *Respect accorded to the Armed forces officers*

4. LISTENING

Listen to this CITATION of the Param Vir Chakra awarded to Major Som Nath Sharma and complete the statements suitably.

- (a) At the first light of 3rd November 1947 Maj. Sharma took up a position _____.
- (b) The enemy attacked his Coy [here, troop] from _____.
- (c) If the enemy was not held it would pose a grave threat to _____.
- (d) He urges his Coy to fight _____.
- (e) Exposing himself to heavy and active enemy fire, he laid air-strips _____.
- (f) In spite of his right hand in plaster he helped his company by _____.
- (g) Maj. SomNath Sharma was killed by a _____.
- (h) Though outnumbered by the enemy, his men were inspired to fight because of his _____, _____ and _____.
- (i) His last message to Brigade HQs was that, he shall _____.

5. SPEAKING

- (a) As the Master of Ceremonies at the award ceremony, you are expected to read out the above citation to the gathering. First practise reading it. With the class being the gathering, read it aloud with appropriate stress and intonation.

- (b) Make a powerpoint presentation of about 10-20 slides on the various unexplored career avenues. You may base your presentation on the options discussed here or your own choice of careers.

Listening Text 1:

Paramedical (Para- besides) Services are those which assist the medical profession in one or many forms e.g. Radiography, Medical Laboratory Technology, Nursing, Speech Therapy, Occupational Therapy etc. Para-medical professional supports the medical team with closely related functions for complete treatment. In the modern world, Paramedical science has emerged as an important branch of medical science. It is proved as a milestone in the treatment of communicable, non-communicable diseases. In other words, we can say that paramedical science is a backbone for medical science because right diagnosis of any disease is necessary to prevent fatal diseases. Thus, medical science will be paralysed without paramedical science.

The continuous expansion of the health care industry brings a more demand for trained paramedical professionals. The main areas in paramedical education include Physiotherapy, Pharmacy, Nursing, Occupational therapy, Audiology and Speech therapy, Medical laboratory technology, Radiology/X-Ray technology, Dental hygienist and Dental mechanics, Operation theatre assistant, Optometry and Ophthalmic assistant and other miscellaneous job oriented courses. These courses are offered through correspondence as well as full time classes.

The personality of a paramedical professional should be according to the circumstances provided. As this is a team work, so they should have a blend of qualities like sense of responsibility and dedication, good communication skill, analytical and logical reasoning skill, ability to recall and memorize scientific facts, physical stamina to work long and irregular hours, patience, cool temperament, team spirit, good observation power, understanding of people, and an ability to inspire confidence in the patient. Apart from all these, one must have a pleasant smiling face, whatever be the situation.

Listening Text 2:

Interviewer: Laila, tell us something about Dastkar Nature Bazaar.

Laila: The Bazaar is only the public face of Dastkar. It is the culmination of a whole lot of processes where we work with craftsmen on enhancing skills, capacity building, etc., which is why the end result is that we register 10000 foot falls each day of the bazaar and that too when so many craft bazaars have come up. But it drives me crazy when people say, 'Oh, you have such a nice job, you travel and pick up stuff.' I dislike these two words 'pick up' and 'stuff'. We don't pick up, we help them develop their crafts and diversify.

Interviewer: We believe your topmost agenda is of doing away with the exploitative middlemen. How do you do that?

Laila: This has been something that has been part of our objective right from the beginning when we began 30 years ago but it didn't mean every middleman but the exploitative ones. I don't want

every craftsperson to become an entrepreneur when they should be focusing on their craft. The idea is to educate the artisans about the value of their skill and educate the buyers about the worth of the craft and only then fair trade can take place. We need the middlemen whether it is Fab India, hi-end stores or the government emporias.

Interviewer: How do you get to interact with the artistes?

Laila: Every month, I spend around ten days in the rural areas trying to understand their needs which can't be done sitting in Shahpur Jat. A group of women weavers in a village may not move out of their village due to the constraints of the society, so their needs would be different from a set of male leather workers.

Interviewer: Tell us something about your pet projects.

Laila: The objective behind the Dastkar Ranthambore Project was to try and find source of income generation for the villagers who had lost their homes and had to be resettled. They had lost access to wood, water and the forests they had been living on for generations. Valmik Thapar asked me what we could do in terms of economic rehabilitation. So, when I met them they were all very bitter and said there are no crafts here. I hated doing it but I had to dive into their homes and houses and find for myself how the people of this agrarian community lived. I discovered that everything they used from a *gudri* to toys to basket, a majority of utility items were made out of waste material. What started from suspicion, hostility turned into 300 families and a turnover of one crore rupees. Another one was Lambani embroidery. It wasn't known everywhere and the Lambani women at that time had switched over to making plastic aprons. I shrieked when I saw a couple of women in Sandur, in now infamous Bellary district, doing that and asked why you make that ghastly stuff. I was told that nothing sells and lambani is very expensive.

Interviewer: What is the state of affairs now?

Laila: We are losing 10 per cent of our craftsmen every year as they are shifting to other jobs. On the other hand the global market is recognising the value of the handicrafts. Around the world, people are getting bored of the high streets same brands available everywhere. Even in India, fatigue has set in and there is realisation that if we want something unique we will have to go back to our handicrafts because that is the only mechanism which can offer experimentation and a different look.

Interviewer: Tell us some Success stories

Laila: Berozgar Mahila Kalyan Samiti of Bihar were bonded labourers for 20 years because they couldn't pay a loan of Rs.500 taken years ago. They were paying 18 per cent interest on it. A donation given to us by a friend was used to repay their loan following which they were trained in weaving. Today they weave beautiful tussar saris worth Rs.30 to 40 lakhs.

Listening text 3: Citation of Award for Major Som Nath Sharma *4 Kumaon IC -521

On 3rd. November 1947 Maj. Sharma's Coy was ordered on a fighting patrol to Badgam Village in Srinagar (Kashmir) Valley. He reached his objective at first light on 3rd. November, 1947, and took

up a position south of Badgam Village. At 1100 hours, enemy estimated strength 700 attacked his Coy position being brought to bear on the Coy position from three sides, the Coy began to sustain heavy casualties. Maj. Sharma fully realizing the gravity of the situation and the direct threat that would result to both Srinagar and the aerodrome if the enemy attacking him was not held until reinforcements could be rushed up to close up the gap leading to Srinagar via Hum Hom, urged his Coy to fight the enemy - tenaciously with extreme bravery. In order to do this, he rushed across the open ground to his sections exposing himself to heavy and active fire. He took a very active part in directing the fire of his sections on to the ever-advancing enemy. He exposed himself to the full fury of the enemy's fire and laid out air-strips in order to guide the aircraft on to the targets in full view of the enemy. Realising that casualties had affected the efficiency of his light automatics, this officer, whose right hand was in plaster, personally commenced filling LMG magazines and issuing them to LMG gunners. A mortar shell landing amongst his ammunition resulted in an explosion that killed him. Maj. Sharma's Coy held on to its position and the remnants withdrew when almost completely surrounded. His inspiring example had resulted in the enemy being delayed for six hours and reinforcements permitted to get into position in Hum-Hom to stem the tide of the enemy's advance. His leadership, gallantry and tenacious defence was such that his men were inspired to fight the enemy outnumbered by them seven to one for six hours, one hour of which was after this gallant officer had been killed. He has set an example of courage, with qualities unequalled in the history of the Indian Army. His last message to Brigade HQ received a few moments before he was killed was The enemy are only 50 yards from us. We are heavily outnumbered. We are under devastating fire. I shall not withdraw an inch but will fight to the last man and the last round.

[**Before reading the text the teacher should explain that 4 Kumaon is the name of the regiment into which Maj. Som Nath Sharma had been commissioned. IC stands for Indian Commission and he was the 521st officer to be commissioned, therefore '4 Kumaon IC 521'*]

Unit - 5

Speaking and Listening - A Review

Section - A

Note: It is not always about learning to speak and listen effectively in English only to pass an assessment , clear a placement test or a job interview!

Have you ever thought about the different forces that are affecting education today? The emergence of new job markets requires enhanced communication skills, multi-cultural awareness and better teamwork. These, and a range of other significant factors are continuously defining and shaping the education scenarios all over the world.

With over 2 billion users of the English language, it has emerged as the most commonly used language of international business, education and communication. However, at the same time, English language too is changing as it comes into contact with new cultures, communities and countries. In this emerging scenario, the knowledge of English and effective communication skills have become imperative for the 21st century learners.

- 1 Read the questions and choose the most appropriate option.
- (a) Do you use English words when you are talking in your mother tongue?
 - (i) some times
 - (ii) always
 - (iii) never
 - (b) Which of the following words are now part of the English dictionary?
 - (i) guru; pandit, shawl
 - (ii) bazar, karma, yoga
 - (iii) all the above
 - (c) How do you react when someone mispronounces a word e.g *snakes*, instead of *snacks*?
 - (i) Tell the speaker that it is incorrect
 - (ii) Try to understand his/her pronunciation
 - (iii) Start laughing
 - (d) What is the most important when you talk in English?
 - (i) good accent
 - (ii) fluency
 - (iii) intelligibility

- (e) Do you make eye contact with your teacher when you are seeking his or her advice?
 - (i) sometimes
 - (ii) always
 - (iii) never
- (f) Do you grope for words when trying to express yourself in English?
 - (i) some times
 - (ii) always
 - (iii) never

What do the answers to these questions tell you? These answers clearly demonstrate that gestures like eye contact, nodding your head, or hand movements (item e.) play an important role in good communication. (items b. and c.) convey the message that we use many words of English in our day-to-day communication like *school, station, party, exams*. Similarly, many words, not only from the Indian languages, but from other languages across the globe, have found a place in the English language. Users of English come from diverse social, cultural and economic backgrounds so, their spoken English can be influenced by their mother tongue (item d.). However, it is critical that our speech is intelligible to all speakers of English and therefore the choice of appropriate words and language structures (item f.) plays an important role in good communication.

2. Working in pairs, discuss the given questions.

- (a) Why do you greet someone with *Good Evening* when you meet a friend at 10:00 p.m.?
- (b) Why do you focus on the audience when making a presentation?
- (c) Why won't you dress up in a casually when you go to meet someone in the office?
- (d) Why don't you answer with just *yes/no* when facing an interview?
- (e) Why do you greet different people differently?

What have you learned so far? Share your ideas with the class. You would notice that our use of the language is strongly dependent on the context, and we always re-phrase our utterances with reference to the degree of *politeness, formality* and the choice of *register*. You continue to polish your language skills with more and more practice and thus understand its finer aspects.

Good communication is always more than the correct and grammatical use of language. You also need to pay attention to accent, tone, pitch, stress, rhythm and intonation, and a demonstrably good understanding of these aspects makes your speech INTELLIGIBLE.

A3. Given below are a few phrases that we commonly use when we greet someone, and others when we conclude a conversation and bid goodbye. Separate the *Greetings* from the *Goodbyes* and write them in the right section of the table. Use the given clues.

Good evening	Hello	See you tomorrow	Hi	See you in a while	Good bye	I need to go home
Thank you for coming	How're you?	Please come again	Good to see you	Bye-bye	Have a nice day	Take care

Greeting	Goodbye

Section - B Language Functions

1. How would you respond to the following questions/statements? Share with your class.

1. 'Congratulations! I am so pleased to hear that.'

2. Excuse me...but I really don't understand this point about the need for good connectivity'.

3. 'Is this your new phone? Must have cost you a lot?'

4. 'Thanks for inviting me, but I have another engagement'.

5. 'I doubt if I can make it for the dinner tonight'.

2. Read some possible 'answers' and match them to the comments given in activity 01:

1. Thank you so much...I had to work hard for this promotion.
2. Without good connectivity, we can't download any of the big files...and that slows down our work!
3. Not really...only twelve thousand!
4. Oh that's a pity ! Can you make it on the 18th then?
5. I can do it, only if I don't go home to change.

You are possibly thinking about other options. Of course, there can be many possible responses.

3. Discuss this with your partner and write down another set of responses for activity 01.

What does it tell you? You would have also noticed that the responses vary with reference to the context, the level of formality and also the relationship between the speaker and the listener. Here's another example to show you how the utterances can be graded starting with the least to the most formal.

- ▶ Lunch?
- ▶ Coming for lunch?
- ▶ Come for lunch with us?
- ▶ Why don't you come for lunch with us?
- ▶ Would you like to come to lunch with us?
- ▶ We would be really pleased if you could join us for lunch.

Observe how the language changes with the level of formality—among friends it can be a few words or phrases and with seniors and elders in formal context, the politeness is maintained along with the use of complete sentences during communication.

Language Functions

Understanding of different language functions and the accompanying linguistic structures is extremely helpful in developing a good proficiency of the language. A **language function** is the **purpose** of speaking that sentence or phrase. For example, "I'm sorry" represents the function of *apologising* and, "Good Morning!" represents the function of *greeting*. Please note that here the expressions like *I'm sorry*, or *Good morning*, are called **exponents** i.e., the language used to describe a function. Here are more language functions.

Functions	Exponents
Suggesting	<ul style="list-style-type: none">• <i>What about going to the zoo?</i>• <i>Let's go dancing.</i>• <i>Why don't we have vegetable curry?</i>

Inviting	<ul style="list-style-type: none"> • <i>Could you please join us for dinner on Wednesday?</i> • <i>Coming for coffee?</i> • <i>I am planning a party on the 26th. You better keep that evening free.</i>
Thanking	<ul style="list-style-type: none"> • <i>Thank you so much for this lovely...</i> • <i>This is just beautiful, many thanks.</i> • <i>You made my day...it is the perfect colour and design !</i>
Advising	<ul style="list-style-type: none"> • <i>I'd urge you to discuss the matter with Prof Kalia.</i> • <i>To get a clearer picture, it would be good to have a meeting with the Sales team.</i> • <i>Under these circumstances, you certainly need to consult an advocate.</i>
Agreeing	<ul style="list-style-type: none"> • <i>You're absolutely right!</i> • <i>That's true.</i> • <i>I couldn't agree more!</i>
Giving warning	<ul style="list-style-type: none"> • <i>If you do that again, I'll leave.</i> • <i>You had better not go there again, or else.</i> • <i>Just wait till I get hold of you!</i>
Seeking Permission	<ul style="list-style-type: none"> • <i>Is it OK if I go now?</i> • <i>Please, may I use your phone?</i> • <i>Do you mind if I bring Gopa with me?</i>
Clarifying	<ul style="list-style-type: none"> • <i>To put it another way...</i> • <i>If I understand you correctly...</i> • <i>Are you saying that....</i>
Expressing preferences	<ul style="list-style-type: none"> • <i>On the other hand, I believe...</i> • <i>I support Sudha's argument for allocating more funds for the School building.</i> • <i>The Defense Counsel's arguments are well thought out, but weak on evidence.</i>
Hypothesising	<ul style="list-style-type: none"> • <i>Imagine you had to...would you?</i> • <i>If I had the chance, I would...</i> • <i>If we hadn't paid attention to what he said...</i>

There are many other functions like *interrupting, expressing wishes/hopes/regrets, expressing obligation, interrupting, evaluating options* and so on.

3. Working in pairs, complete the following table by writing *Exponents* for the following *Functions*.

Functions	Exponents
<i>Expressing wishes/ hopes/ regrets</i>	

<i>Expressing obligation</i>	
<i>Interrupting</i>	
<i>Evaluating options</i>	
<i>Giving an opinion</i>	
<i>Clarifying</i>	
<i>Seeking permission</i>	
<i>Summarising</i>	

Appropriacy and Register

Imagine a Regional Manager (Sales) walks into the Meeting room and greets his or her team with, 'Hi, guys!' or 'I'd like to wish you all a very good evening'. They would be surprised, because both of these greetings are unsuitable or inappropriate for this situation, which is neither very formal nor completely informal. And so, a simple 'Good evening' is more appropriate. The context or the situation also plays an important part in selecting the right expression, and this is called **register**. 'Hi, guys' is an example of the informal register, and, 'A very good evening to all of you' is an example of the formal register.

4. Read the following conversation between two friends and match the *italised* sentences with the functions listed.

Simran : This slice of cake isn't nice. Nothing's fresh and it tastes a bit strange!

Rohan : Yes, you're right. (1) *Should we complain to the Manager?*

Simran : (2) *That's going a bit too far, isn't it?* Maybe we could first check with the waiter.

Rohan : (3) *Are you saying you'd like to get this sandwich changed?*

Simran : No, that's not a great idea. (4) *It could be possibly worse than this one.*






Rohan : (5) *Or, could be nice and fresh!*

Simran : (6) *OK, call the waiter and let's tell him.*

- A - predicting
- B- making a suggestion
- C- asking for clarification
- D- expressing hope
- E- agreeing
- F- disagreeing

5. Play this BOARD GAME with a partner using a coin. Head: move one box; Tail: move two boxes.

You are at the PCM Annual Sales Conference at New Links Conference Centre. Make conversations with your partner on each square, according to the instructions given in the box.

1 You arrive at the entrance of the Centre. Ask someone there about the venue of the conference.	2 The receptionist asks you to spell your second name.	3 You ask the receptionist where you need to register for the conference.	4 Move to 9	5 You meet a friend from your college days, greet him/her
20 Tell the receptionist to get a taxi for you.		19 Tell your mother, on the phone, that you will reach home by 5 p.m.	6 Ask your friend about his/her new job/ company?	
17 Announce where the lunch is going to be served.		18 The team leader wants to speak to you.		7 Introduce your friend to your colleague who has just joined you.
15 Your team leader invited you to briefly talk about the sales targets for the year.			16 Go back to 10	8 Ask your colleague about what time will the meeting begin.

14 Your team leader suggests you discuss this with his/her during the coffee/tea break.	12 Inform your team leader that you'll need to leave by 4:30 p.m. because you have to take your mother to the doctor.	11 You want to meet your team leader. Ask your colleague about where you can find him/her	10 A passer-by asks you about the way to the nearest bus stand or metro station.	9 Ask and note down the new mobile number of your friend.
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Section - C In My Office

In any office, there is always endless exchange of information—colleagues asking for or giving information, callers/visitors asking for information, over the phone, face to face or across the counter. It is important to use language precisely in such situations.

Giving information and asking for information.

(i) Asking a colleague, over the phone

- A : Hello, Aditya ! Reesha here.
 B : Yes, Reesha, what can I do for you ?
 A : Adi, can you please give me the mobile number of Mr Seth who designed the trophies last year.
 B : Yes, certainly. His number is-98 43 67 89 20
 A : Thanks, Adi.

Note: There is a very brief exchange of greetings/pleasantries and then the caller asks for the information. The respondent gives the information straightaway and that concludes the conversation.

(ii) Asking your senior for information face-to-face.

- Aditya : Good morning, Mr Mittal. May I come in?*
Mr Mittal: Good morning, please come in .
Aditya : Sir, I wanted to invite Mrs Sushma Shrama to the Experts' Committee meeting next week. Can you please give me her contact details?
*Mr Mittal: That's a good idea. Her phone no is 033-***** and you'll need to speak to her PA first. I'll forward you her e-mail id, which has her designation and other details. Is that all right?*
Aditya: Yes, Sir. Thank you very much.

(iii) Asking for information across the counter

Aditya : Hello. Please give me two tickets for Chandigarh.

Ticket Seller: For deluxe or ordinary?

Aditya: Deluxe please.

Ticket Seller: I'm sorry. All tickets for the 4:30 pm bus are sold out. However, we do have some for the 5:30 service.

Aditya: Ok, fine. Could you give me 2 tickets for 5:30 please!

Ticket Seller: Sure. Here you are.

Aditya: Thanks.

Notice the differentiating features of these three short conversations.

- ▶ length of conversation
- ▶ formal vs informal use of language
- ▶ use of greetings etc.

A proficient speaker bears these in mind when talking to immediate colleagues, strangers or your seniors. A good understanding of these features facilitates effective communication.

On the Phone

A great deal of real business in an office happens over the phone when people are calling up to find out about timings, to take appointments, to discuss something, to make enquiries about prices, timings availability and a whole range of other things and services may also often take down messages to be passed on to colleagues or seniors. In such situations, it is important that the speech is clear and effective and that the appropriate level of politeness is maintained throughout.

Very often, visitors and callers complain about a service, product or a piece of information. In such situations, one has to be level-headed, speak politely, and be patient to the caller of visitors. Given below here is a table of phrases and responses that you may need to often use when talking to callers and visitors:

Stages	Words/phrases	Appropriate responses
Opening	Good morning/hello... This is/It's...	Good morning/hello. Who's calling, please?
Warm up	I'd like to speak to... Could you connect me to...? How are you?	Just a minute/hold on, I'll put you through... Nice to hear from you.
Conveying the message	I'm phoning/calling about.. Could you give B a message?	I'm sorry, Z is not in. The line is busy. Would you like to hold on or call... I'll certainly pass on your message

Rounding off	Thanks for your help. I hope to see you soon/look forward to meeting you.	Thank you for calling. OK/Fine/Thanks
Closing	Thanks, bye-bye.	Bye-bye.

Section - D Sounds of English-Review

As you all I know that the English language has 26 letters in the alphabet, but the total number of sounds used in English is 44. In many languages, each consonant or vowel has a unique role, a function that never changes. However, in English, different letters (both consonants and vowels) can be pronounced differently depending on where they occur in the words, and there are sounds which are not represented by any of the 26 letters. You would have studied them in greater detail in class XI. Now, let us review these letters and sounds again.

Letters	Sounds	
Vowels	5	20
Consonants	21	24
Total	26	44

1. Given below are the phonetic symbols along with the words which represents that sound.

ɪ <small>READ</small>	i <small>SIT</small>	ʊ <small>BOOK</small>	u: <small>TOO</small>	ɪə <small>HERE</small>	eɪ <small>DAY</small>	John & Sarah Free Materials 1996	
e <small>MEN</small>	ə <small>AMERICA</small>	ɜ: <small>WORD</small>	ɔ: <small>SORT</small>	ʊə <small>TOUR</small>	ɔɪ <small>BOY</small>	əʊ <small>GO</small>	
æ <small>CAT</small>	ʌ <small>BUT</small>	ɑ: <small>PART</small>	ɒ <small>NOT</small>	eə <small>WEAR</small>	aɪ <small>MY</small>	aʊ <small>HOW</small>	
p <small>PIG</small>	b <small>BED</small>	t <small>TIME</small>	d <small>DO</small>	tʃ <small>CHURCH</small>	dʒ <small>JUDGE</small>	k <small>KILO</small>	g <small>GO</small>
f <small>FIVE</small>	v <small>VERY</small>	θ <small>THINK</small>	ð <small>THE</small>	s <small>SIX</small>	z <small>ZOO</small>	ʃ <small>SHORT</small>	ʒ <small>CASUAL</small>
m <small>MILK</small>	n <small>NO</small>	ŋ <small>SING</small>	h <small>HELLO</small>	l <small>LIVE</small>	r <small>READ</small>	w <small>WINDOW</small>	j <small>YES</small>

Read all these words aloud and circle the letter that corresponds to the phonetic symbol.

Consonant Sounds

2. Now study the phonetic symbol for each consonant sound carefully, and underline the word which DOES NOT represent the corresponding sound.

Consonant Sounds	Odd one out
/p/	pen, copy, happen, ciphon
/b/	back, bomb, baby, job
/t/	tea, tight, listen, button
/d/	day, ladder, odd
/k/	key, clock, Wednesday, school
/g/	get, giggle, might, ghost
/tʃ/	church, match, nation, nature
/dʒ/	judge, age, plague, soldier,
/f/	fat, coffee, though, photo
/v/	view, heavy, ,move
/ʒ/	thing, author, matter, path
/ð/	this, other, should, smooth
/s/	soon, cease, kites, sister
/z/	zero, music, measure, buzz
/ʃ/	ship, cycle, sure, national
/ʒ/	pleasure, vision, leisure, ledger
/h/	hot, whole, thought, ahead
/m/	more, hammer, mnemonic, sum
/n/	nice, know, funny, column
/ŋ/	ring, anger, thanks, sung
/l/	light, valley, talk, feel

/r/	right, wrong, sorry, poor
/j/	yet, use, beauty, jade
/w/	wet, one, suit, queen

3. **Homophone:** It is a word which is pronounced in the same way as another word but differs from it in origin, meaning and spelling. For example: *read* (past tense of *read*) and *red* (a colour).

Homonym: It is a word which has the same spelling and pronunciation as another word, but a different meaning. For example, '*bank*' of a river and '*bank*' associated with financial transactions.

- (a) Given below is a box full of words. Read each word aloud, and then find pairs of words that are pronounced in the same way, but have a different meaning and different spellings

sea	gate	too	bow	knot	see
blue	sent	fare	cue	pear	fair
there	by	gait	their	not	blew
bye	already	tye	stationery	whole	practise
deer	tie	die	two	bough	sent
queue	pair	practice	already	stationary	hole
dear	dye				

- (b) Write the pairs in the table as shown below:

(e.g.) pair	(e.g.) pear

4. **Stress on the right syllable**

A *syllable* is a unit of sound which includes a vowel sound. You can check how many syllables a word has by putting your hand under your chin. Each time your chin moves to make a vowel sound count a syllable. For example, the word 'difficult' moves your chin three times. Therefore, *difficult* has three syllables.

If the word has only *one syllable*, that syllable is stressed, but, in *multi-syllable* words, the stress falls on one of the syllables while the other syllables tend to be spoken over quickly. This leads to sounds that are not clear (*muted*) on unstressed syllables. In order to improve your pronunciation, focus on pronouncing the stressed syllable clearly. However, don't be afraid to "mute" (*not say clearly*) the other unstressed vowels.

- (a) **Study the examples and practise pronouncing the words by stressing the syllable written in capital letters.**

PersonNEL	TOTally	InDUstrial	ToMATo	FanTAsTic
-----------	---------	------------	--------	-----------

Note: Unstressed syllables keep the correct sound, but they sound muted. Sometimes, unstressed vowels become a schwa sound - like a soft "uh". At other times, the vowel is pronounced but not stressed. Now, review the eight common word stress patterns in English..

One Syllable - Stressed

All one syllable words have the stress on the one syllable. The intonation should go down.

EAT	DRINK	SIGN	WELL
-----	-------	------	------

Two Syllable - First syllable stressed

Examples:

Glant	PICTure	HEATing
-------	---------	---------

Two Syllable - Second syllable stressed

Examples:

toDAY	aHEAD	aLLOW
-------	-------	-------

Three Syllable - First syllable stressed

Examples:

E N ergy	Op er ate	OR g anize
-----------------	------------------	-------------------

Three Syllable - Second syllable stressed

Examples:

me M orial	a S SUMption	ca N Adian
-------------------	---------------------	-------------------

Three Syllable - Third syllable stressed

Examples:

employ E E	japan E SE	volunt E ER
-------------------	-------------------	--------------------

Four Syllable - Second syllable stressed

Examples:

psy CH OLogy	e V Aporate	cer T Ificate
---------------------	--------------------	----------------------

Four Syllable - Third syllable stressed

Examples:

poli T ician	indi V idual	reputa T ion
---------------------	---------------------	---------------------

(b) Read the following sentences out aloud. Mark them as Type A or Type B according to the rise or fall in the tone.

You may recall that the pitch rises at the end of the statement/question if the speaker is uncertain, and it falls when the speaker is certain.

1. The percentage of women working in banks is rising, isn't it?
2. You are not going to put this down in writing, are you?
3. The policy calls for a big change in overtime rules, doesn't it?
4. You visited Tashi last week, didn't you?
5. The Agra fort was built by Shah Jahan, wasn't it?
6. I think this will lower the recruitment standards, won't it?
7. I should go and fetch the groceries, should I?
8. I haven't read about eight different types of intelligence have you?

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

5. The Silent Letter

You have earlier studied that English is not a phonetic language; it simply means that quite often, in many of the words, all the consonants may not be pronounced. And, it can be quite

difficult to remember which consonants are not pronounced in which words. Given here are some examples that illustrate this feature.

A- logically, musically, romantically,	L - calf, calm, talk, yolk
B - debt, doubt, numb, subtle,	N - autumn, column, damn, hymn,
C - blackguard, czar, scissors,	P - pneumonia, psychology, receipt
D - handkerchief, Wednesday	R - butter, finger, garden, here,
G - align, champagne, gnaw,	S - aisle, debris, island, isle,
H - choir, exhaust, ghost, heir, hour	T - asthma, ballet, castle, gourmet
K - blackguard, knead, knowledge	U - catalogue, guest, guitar, tongue

6. Intonation

(a) Working in pairs, discuss the given situation

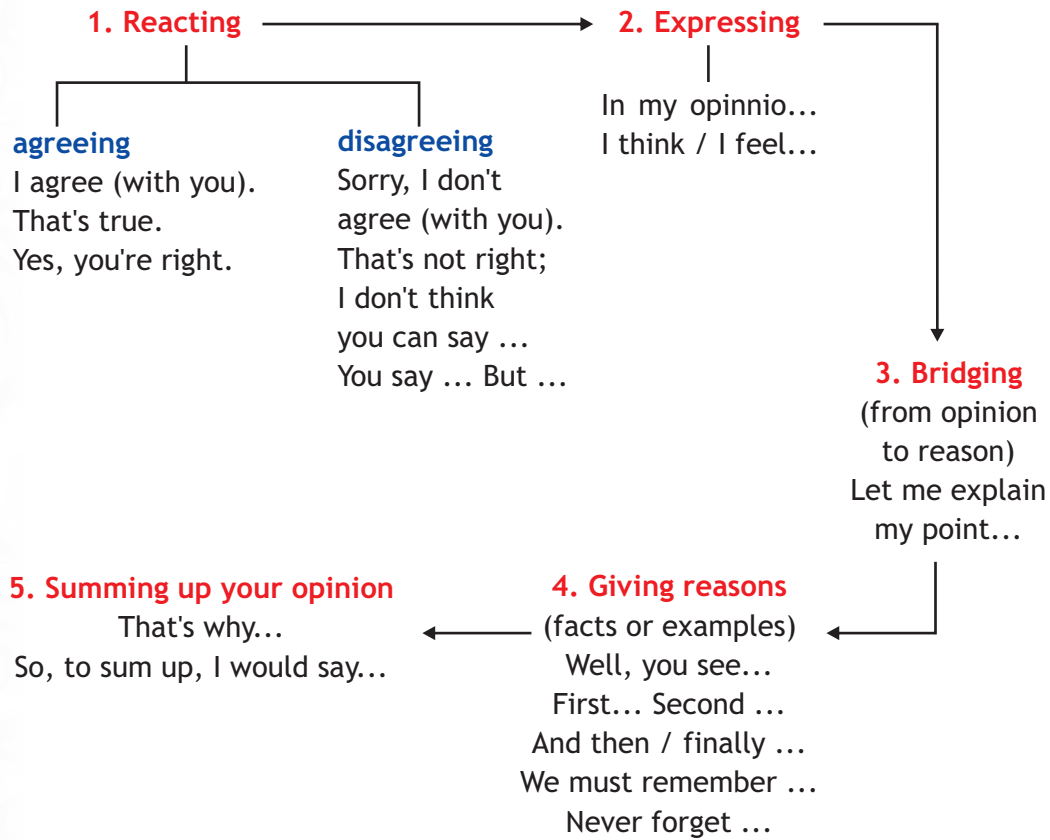
Your best friend has started going out with a group of friends who you know to be undesirable. You have tried to caution your friend about them but she/ he does not pay any heed. How will you deal with the situation?

- ▶ Intonation is used to convey feelings and attitudes
- ▶ The Falling intonation: completeness and definiteness
- ▶ The rising intonation: incompleteness and uncertainty or questioning
- ▶ The falling-rising: hesitation, contrast, reservation or doubt

(b) Which of the following language functions will you use? Write the exponents you would use.

Functions	Exponents
Expressing opinion/s	
Asking for advice	
Interrupting	
Offering suggestions	
Offering help	
Summing up	

7. The TV is described as an 'idiot box'. Debate AGAINST the motion. Your presentation should be about 3 to 4 minutes. Use the language of debate appropriately to help you make your speech more effective.



Language Use

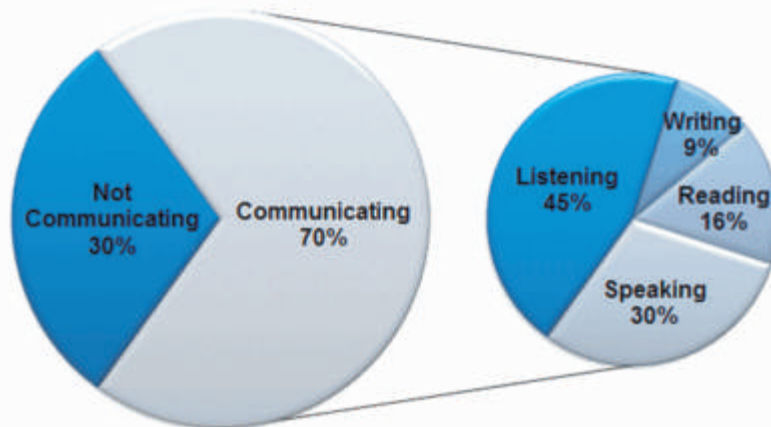
1. Opening statement/Quotation
2. Respected Chairperson, members of the jury, teachers, and my dear friends ...
3. I strongly support/reject/oppose the motion ...
4. First reason for/against
5. Second reason for/against
6. My worthy opponent has just pointed out ... but I feel...
7. Friends, don't you agree with me when I say ...
8. Although my opponent may feel ...
9. Summing up

Section - E Listening - Review



The simplest way to learn a language is to listen. That sounds surprising? But it is true! How do children learn a language? They *only listen*, and continue to listen to baby talk, the words, then phrases and sentences being spoken by all those around them, and that becomes the best stimulus for them to repeat, reproduce and eventually start speaking. They gradually start speaking in short, clear sentences and then move on to long and complex sentences. Teachers / parents. We never teach them parts of speech, sentence structures or stress patterns, but they imbibe these finer aspects of language by simply listening and figuring out the 'rules' in their mind, that is unconsciously. Listening is in not less important than reading, writing and speaking. In fact, we always do more listening than speaking, and that is the key to good communication.

Time Spent Communicating



In fact, listening is the first skill learnt, but the last skill taught; we certainly need to pay more attention to it, and start practising listening.

We listen to different conversations when we are travelling in a bus, metro or train, but you don't mind how the fellow-passengers are speaking. If they happen to be talking in English, you are likely to listen to many Indian words and phrases in their conversations, and many words being pronounced differently. Besides, there are many other unique features of such conversations like short-forms or abbreviations, some particular idioms and expressions shared by a group of people, or even words from their common



dialect. This is one example of a listening situation, when we are not participating in the conversation. We are only passive listeners!



There are many other situations when one needs to listen for specific information. Look at the few situations given in the pictures. At a railway station, airport or metro station, the announcements are being made continuously. But you would listen to the

one which is related to your journey—the key words that you listen/relate to are the arrival/departure time, destination and train or flight number.



In such situations, you are *listening for specific information*.

When you are listening to your teacher in the classroom teaching/revising a lesson, you would probably need to listen to each word carefully, to ensure that you develop a sound and comprehensive understanding of the new topic. This is also known as *Intensive Listening*.

Sometimes, you are listening to the news, or watching a documentary on the television. During this activity, you are not listening to each and every word or may even miss out on something it happen? It

happens because you are *listening for general understanding* i.e. to develop broad understanding of the topic being discussed.



Sometimes, you don't need to listen to most of the broadcast! When does that happen? For example, when you listen to music or to a radio programme, you are **listening for pleasure** that is, enjoying what you are listening to becomes more

important than the detail of what is being spoken, narrated or discussed.

Next comes *inferential listening*. Very often what is being spoken is not directly relevant to your situation, but may become so in the near future. The information given in these situations is not direct or explicit, but implied. Can you think of a situation when this happens? Yes especially when you don't get the answer that is expected.



1. (a) Read the following conversation:

Raman: Are we going out for lunch with Meenu and Mahesh this afternoon?
Simmy: It would be good idea to invite them home on Sunday, instead.

Here Simmy, rather than answering in 'yes', 'no' or 'may be', suggests that they should consider inviting them home for dinner instead on Sunday.

Working in pairs, discuss what meaning you could guess from her statements. Her words are only a suggestion.

- (i) Home food would be less expensive
- (ii)
- (iii)

There could be other 'inferences' drawn from this short extract, while a single one can be woven into the next part of the dialogue, like the one given in the box.

Raman: That's a good idea!
Simmy: I can make their favourite vegetable, pulao too !

So, this is an example of inferential listening. In other words, *inferential listening* means that there is a difference between the **meaning** and the message.

Here is another situation:

The sales assistant at a Garments showroom may ask the customer:

Are you all right?
Are you OK?

He is not enquiring about the customer's wellbeing, but actually saying (implying) *I am willing to help you make a selection, or I can tell you more about these new designs/products/prices etc. This is important in cross-cultural communication.*

It is likely that the non-native speakers may just accept the literal meaning of remarks, or statements made by native speakers of English. Look at some examples given below:

What they say	What they mean	What others understand
That's not bad	That's good	That's poor
I almost agree	I don't agree at all	He's not far from agreement
I have a few minor comments	Please re-write completely	He has found a few mistakes/typos

You often listen to talks, lectures or presentations. What happens in such situations? Here, the objective of listening is understanding the main point and the supporting points/examples or details. As a student, you often need to practise this type of listening.

2. Practise listening

(a) Listen to the announcement at the airport and complete the statements that follow by filling in the blanks with one or two words only.

- (i) The flight has landed at the _____ airport.
- (ii) The same aircraft will fly to _____.
- (iii) Passengers should proceed to gate no _____ for boarding.
- (iv) The flight will now leave at _____.
- (v) The announcement is made at _____.

(b) Listen to the following conversation between two friends and complete the given form.

TICKET BOOKING FORM	
Name:
Address:
Pincode:
Contact No:
No of tickets :	<input style="width: 100px; height: 20px;" type="text"/>

- (c) Listen to 5 speakers talking about the use of technology in schools. Match the speakers with the key statements given. There are two extra statements that you do not need.

Speaker	Statement
1	Users of technology find learning easier by providing appropriate visuals.
2	While most content is filtered and listed, it is the user's duty to ensure that information is useful and accurate.
3	Technology helps the user to develop problem-solving skills.
4	Using technology is a good way of staying in touch with your friends and family but it has resulted in a rise in crime across the globe.
5	Technology helps improve students' self-esteem and motivation.
6	With technology providing easy access to information online, users often resort to plagiarism.
7	Use of technology promotes equity in schools.

- (d) You will listen to a Radio Show about the Indian system of medicine, Ayurveda. As you listen to the radio show, answer the given questions.

- The name of the radio show is
 - 'The Indian System of Medicine'
 - 'Ayurveda and You'
 - 'A Healthy You'
- The topic of the programme is
 - how to remain healthy
 - why ayurveda is good for health
 - the origin of ayurveda
- The science of Ayurveda developed
 - before the 12th century AD
 - between the 12th and 15th century BC
 - after the 15th century AD
- The term Ayurveda means
 - the science of long life
 - the art of living
 - the science of herbal medicine

5. Ayurveda is different from the other systems of medicine as it
- (a) developed so long ago
 - (b) believes in herbs for curing diseases
 - (c) deals with maintaining health and staying away from diseases.

Listening Script 01

Good evening, ladies and gentlemen! Skylark Airways flight DST 342 from Delhi to Patna has now landed. The same aircraft will fly to for Bangalore after 45 minutes. We are pleased to report that flight TST 257 will leave at 5:45 p.m. without further delay. Passengers travelling by Skylark Airways flight TST 257 to Bangalore may now proceed to boarding gate no. 26. We apologise for the inconvenience caused. Have pleasant flight! Passengers requiring wheelchair may contact the Airlines Staff at the Boarding Gate.

Thank you.

Listening Script - 02

Neena : Hi, Sameer. Good you made it on time.

Sameer : Yeh, it was tough, the traffic at this time is really bad. OK, let's fill up the form and get the booking done.

Neena : Yeh, sure. So, my name -NEENA KALIA, and address- 238/4, M G Road, Gulab Nagar, Aligarh. Hey, do you remember my pincode ?

Sameer : Yes, it is 301-201.

Neena : Thanks. We also need to write our contact no. Can I write your mobile no?

Sameer : Of course! It is 79-65-40-34-32. Is 25th evening show, all right?

Neena : Yes, please! Since the next day is Sunday, I'll get time to prepare for the weekly test.

Sameer : That's good planning. The tickets will cost 600/- . Is that OK?

Neena : Yes, fine. Is your cousin Rashmi planning to join?

Sameer : No, I spoke to her yesterday. She's going away for the weekend.

Neena : Good for her !

Listening Script 03

Speaker 1: Many teachers have stressed opportunities that technology provides for acquiring problem- solving skills - either through instructional software designed to teach problem solving or through the many requirements for solving problems that naturally emerge when one is trying to use computer tools to accomplish a task (e.g., the selection of appropriate software, figuring out what to do when the system doesn't behave as you expect it to).

Speaker 2: Technology helps the learner acquire complex concepts, for example by graphically representing abstract concepts such as acceleration, or by providing a structure for your thinking with tools like imp.

Speaker 3: A third frequently cited rationale by teachers for introducing technology was to stimulate motivation and self-esteem. Through either personal experience or a review of the literature, many innovators perceived the dramatic effects that technology can have on students' interest in class activities and enhancing their belief in their own capabilities. While these benefits are perceived as occurring across the board, our case study sites, most of whom serve student bodies coming predominantly from lower -literacy areas - such benefits would be particularly important for these students.

Speaker 4: Another good reason for using technology was the promotion of equity. In particular with the introduction of ShareNet (the school and community intranet), a number of people easily recognized the wide disparity in the resources available to them and felt that a unifying network such as ShareNet could promote a more equitable use of those resources. In the case of several schools serving students from low-income homes, technology innovators stressed the importance of giving these students the technology tools that would facilitate the learning process, socialisation, beside encouraging children to hone their IT skills.

Speaker 5: Assuming we are justified in granting access to some store of information that we may be in control of, there is a duty to ensure that that information is useful and accurate. While all searches are filtered to some degree in order to ensure that the information the search provider believes is most important to the user is listed first, not all searches are equal and it matters which search provider one uses.

Listening Script 04

Host: Good morning and welcome to “A Healthy You” – our weekly health programme. I am your host, Pranjol Roy. Today we have with us, Dr. Arvind Dubey who is a well-known doctor of our city. Dr. Dubey practises Ayurvedic medicine. Dr. Dubey, hello and welcome to our show “A Healthy You”.

Dr. Dubey: Good Morning.

Host: Dr. Dubey, will you tell us something about the origin of Ayurveda?

Dr. Dubey: Ayurveda is the ancient Indian medical science, the origin of which can be traced back to the Vedas. The fourth book of Vedic literature, the Atharvaveda, contains passages devoted to medicine. It was this that gave birth to Ayurveda, which literally means the science of long life. It aims to cure disease, protect health, and prolong life through natural herbs.

Host: When did Ayurveda develop as a system of medicine?

Dr. Dubey: Ayurveda developed between 12 to 15 century BC, about 3,500 years ago.

Host: How is Ayurveda different from the other systems of medicine?

Dr. Dubey: Ayurveda comprises of two words: Ayur and Veda. Ayur means life, and Veda means knowledge or science. So the literal meaning of the word Ayurveda is the science of life. Ayurveda is a science dealing not only with the treatment of diseases but is a complete way of life. Ayurveda is the only science which deals with maintaining health and staying away from diseases. The word health here does not mean physical health, but also spiritual and mental health.

Host: Thank you very much Dr. Dubey for your very enlightening talk. I am sure all of us have learnt a lot about traditional Indian medicine today.

Sample Questions for Practice

READING

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

1. When I think of my school days, I am reminded of an incident which took place when I was studying in 5th class. I had a teacher, Shri Siva Subramanialyer. He was one of the very good teachers in our school. All of us loved to attend his class and hear him. One day, he was teaching about bird's flight. He drew a diagram of a bird on the blackboard depicting the wings, tail, body structure and the head. He explained how the birds create the lift and fly. He also explained to us how they change direction while flying. Nearly 25 minutes he gave the lecture with various information such as lift, drag, how the birds fly in a formation of 10, 20 or 30.
2. For me, it was not merely an understanding of how a bird flies. The bird's flight entered into me and created a feeling on the seashore of Rameswaram. From that evening, I thought that my future study has to be with reference to flight and flight sciences. I am telling this because my teachers teaching and the event that I witnessed later decided my future career. Then one evening after the classes, I asked the teacher. "Sir, please let me, how to progress further in learning flight sciences." He patiently explained to me that I should complete high school and then I should go to college that may lead to education of flight. If I do all these I might do something connected with flight sciences. This advice and the bird flying demonstration given by my teacher really gave me a goal and a mission for my life. When I went to college, I took Physics. When I went to engineering in Madras Institute of Technology, I took Aeronautical Engineering.
3. Thus my life was transformed as a rocket engineer, aerospace engineer and technologist. That one incident of my teacher's teaching, giving a live demonstration, proved to be a turning point in my life which eventually shaped my profession.
4. How it was powered. Bird is powered by its own me and the motivation what it wants. All these things were explained to us within 15 minutes. We all understood the whole bird dynamics with practical example. How nice it was! Our teacher was a great teacher, he could give us a theoretical lesson coupled with a live demonstration. This is real teaching. I am sure many of the teachers in schools and colleges will follow this example.

Pride of the Nation: Dr. A.P.J. Abdul Kalam

- (i) The teacher was teaching about
 - (a) body structure of birds
 - (b) flapping of wings
 - (c) birds flight
 - (d) creating lift and flying

- (ii) When the author said he did not understand how the birds fly ,the teacher did not get upset because
 - (a) the author was a good student
 - (b) he wanted to explain it again
 - (c) he was a real teacher and a very good teacher
 - (d) many students found it difficult to understand
- (iii) The teacher took the students to the seashore because
 - (a) the students liked roaring sea waves
 - (b) it was a pleasant evening
 - (c) the students could hear the sweet chirping of birds
 - (d) he wanted to teach bird dynamics with practical example
- (iv) The students were amazed to see the birds:
 - (a) in marvelous formation with a purpose
 - (b) beginning to flap their wings
 - (c) chirping loudly
 - (d) flying to their destinations
- (v) The author says his career was decided by
 - (a) his teacher's advice
 - (b) his visit to the sea shore of Rameswaram
 - (c) his teacher's class on birds flight and the event he witnessed
 - (d) the birds flying in the air
- (vi) The turning point in his life which shaped his profession was his
 - (a) studying in the college
 - (b) doing Aeronautical Engineering
 - (c) teacher's advice
 - (d) teachers' excellent teaching through a live demonstration
- (vii) The opposite of "connected" is
 - (a) linked
 - (b) disconnected
 - (c) separated
 - (d) disjointed
- (viii) The word "mission" means a/an
 - (a) passion
 - (b) reason
 - (c) aim or calling
 - (d) purpose

- (ix) "Transformed" means
- (a) modified
 - (b) redefined
 - (c) changed completely
 - (d) reshaped

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

1. The spiritual training of the boys was a much more difficult matter than their physical and mental training. I relied little on religious books for the training of the spirit. Of course I believed that every student should be acquainted with the elements of his own scriptures, and therefore I provided for such knowledge as best I could. But that, to my mind, was part of the intellectual training. Long before I undertook the education of the youngsters of the Tolstoy Farm I had realized that the training of the spirit was a thing by itself. To develop the spirit is to build character and to enable one to work towards knowledge of God and self-realization. And I held that this was an essential part of the training of the young, and that all training without culture of the spirit was of no use, and might be even harmful. I am familiar with the superstition that self-realization is possible only in the fourth stage of life, i.e., sannyasa (renunciation). But it is a matter of common knowledge that those who defer preparation for this invaluable experience until the last stage of life attain not self-realization but old age amounting to a second and pitiable childhood, lying as a burden on this earth. I have a full recollection that I held these views even while I was teaching i.e., in 1911-12, though I might not then have expressed them in identical language.
2. How then was this spiritual training to be given? I made the children memorize and recite hymns, and read to them books on moral training. But that was far from satisfying me. As I came into closer contact with them I was that it was not through books that one could impart training of the spirit. Just as physical training was to be imparted through physical exercise, and intellectual through intellectual exercise, even so the training of the spirit was possible only through the exercise of the spirit. And the exercise of the spirit entirely depended on the life and character of the teacher. The teacher had always to be mindful of his p's and q's, whether he was in the midst of his boys or not.
3. It is possible for a teacher situated miles away to affect the spirit of the pupils by his way of living. It would be idle for me, if I were a liar, to teach boys to tell the truth. A cowardly teacher would never succeed in making his boys valiant, and a stranger to self-restraint could never teach his pupils the value of self-restraint. I saw, therefore, that I must be an eternal object-lesson to the boys and girls living with me. They thus became my teachers, and I learnt I must be good and live straight, if only for their sakes. I may say that the increasing discipline and restraint I imposed on myself at Tolstoy Farm was mostly due to those wards of mine.
4. One of them was wild, unruly, given to lying, and quarrelsome. On one occasion he broke out most violently. I was exasperated. I never punished my boys, but this time I was angry.

I tried to reason with him. But he was adamant and even tried to overreach me. At last I picked up a ruler lying at hand and delivered a blow on his arm. I trembled as I struck him. I dare say he noticed it. This was an entirely novel experience for them all. The boy cried out and begged to be forgiven. He cried not because the beating was painful to him; he could, if he had been so minded, have paid me back in the same coin, being a stoutly built youth of seventeen; but he realized my pain in being driven to this violent resource. Never again after this incident did he disobey me. But I still repent that violence. I am afraid I exhibited before him and day not the spirit, but the brute, in me.

5. I have always been opposed to corporal punishment. I remember only one occasion on which I physically punished one of my sons. I have therefore never until this day been able to decide whether I was right or wrong in using the ruler. Probably it was improper, for it was prompted by anger and a desire to punish. Had it been an expression only of my distress, I should have considered it justified. But the motive in this case was mixed.
6. This incident set me thinking and taught me a better method of correcting students. I do not know whether that method would have availed on the occasion in question. The youngster soon forgot the incident, and I do not think he ever showed great improvement. But the incident made me understand better the duty of a teacher towards his pupils.
7. Cases of misconduct on the part of the boys often occurred after this, but I never resorted to corporal punishment. Thus in my endeavor to impart spiritual training to the boys and girls under me, I came to understand better and better the power of the spirit.
 - (i) Acquaintance with one's religion and scriptures is _____ training
 - (a) intellectual
 - (b) spiritual
 - (c) academic
 - (d) physical and mental
 - (ii) Training of the spirit is
 - (a) training of the mind
 - (b) self-realization and working towards knowledge of God
 - (c) training without culture of the spirit
 - (d) memorizing and reciting hymns
 - (iii) Increased self-discipline and restraint Gandhiji imposed on himself was due to
 - (a) unruly, quarrelsome inmates
 - (b) those words of Gandhi
 - (c) cowardly behaviour of teachers
 - (d) demands of students
 - (iv) Once Gandhiji struck a wild, unruly quarrelsome boy and he repented later because
 - (a) the boy begged to be forgiven

- (b) the boy had disobeyed him
 - (c) it was a violent resource
 - (d) the boy could have paid back in the same coin
- (v) Gandhiji was always against corporal punishment because
- (a) misconduct on the part of the boys not very common
 - (b) corporal punishments never bring about change in behaviour
 - (c) it is prompted by anger and desire to punish
 - (d) it exhibits before him his true spirit
- (vi) How does the author describe the training of the spirit?
- (vii) According to Gandhiji what is the best method of correcting students?
- (viii) The antonym of "improper" is
- (a) impolite
 - (b) appropriate
 - (c) proper
 - (d) unwanted
- (ix) The synonym of "trembled" is
- (a) cried
 - (b) slipped
 - (c) waved
 - (d) shook uncontrollably from fear
- (x) "Scriptures" are
- (a) textbooks
 - (b) religious books
 - (c) prayer beads
 - (d) holy books

3. Read the given passage carefully and answer the questions that follow.

1. The hair, like the skin, is a barometer to the state of your internal health. If you are generally healthy and have a balanced diet, you will most probably find that your hair reflects it. On the other hand, illness, tension and deficiencies can affect hair and give rise to various problems. Hair is fed by blood flowing to the hair follicles, and this means that a good circulation is necessary for healthy hair. For this reason, the daily diet is of great importance and so are normal living habits. At some time or other, most of us are confronted with hair problems. One of the most common among these is dandruff, which can trigger off other problems like hair loss or acne.
2. Dandruff is a scalp disease. Some forms of dandruff can cause severe itching and when one scratches the scalp to relieve itching, further damage is caused. Any damage to the scalp

with the nails can cause secondary bacterial infections. All these put together give rise to a more serious problem, accelerating hair loss and undermining the health of the hair. Dandruff as well as other bacterial and fungal infections of the scalp can be cured, but very often people get resigned to living with mild forms of dandruff and overlook the necessity of having it treated.

3. What one needs to know is not only how to cure it but also how to tackle the problem in all its aspects. The object is to restore health to the scalp, and by doing so, to the hair itself. If you bring about a change in your diet and living habits, consume more fresh foods and drink plenty of water, you will be tackling the problem at the grass roots.
4. Treatment with herbal extracts has been found to be extremely effective. A number of herbs have appropriate medicinal properties that can control infection. They also help to stimulate their growth and are so mild in nature that there is no damage to delicate tresses. In fact, this is one factor which is a definite advantage, as many dandruff treatments are very harsh on the hair and finally leave it dry, and brittle.
5. Side by side with clinical treatments, a course of treatment is given for daily use, at home. This creates an awareness of the right way of taking daily care of hair. Herbs like henna, shikakai, reetha and amla are antiseptic ingredients provided by nature and have a wonderful cleansing action, without the harmful effects of detergents.
6. Light oil massage often helps to dislodge the dandruff flakes, though there is myth about the effectiveness of head massage. In actuality, when there is hair loss, a vigorous massage can cause more hair to fall, as the roots are already weak. Besides, it can damage the hair shaft. Hair is very delicate and should be handled very gently. The scalp should be massaged gently. The finger tips should be used to move the skin of the scalp in small circulatory movements.
7. For dandruff, a light massage with hot oil helps to rid the scalp of the flakes. Pure coconut oil or olive oil can be heated and applied on the scalp with a gentle massage at night. It should be left on overnight. Next morning the juice of one lemon should be applied an hour before shampooing. This can be a good weekly treatment for the scalp.
8. Henna is a natural product that also helps to control dandruff infections. However, one has to be very careful about the quality of henna that is used. Specially prepared henna powder, mixed with other ingredients, is effective in controlling dandruff and improving the texture of the hair.
9. Henna promotes hair growth, restores health and also conditions hair to a luxuriant, shiny, soft texture. It has an effective cleansing action, getting rid of toxic wastes that accumulate on the scalp, inhibiting natural hair growth.
10. These treatments help to create an 'acid mantle' on the scalp. The skin and scalp are normally acid and flourish in an acid medium.

Do as directed:

- (i) Make notes on the passage given above using recognizable abbreviations. Give a suitable title to the passage.
- (ii) Write a summary on the notes you have made in about 80-100 words.

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

1. A dancer needs to remain fit at all times. Your health can mean the world to you, so it becomes important that you take good care of what and how much you consume. A dancer's diet changes with the intensity of his/her rehearsals or practices. Often, when I meet aspiring dancers and dance enthusiasts, they keep asking me diet-related questions. For a dancer, diet goes hand in hand with how we look, feel, and perform. But, how do we find out what's best for our body? We often get nutrition advice from our friends, family, teachers, studio owners, magazines, the Internet etc. Unfortunately, a few dancers have access to a professional nutrition expert, who understands the dancer's special dietary needs. I recently happened to bump into my old nutritionist friend Pooja Bhargava, who has now opened her own consultancy F.U.N. in Mumbai. We sat down and chatted for old time sake; that is when I mentioned to advice dancers on the right diet. She helped me write this piece today.

2. DO's

Eat a well-balanced diet of three meals, plus two-three healthy snacks per day. Include plenty of fruits and vegetables, nuts, low fat dairy or calcium-fortified products, lean meat, fish or vegetarian alternatives like soya, vegetable protein and whole grains. Our bodies and brains run on fuel called glucose, which is another word for "sugar". In the morning, our fuel supply is low and needs to be replenished. A light breakfast that includes a starch, dairy, or fruit will bring glucose levels up and give you the energy you need to start the day. Taking a daily multi-vitamin with minerals is important, it's not always easy to get all the nutrients we need in a day. As a safe backup, taking a standard daily multi-vitamin with minerals ensures that you are getting the Recommended Dietary Allowance (RDA), or the amount scientific research has found to be safe and adequate for all healthy people, including athletes and dancers! Drink water throughout the day to maintain adequate hydration. Limit your intake of protein and energy drinks. Snack carefully says Pooja: it is okay to have snacks once in a while when access to less processed whole foods isn't available. Plan ahead: For instance, a peanut or almond, cashew, soyanut, etc. butter sandwich on whole wheat bread provide comparable nutrition and is far less expensive.

3. DON'Ts

Remember eating less will make you lose weight. In fact, under eating can slow your metabolism, deplete your energy level, and increase body fat storage. If you find it difficult to eat before dance class, have at least a light snack of, for example, fruit and yogurt or crackers and hummus. After class, have another snack - perhaps a half or whole-

nut butter, peanut, cashew, almond, tahini, soynut sandwich and fresh or dried fruit or trail mix.

Some dancers overdo supplements, so be careful: taking too much of an individual vitamin or mineral supplement may do your body more harm than good by interfering with your body's normal metabolism. Eating a well-balanced diet can provide all the essential vitamins and minerals your body needs. Do not drink a lot of soda, diet soda, or beverages during dance breaks. Both can deplete amounts of certain nutrients in your body. Excess soda intake affects bone health, while in excess of one or two servings per day can potentially harm the body in a number of ways.

According to Pooja, relying on supplemental foods to replace regular meals or between meal snacks is also a bad idea. Many are high in sugar and calories; some contain high amounts of sugar making them low carbon that can create discomfort such as stomach upset, bloating gas, etc.

Hope all you dance love and dancers find those tips handy.

Do as directed

- (i) Make notes on the given passage using recognizable abbreviations. Give a suitable title for the notes.
- (ii) Write a summary of the notes, in about 80-100 words.

WRITING

1. Notices:

- (a) An N.G.O. has announced interesting summer jobs for the class XII students of Humanities stream. Write a notice in about 50-60 words informing the students about the same. Invent all necessary details. You are Rajni/Raju, Head boy/Head girl of Shikha Public School, Mysore.
- (b) In view of the recent calamities, the National Disaster Management Agency (NDMA) is organizing a Disaster Management Drill in your school. Write a notice in about 50-60 words informing the students of class XI and XII about the same. You are Reenu/Raman, Activity In Charge, Prince Senior Secondary School, Panipat.

2. Posters:

- (a) Children's craze for fast food has played havoc with their eating habits thereby affecting their health. Draft an e-poster in 50-60 words on "Say No To Junk Food".
- (b) Design a poster in 50-60 words on the topic "Save the Tiger".

3. Advertisements:

- (a) Design an attractive advertisement announcing the inauguration of a movie theatre in your posh neighborhood. (50-60 words)
- (b) You have cleared the Engineering Entrance Exams. Now you wish to sell the practice material which you purchased from Aasman Tutorials. Write a classified to be placed in the "For Sale" column of a local daily not more than 50-60 words.

4. Factual Descriptions

(a) **Events:**

- (i) Write a description of the social science / science exhibition in your school. (about 80-100 words)
- (ii) Describe in about 80-100 words, how Republic Day was celebrated in your locality.

(b) **Processes:**

- (i) Describe how a student goes about applying for admission to an institution for higher studies.
- (ii) As a member of your school's champion quiz team, describe how you and your team would prepare for a national-level competition.

(c) **People:**

- (i) Attempt a description of a popular sports personality for a popular magazine.
- (ii) Describe an ideal leader, according to you.

(d) **Places:**

- (i) Write factual description in about 80-100 words of the recently renovated gym in your school.
- (ii) You have purchased a latest mobile phone with several hi-tech functions. Describe this phone in 80-100 words.

5. Invitations:

- (a) Your school has started a literary club. A famous writer has been invited to inaugurate the club on 30th September 2014. Design an invitation card in about 50 - 60 words for parents of the school to attend this inauguration. Give all relevant details.
- (b) Your school is celebrating 'Joy of Giving Week'. Design a poster for the event highlighting the joys of giving and how beneficial it is to the disadvantaged groups of the society. Draft the poster in 50 - 60 words.
- (c) Draft a formal letter of invitation in 50-60 words on behalf of Mrs. And Mr. Shiv Karan Khanna to invite their friends and relatives on the 5th birthday of their daughter Sukriti at their residence. Insert all necessary details.

6. Formal Acceptance of an invitation

Draft a formal reply in about 50-60 words accepting an invitation to attend the wedding of Nikita, daughter of Mrs. & Mr. Rajesh Sharma of 20, Yojana Apartments, Ekta Vihar, Kanpur. You are Vishal Gupta of Agra Cantonment.

7. Formal Refusal of an invitation

Draft a formal reply in about 50-60 words expressing your inability to attend the inauguration of a furniture showroom of your friend, Sarthak. You are Vikas Mehra.

8. Informal Invitation

You are Samuel. Your friend, Roger, is studying in a local residential college and is staying in the hostel. Invite him to join Christmas celebrations with you and your family at your residence. Include all necessary information. (50 - 60 words)

9. Acceptance of Informal Invitation

Write an informal reply (in 50-60 words) on behalf of Roger accepting Samuel's invitation to celebrate Christmas with him.

10. Refusal of Informal Invitation

You are Gaurav Kapoor, a noted yoga expert. You have been invited by Prem Shankar Mishra, president of Residents Association of 8, Press Enclave, Panchsheel Park, Jaipur to take some yoga classes for the residents of the society. Write an informal reply expressing your inability to accept this assignment.

11. Classified Advertisements:

(a) A Charter Accountant requires a spacious place on the ground floor which can be converted into an office. It should have adequate parking space in front and should be commercially viable. Draft a suitable advertisement for the classified 'To-Let' column of the local Newspaper 'Daily Times' in 50 -60 words.

(b) You are the Estate Officer of 'Sapan Industries', Faridabad. Your company is shifting to Panipat. Draft an advertisement stating, 'Branded office furniture on Sale,' for the classified 'For Sale' column of the Newspaper in 50-60 words.

(c) You are Sunil Chopra living at 44 Mayfair Gardens, New Delhi. You are going abroad on an official assignment. You wish to sell your brand new car, Honda City ,just 2 months old. Draft an Advertisement in 50-60 words to be inserted in the classified 'For Sale' column of TOI, Delhi.

(d) Suraj Travels has organized a 20-day tour to Europe for Rs 50,000/- per person, inclusive of stay and three meals. Draft an advertisement to be inserted in the, 'Tour and Travel' section of, The Hindustan Times in not more than 50 -60 words.

(e) Write a suitable matrimonial advertisement for your older brother based on the following inputs in 50-60 words.

(slim, height 6ft, profession- doctor, settled in USA ----- his preference about the girl).

(f) You are Lalita Rani living at Street 2, Vasant Vihar, New Delhi. While travelling in the DTC bus route no 165 you lost your suitcase containing important papers and valuables. Draft a suitable advertisement for the, 'Lost and Found' column of a newspaper in 50-60 words.XI.

12. Letter of application with a CV/resume:

(a) A - ONE SOLUTION, a leading company in the manufacture of industrial and medical equipment, requires a PRODUCTION MANAGER. Candidates should have an Engineering degree in Chemical or Industrial Engineering and should have worked for at least 5 years at a managerial level. He/she should also possess excellent inter-personal and

communication skills. Interested persons should apply within 10 days to the The Personal Manager, A-ONE Solutions Ltd., 25, Barron Road, Jaipur. You can email to: careers@aonesolutions.com.

13. Articles:

- (a) According to an employability measurement company, English learning levels among engineering graduates is very poor in many states in India. Companies have realized the growing importance of communication skills and vocabulary and grammar and use that as an important criteria in selecting their employees. To improve their prospects within and outside the company and to be successful global citizens, students have to improve their English communication skills. As Manoj / Manasa write an article in about 200 words for the Education Plus Magazine titled 'Winning with English'. You may use the input given below.

- ▶▶ 25% engineers do not possess English communication skills.
- ▶▶ 57% cannot write grammatically correct sentences
- ▶▶ Companies want best communicators who can work well with clients.
- ▶▶ Need to network, present demos, send regular mails has increased.
- ▶▶ Colleges to inculcate importance of English and companies to offer training in English and soft skills.

- (b) Are great friendships a thing of the past? Or have the best friendships always been the stuff of imagination? These are some of the questions that arise in your mind as prepare to write an article for a popular magazine titled 'Values of Friendship'. You are Ajay / Aparna. You may use the following ideas for the article in about 150-200 words.

- ▶▶ Celebrated friendships in fiction and mythology
- ▶▶ Loyalty & steadfastness - important characteristics of friendship.
- ▶▶ It is unaffected by personality, status, wealth etc.
- ▶▶ Importance of nourishing friendship.
- ▶▶ Friendships in changing times.

14. Reports:

- (a) Your school recently hosted an Education Fair in which many leading universities from abroad participated. As the School Pupil Leader, write a report in about 150-200 words for the school magazine giving all details about the fair and how useful such an event was for the students. You are Aman / Tamanna.
- (b) An important arterial road had recently been cleared of hawkers and other illegal structures by the Corporation of your city. As a correspondent of a newspaper write a report for your newspaper giving all details of that incident in about 150-200 words.

15. Letters to the Editor

- (a) The following comments are some of the conflicting reactions you come across about Discount sales.

- ▶ Discount sales prey on people's obsession for shopping
- ▶ Prices are invariably increased and huge discounts are offered.
- ▶ Shopkeepers go on a publicity overkill offering the sky to customers.
- ▶ Discount sales are of immense help to middle class families.
- ▶ With limited availability of cash, shopping for the whole family can be done.

Write a letter to the editor of a leading newspaper discussing the genuineness of discount sales and its positive and negative aspects. Moreover how do customers/consumers safeguard themselves. You are Reena/Ritesh residing at 24, Park Street, Chennai. Write the letter in about 150-200 words.

- (b) Today technology has come to dominate our lives. But its greater use has come at a cost. CCTV and cameras have been installed at public places and educational authorities for vigilant surveillance. While this has been praised by some, others have criticized this move as an invasion of their privacy. As a concerned citizen, write a letter to the editor in about 150-200 words of a leading newspaper evaluating the pros & cons of this move.

GRAMMAR

1. The following passage has four errors. Identify the error in each line and write them along with the correction as shown in the example.

	Incorrect	Correct
<i>If you're looking for a unwinding,</i>	a	an
(a) out of this world, experience, much would	_____	_____
(b) recommend Kerala of its backwaters,	_____	_____
(c) Ayurveda and Yoga. But do trying the	_____	_____
(d) mountain and forests of northern Kerala.	_____	_____

2. Rearrange the following sentences sequentially to make complete sense. It describes the stages of application for higher studies abroad

- (a) Prepare to pay your application fees.
- (b) Remember that test scores are only one part of your application.
- (c) Think before you search as to why you want to study in the United States.
- (d) Depending on your level and field of study, you will need to take standardized admissions tests.

3. Vitamin D is needed for strong bones, muscle growth and general health. As a young medical representative you talk to Dr. AKS Mallik, Vice-chairman Max Healthcare, New Delhi. Prepare three sets of dialogues using the given clues.

For example: *Good afternoon, Dr. Mallik, I am Varun from AB Pharmaceuticals.*

Clues:

- ▶▶ Dr. Mallik: Good afternoon, please be seated.
- ▶▶ Vitamin deficiency
- ▶▶ People at risk
- ▶▶ Symptoms in adults
- ▶▶ Diagnosis and treatment

4. You are Mamta/Mohit a reporter from "India Now". India's obsession with cricket reflects everywhere. Frame six questions to conduct an interview with an eminent personality big shot in the cricket world based on the clues given.

Clues:

- ▶▶ Cricket - king of all sports
- ▶▶ Reflects the country's economic as well as political evolution
- ▶▶ Brings out the best and worst
- ▶▶ Multi-million dollar national entertainment
- ▶▶ India-Pakistan match
- ▶▶ Brilliant portrait of Indians

5. The following passage has four errors. Identify the error in each line and write it along with correction, as shown in the example.

Example: *The Rath Yatra re-enacts a sacred journey.*

- (a) In Lord Jagannath with his brother
 (b) Balabhadra or Sister Subhadra. Three
 (c) different elaborate decorated
 (d) chariots are pulled in thousands of devotees.

Incorrect

a

Correct

the

_____	_____
_____	_____
_____	_____
_____	_____

6. Rearrange the following sentences sequentially to make complete sense. It gives the steps to remove acne scars.

- (a) The rotating brush is used to peel the top layer of skin.
 (b) The areas to be treated are marked and cleaned.
 (c) A local anaesthetic is used to numb the skin.
 (d) Regrowth of new skin occurs in a weeks' time.

7. JJ Colony in South Delhi was affected by low pressure of water supply. You are Navneet, a resident of JJ Colony. Prepare three sets of dialogue to be put to the Management Committee of RWA.

For example:

Resident: Sir, the residents are facing acute crisis of water in the colony; who are the culprits?

RWA: We will look into the matter.

Clues:

- ▶▶ Low pressure of water supply
- ▶▶ Residents have complained
- ▶▶ Provision of overhead tanks
- ▶▶ Overflowing tanks
- ▶▶ DJP's help
- ▶▶ Look for legal connections

8. You are Ranjana/Ranjeet, an inspiring journalist. You want to write an article on today's trend of examination result of class XII. You have gone to a renowned career counsellor with your queries. Frame six questions based on the given inputs.

Clues:

- ▶▶ From KG to PG, a mad rush
- ▶▶ Hysterical parental anxiety
- ▶▶ Competition - the 'new mantra'
- ▶▶ Pressure on students to perform
- ▶▶ Kids are kids - not machines
- ▶▶ Guide and mentor





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नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ
बस आगे बढ़ते जाएँ.....



*Literature
Reader*

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Class XII



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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण¹ प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the²unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

-
1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
 2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)
-

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

-
1. Subs. by the Constitution (Eighty - Sixth Amendment) Act, 2002

Foreword

The CBSE's English language Curriculum in the classes IX to XII, in particular XI & XII, stands out for its strong dynamism and continuous evolution and development. In the current climate of psychological, social and economic changes, the trend is influenced by explosive knowledge creation and exponential technology growth. Thus, the need to modify and infuse changes in the English Curriculum at the +2 level is a necessary step in the upgradation and updation of the earlier English curriculum. The aim is to bring it at par with other academic, competency and skills-based disciplines, in its rigor and content. It should be borne in mind that the methodology used in the classroom will be automatically followed by some alterations in the language teaching and learning process. The increasing use of audio- visual aids and the internet also impacts our objectives to give our learners greater autonomy in their learning, enabling differentiate instruction, and, its transformational impact on teaching methods and deployment of assessment tools, consistent with those objectives.

At the + 2 stage, students begin to contemplate and introspect on their choice of subjects for higher study, and the mastery of the language forms the foundation for their higher education. They may choose either advanced, specialized courses -including English Language&Literature, among courses offered in leading universities in India and abroad. At the later stages of their academic tenure, students' levels of competency can also notably influence their career path.

1. The **Literature Reader** is divided into three parts: prose, poetry and drama. Leading writers in English, from India, UK, Australia, Canada etc., have brought in a range of styles which infuse variety, along with a range of values-based themes that can be easily understood and appreciated by the age group. The learning experiences offered through the activities are exhaustive as they cover literary appreciation, along with the development of the four language skills.
2. The **Novels**: Inculcating habits of extensive and independent reading among youth has always been a concern for all stakeholders. The two prescribed novels serve the purpose of creating independent individuals with the ability to not only create their own knowledge, but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring greater proficiency in the language and higher level of skills in language use. Sample questions are provided at the end of the book as practice materials that are broadly reflective of the typology.
3. The **Language Skills Book** is a value added feature of the class XII English curriculum, and is based on a set of five themes, which students can relate to. The units offer a wide range of sub-themes and skills -based activities that will equip students to introspect, research, analyse and evaluate knowledge content independently, extend and apply such

knowledge and skills in a number of academic and professional contexts. Sample questions are provided at the end of the book as practice materials that are broadly reflective of the typology. By the end of the course, students will read, write and use grammar structures and a wider set of vocabulary effectively and, learn to speak and listen efficiently.

4. **Speaking and Listening Skills:** Speaking and listening skills need a very strong emphasis and is an important objective leading to academic and professional competence. To this end, speaking and listening skills are overtly built into the material, namely, the workbook, to guide teachers in the actualization of the skills. As good communication skills raise the self-esteem and give a student confidence to face the challenges of life, it is desired that the student acquires proficiency in it by the time he or she completes school education

The teachers handling the course need to inform themselves regarding the effective use of course content, teaching methodology, lesson planning, deployment of electronic technology for teaching, management of group work and independent individual work, managing large classes, appropriate use of assessment tools and, grading and record keeping to benefit their students.

The seamless integration of the language skills will provide students more focused language skills necessary for their successful upward mobility academically and professionally as a result of their higher standard of English proficiency. This will enhance the total Learning Experience of our students, who will be the unequivocal beneficiaries of the most life-long and significant transferable job skill that supports the achievement of their life goals, as confident and competent communicators in English.

The revision of this book would never have been possible but for the sincere effort and devotion put in by Ms. P. Rajeswary, Education Officer (Academics) and her team, under the leadership of Dr. Sadhana Parashar, Professor and Director (Academics, Research, Training & Innovation), CBSE.

Any further suggestions are all welcome and will be incorporated in the future editions.

Vineet Joshi
Chairman, CBSE

Acknowledgement

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Content



Prose

An Introduction to Non-fiction and Fiction		1
Unit 1 : What 's Your Dream	<i>Ruskin Bond</i>	6
Unit 2 : A Devoted Son	<i>Anita Desai</i>	15
Unit 3 : The Hum of Insects	<i>Robert Lynd</i>	23
Unit 4 : The Judgment of Paris	<i>Leonard Merrick</i>	29
Unit 5 : On Education	<i>Albert Einstein</i>	39
Unit 6 : I Can Play Schools	<i>May C Jenkins</i>	46
Unit 7 : The Last Letter	<i>Pt. Jawaharlal Nehru</i>	53



Poetry

An Introduction to Poetry		60
Unit 1 : a) The Darkling Thrush	<i>Thomas Hardy</i>	64
b) Hope is the Thing	<i>Emily Dickinson</i>	69
Unit 2 : Survivors	<i>Siegfried Sassoon</i>	73
Unit 3 : At a Potato Digging	<i>Seamus Heaney</i>	76
Unit 4 : Ode: To Autumn	<i>John Keats</i>	82
Unit 5 : Hamlet's Dilemma	<i>William Shakespeare</i>	89
Unit 6 : Curtain	<i>Helen Spalding</i>	96
Unit 7 : A Walk by Moonlight	<i>Henry Derozio</i>	100



Drama

An Introduction to Drama		106
Unit 1 : Remember Ceasar	<i>Gordon Daviot</i>	108
Unit 2 : The Monkey's Paw	<i>William Wymark Jacobs</i>	120



Sample Questions for Practice

136



Prose



INTRODUCTION TO PROSE: NON-FICTION & FICTION

According to 'The History of Reading' by Alberto Manguel '*... books were a marvelous escape. We can hear our compadres outside, playing baseball and laughing and running. And yet, as we read, at the back of our minds, we're thinking that they may be out there, having a great and noisy time, but I'm here in my room, by myself, reading, and that's a much better thing, because someday I'll start writing books too, and they'll be sorry that they ignored me, laughed at me, paid no attention to me.*' He also suggests, *giving books as meals, food-for-thought, writers cooking up a story, rehashing a text, having half-baked ideas for a plot, spicing up a scene or garnishing the bare-bones of an argument...a slice of life peppered with allusions into which readers can sink their teeth....'*

There are several studies that have highlighted the many benefits of reading and reading volume. It should be quite obvious that the more students read, the more they know. Research has even found that reading volume has a direct influence on human cognitive functions. Therefore, reading directly affects a students' intellectual development. Reading is an active skill which involves inferencing, guessing, predicting etc. It also has, more often than not, a communicative function. We rarely answer questions after reading a text except in a language class, but we do write answers to letters, follow directions, choose restaurants and holidays, solve problems and compare the information to our previous knowledge or the knowledge of others.

Literature educates the whole person. By examining values in literary texts, teachers encourage students to develop attitudes towards them. These values and attitudes relate to the world outside the classroom, and therefore, hold a high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature.

Texts have been drawn from the students' areas of interest and which they can relate to intellectually and emotionally at ages 17+ to 18+, such as: friendship, heroism, sacrifice, filial love, loss, freedom, respect, empathy, social responsibility etc. They are authentic, require intensive reading, tend to be highly motivating, provide good vocabulary coverage and additionally, integrate naturally with the development of speaking and writing skills.

A familiarity with effective reading strategies can help the teacher look for effective reading behaviours in students and encourage wider use of these strategies. An effective reader is one

who can select the correct strategy for the purpose and text. Studies have shown that the most effective readers:

- discover the distinctive features in letters, words and meaning
- try to identify meaning rather than letters or words
- use their knowledge of the world
- eliminate unlikely alternatives through inference and prediction
- have a clearly defined purpose
- locate topic sentences
- distinguish main points from subordinate ones, and fact from opinion
- are aware of cohesion and reference
- are aware of explicit and implied relationships between sentences and paragraphs
- are aware of the importance of argument, tone and function
- are able to work out the meaning of unfamiliar vocabulary from context
- have confidence in their own ability and take chances

There are many good reasons for using literature in the classroom. Literature is authentic material. It is good to expose learners to this source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class. Literary texts are often rich in multiple layers of meaning, and can be effectively exploited for discussions and sharing feelings or opinions. Directing learners *to examine sophisticated or non- standard examples of language which can occur in literary texts makes them more aware of the norms of language use* (Widdowson, 1975 quoted by Lazar 1993).

The literature class following the Functional English curriculum has three phases:

Warm up:

- ✓ introducing and stimulating interest in the theme of the prose/fiction
- ✓ motivating students by providing a reason for reading
- ✓ providing language preparation for the prose/fiction

This sets students thinking about the theme of the text. This could take several forms: a short discussion that students do in pairs, a whole class discussion, a guessing game between the

teacher and the class or a brainstorming of vocabulary around the theme. Students may look at the source of the literature and share what they already know about the author or the times he/she was writing in. Students may be given some brief background information to read, and discuss in what way that piece of literature is well-known, maybe, it is often quoted in modern films by speakers or unifiers.

Stage two:

- ✓ clarifying content and vocabulary of the text/s
- ✓ helping students understand the writer's purpose
- ✓ helping students understand the structure of the prose/fiction

Often it is a good idea for students to listen to the reading aloud of the prose/fiction, so that, they can get more of a "feel" for the text. With very evocative pieces of literature or poetry, this can be quite powerful. Then students read it to themselves. It is important to let students approach a piece of literature the first time without giving them any specific task other than to simply read it. One of the aims of teaching literature is to evoke interest and pleasure from the language. If students have to do a task at every stage of a literature lesson, the pleasure can be lost. When the students have read it once, they answer a set of comprehension questions or explain the significance of certain key words of the text. Another way of checking comprehension is to ask students to explain to each other (in pairs) what they have understood. This could be followed up by more subjective questions from the teacher (e.g. Why do you think 'A' said this? *How do you think the man/woman/girl/boy feels? What made him/her act that way?*)

Stage three:

- ✓ consolidating and reflect upon prose/fiction the that has been read
- ✓ relating the text to the students' own knowledge, interests or views
- ✓ providing a stimulus for further language activities such as speaking and writing

At this stage the teachers may focus on the more difficult words in the text. Encourage students to find as many of the unfamiliar words they can. Give them clues. The teacher could also look at certain elements of style that the author has used, and distinguish from and understand the non-standard forms of language to understand the standard. If appropriate to the text, the connotation of words which the author has chosen may be also examined.

Novels:

Literary novels offer a great range of choice and flexibility. They are authentic, often require less preparation and can be used effectively with extensive reading exercises. Two novels have been selected to encourage effective reading through careful selection. Some difficulty with new vocabulary in the novels would not be an obstacle to its comprehension. Learners would already be trained to infer meaning of difficult words from context through the tasks set for reading literary texts in the Literature Reader.

Research has proposed compelling reasons for students being motivated to read novels, as they are: enjoyable, authentic, help students understand another culture, are a stimulus for language acquisition, develop their interpretative abilities, expand their language awareness, motivate them to talk/write about their opinions and feelings and foster personal involvement in the language learning process.

A note: The novels must not simply be assigned to students as is sometimes done in mainstream literature courses. The teacher may:

- use a reading schedule
- have students lead class discussions
- exploit the creative possibilities of each novel (*bring in period music, historic photographs, film versions on DVD*)
- encourage the use of a high-quality dictionary
- promote careful reading of the text
- have students keep a reading journal. Berthoff (1981) suggests having students keep a double-entry notebook. Students select a quote from the reading and write it on the left-hand page. On the opposite page they write their response to it. The response may include an explanation of what the quote says and why the student chose it.
- assignments may be given only when the students have finished reading the novel.
- enthusiasm about the novels can be enriching for both teachers and students alike.

What's Your Dream?

by Ruskin Bond

Warm up:

If you have built castles in the air, your work need not be lost, that is where they should be. Now put foundations under them.

- Henry David Thoreau

What message does Thoreau's words convey?

- What do the following expressions mean? Work with your partner and choose the best answer.
 - a) to gather wool
 - i) to gather information
 - ii) to collect wool
 - iii) to be absent-minded.
 - b) to build castles in the air
 - i) to hope for something which is unlikely to be realized
 - ii) to plan for the future
 - iii) to build high-rise structures.
 - c) utopian ideals
 - i) ideals of the people of Utopia
 - ii) impractical ideals
 - iii) ideals that can be followed.
 - d) a dream come true
 - i) an idea becoming a reality
 - ii) something that one wanted very much, but did not expect to happen
 - iii) an honest dream

A chance encounter with a person often leaves an indelible impression on us. Ruskin Bond's narrative provides an interesting episode, where an old wise beggar draws a playful youth into a conversation. Can you guess what the outcome would be?

1. An old man, a beggar man, bent double, with a flowing white beard and piercing grey eyes, stopped on the road on the other side of the garden wall and looked up at me, where I perched on the branch of a litchi tree.

2. 'What's your dream?' he asked.

It was a startling question coming from that ragged old man on the street; even more startling that it should have been made in English. English-speaking beggars were a rarity in those days.

'What's your dream?' he repeated.

'I don't remember,' I said. 'I don't think I had a dream last night.'

'That's not what I mean. You know it isn't what I mean. I can see you're a dreamer. It's not the litchi season, but you sit on that tree all afternoon, dreaming.'

'I just like sitting here,' I said. I refused to admit that I was a dreamer. Other boys didn't dream, they had catapults.

'A dream, my boy, is what you want most in life. Isn't there something you want more than anything else?'

'Yes,' I said promptly. 'A room of my own.'

'Ah! A room of your own, a tree of your own, it's the same thing.

'Not many people can have their own rooms you know in a land as crowded as ours. Just a small room.'

3. 'And what kind of room do you live in at present?'

'It's a big room, but I have to share it with my brothers and sisters and even my aunt when she visits.'

'I see. What you really want is freedom. Your own tree, your own room, your own small place under the sun.'

'Yes, that's all.'

'That's all? That's everything! When you have all that, you'll have found your dream.'

4. 'Tell me how to find it!'

There's no magic formula, my friend. If I was a godman, would I be wasting my time here with you? You must work for your dream, and move towards it all the time, and discard all those things that come in the way of finding it, and then, if you don't expect too much too quickly, you'll find your freedom, a room of your own. The difficult time comes afterwards.'

'Afterwards?'

Yes, because it's so easy to lose it all, to let someone take it away from you. Or you become greedy, or careless, and start taking everything for granted, and-Poof!-suddenly the dream has gone, vanished!'

5. 'How do you know all this?' I asked.

'Because I had my dream and lost it.'



'Did you lose everything?'

'Yes, just look at me now, my friend. Do I look like a king or a godman? I had everything I wanted, but then I wanted more and more. You get your room, and then you want a building, and when you have your building you want your own territory and when you have your own territory you want your kingdom and all the time it's getting harder to keep everything. And when you lose it in the end, all the kingdoms are lost-you don't even have your room anymore.'

6. 'Did you have a kingdom?'

'Something like that., . Follow your own dream, boy, but don't take other people's dreams, don't stand in anyone's way, don't take from another man his room or his faith or his song.'

And he turned and shuffled away, intoning the following verse, which I have never heard elsewhere, so it must have been his own:

'Live long, my friend, be wise and strong, but do not take from any man his song.'

I remained in the litchi tree, pondering over his wisdom and wondering how a man so wise could be so poor. Perhaps he became wise afterwards. Anyway, he was free, and I was free, and I went back to the house and demanded (and got) a room of my own. Freedom. I was beginning to realise, is something you have to insist upon.

Ruskin Bond was born in Kasauli, Himachal Pradesh, in 1934, and grew up in Jamnagar (Gujarat), Dehradun and Shimla. In the course of a writing career spanning thirty-five years, he has written over a hundred short stories, essays, novels and more than thirty books for children. Three collections of short stories, *The Night Train at Deoli*, *Time Stops at Shamli* and *Our Trees Still Grow in Dehra* have been published by Penguin India. He has also edited two anthologies, *The Penguin Book of Indian Ghost Stories* and *The Penguin Book of Indian Railway Stories*.

The Room on the Roof was his first novel, written when he was seventeen, and it received the John Llewellyn Rhys Memorial Prize in 1957. *Vagrant in the Valley* was also written in his teens and picks up from where *The Room on the Roof* leaves off. These two novels were published in one volume by Penguin India in 1993 as was a much-acclaimed collection of his non-fiction writing, *Rain in the Mountains*.

Ruskin Bond received the Sahitya Akademi Award for English Writing in India in 1992, for *Our Trees Still Grow in Dehra*.



1. Understanding the text

1.1 Answer the question briefly:

- What does the narrator mean by 'dream' in the story?
- There was something 'unusual' about the beggar. Explain

- c) Why did the boy want a room of his own?
- d) How, according to the beggar, can one realize one's dream?
- e) The beggar's wisdom and his present state of penury seem to be contradictory. Why?
- f) The boy in the story was out of the ordinary. How?

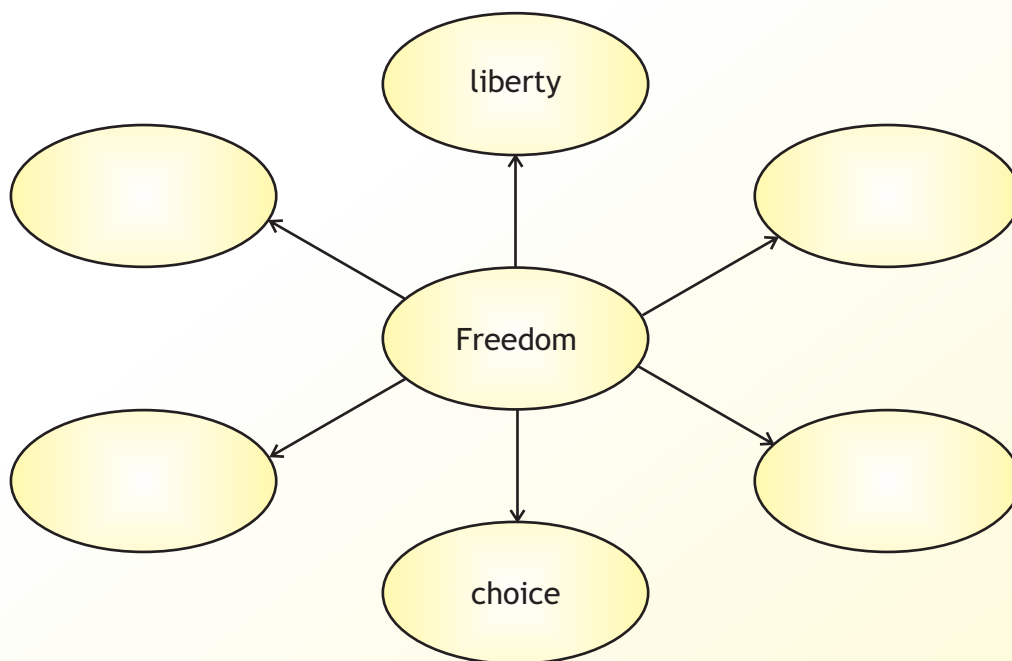
1.2 Read the extracts and answer the questions that follow:

- a) "Yes, because it's so easy to lose it all, to let someone take it away from you."
 - 1. What does the speaker refer to as 'it'?
 - 2. When does one lose 'it'?
 - 3. How had the speaker gained such profound knowledge about it?
- b) "It was a startling question coming from that ragged old man on the street"
 - 1. Where was the narrator when he was drawn into the conversation?
 - 2. Give a brief description of the old man
 - 3. Why was the narrator perplexed by the question?
- c) "It was a starting question coming from that ragged old man on the street"
 - 1. Where was the narrator when he was drawn into the conversation?
 - 2. Give a brief description of the old man.
 - 3. Why was the narrator perplexed by the question?
- d) "Other boys didn't dream, they had catapults".
 - 1. What does the narrator mean by saying that the other boys have catapults?
 - 2. Why does the narrator refuse to admit that he is a dreamer?
 - 3. It is advisable to be a dreamer? Why / Why not?
- e) "There's no magic formula, my friend.
If I was a godman would I be wasting my time here with you?"
 - 1. What does the beggar refer to as 'magic formula'?
 - 2. Who is a godman?
 - 3. Why does he say, 'I wouldn't be wasting my time'?"
- f) "Yes, because it's so easy to lose it all, to let someone take it away from you."
 - 1. What does the speaker refer to as 'it'?
 - 2. When does one lose 'it'?
 - 3. How had the speaker gained such profound knowledge about 'it'?

- g) "Live long, my friend, be wise and strong
But do not take from any man his song."
1. Who sang these lines?
2. What does 'song' refer to in the second line?
- h) "I remained in the litchi tree, pondering over his wisdom and wondering how a man so wise could be so poor."
1. What surprised the narrator?
2. What were the poor man's pearls of wisdom?
- i) '..... And discard all those things that come in the way of finding it.'
1. Identify the speaker
2. What does the speaker want the narrator to discard?
3. What does 'it' in the second line refer to?
4. Use the expression 'come in the way' in a sentence of your own.

2. Vocabulary:

- 2.1 Complete the web with suitable synonyms to describe what having a 'room of your own means'.



2.2 Explain the following expressions.

- a) It was a startling question coming from that ragged old man...
- b) 'I refused to admit that I was a dreamer.'
- c) 'There is no magic formula, my friend.'
- d) 'Do not take away from any man, his song.'
- e) 'Taking everything for granted'
- f) 'Freedom is something you have to insist upon'
- g) 'Follow your own dream'

2.3 Identify five most important qualities essential to turn a dream into a reality. Support your view in a paragraph of about 120 words.

3. Speaking Skills:

- a) Two friends meet after 25 years at the Alumni Meet of their school. One is a Manager in a multinational firm, and the other is a Professor at the university. Imagine a conversation between the two. You may include the following:
 - Their 'dream job'
 - Nature of their chosen career
 - Rewards or regrets

4. Writing Skills:

Listen to an extract from Abdul Kalam's motivational speech and take notes for your reference. You may some of use the ideas to write your answers.

<http://www.theorchidschool.org/orchid-special/616-dr-apj-abdul-kalam-speech-at-the-orchid-school.html>

- a) Dream is not something that you get in sleep. It is something that will not allow you to sleep'. Justify Dr. Abdul Kalam's views in a paragraph of 120-150 words.
- b) Write a letter to your friend, sharing the simple tips you followed to sustain the dream you achieved. Include the beggar's advice to the boy.
- c) The boy in the story wanted a room of his own, which means freedom and space. Identify one such dream of yours and the purpose associated with it. Write a short composition on 'The Adventurous Journey' undertaken by you. (e.g. -*achieving excellence in academics, comfortable life or service to society*).
- d) Write the script for a speech on 'India of my Dreams' in about 150-200 words, to be delivered during the school assembly on Independence Day.
- e) As a part of an admission formality to a degree course in an internationally reputed university,

you are expected to write an essay about, yourself, your strengths and weaknesses, your idea of success and ways of realizing your dream in life. Use some of the ideas from Dr. APJ Abdul Kalam's speech. Write the essay on **Realizing One's Dream is no Magic**, in about 150-200 words.

5. Listening Skills:

Script: 01

Dr. A.P.J. Abdul Kalam Speech The Science Expo on 9 Feb 2012

Creative minds lead to evolution of great sciences

Inventions and discoveries have emanated from creative minds that have been constantly working and imaging the outcome in the mind. With imaging and constant effort, all the forces of the universe work for that inspired mind, thereby leading to inventions or discoveries.

I am delighted to address and interact with Students present here. I am very happy to know that the School is celebrating the Science Week in order to expose children to scientific concepts and applications. Friends, I would like to share a few thoughts on "Creative minds lead to evolution of great sciences".

First let us see a few unique scientists, who are always remembered and celebrated by humanity for their unique contribution to society.

Unique You

Dear friends, look up, what do you see, the light, the electric bulbs. Immediately, our thoughts go to the inventor *Thomas Alva Edison*, for his unique contribution towards the invention of electric bulb and his electrical lighting system.

When you hear the sound of an aeroplane going over your house, whom do you think of? *Wright Brothers* proved that man could fly, of course at heavy risk and cost.

Whom does the telephone remind you of? Of course, *Alexander Graham Bell*.

When everybody considered a sea travel as an experience or a voyage, a unique person questioned during his sea travel from United Kingdom to India. He was pondering on why the horizon where the sky and sea meet looks blue? His research resulted in the phenomena of scattering of light. Of course, *Sir CV Raman* was awarded the Nobel Prize.

Friends, there was a great scientific lady who is known for discovering Radium. She won not one, but two Nobel Prizes, one for physics and another for chemistry. Who is she? She is *Madam Curie*. Madam Curie discovered radium and she was doing research on the effect of radiation on human system. The same radiation which she discovered, affected her and she sacrificed her life for removing the pain of human life.

Young friends, can you join such unique performers of scientific history? Yes, you can. Definitely, you can. Let us study together, how it can be made possible?

Friends, I have, so far, met 13 million youth in a decade's time. I learnt, "*every youth wants to be unique, that is, YOU! But the world all around you, is doing its best, day and night, to make you just*

"everybody else". At home, dear young friends, you are asked by your parents to be like neighbours' children for scoring good marks. When you go to school, your teacher says, "Why don't you become like the first five rankers in the class?". Wherever you go, they are saying "you have to be somebody else or everybody else".

The challenge, my young friends, is that you have to fight the hardest battle, which any human being can ever imagine to fight; and never stop fighting until you arrive at your destined place, that is, a UNIQUE YOU! Friends, what will be your tools to fight this battle, what are they: have a great aim in life, continuously acquire the knowledge, work hard and persevere to realize the great achievement.

What Science can give you

Dear friends, since I am with students who are shortly going to decide on what stream they should carve out for their career, I would like to share with you one question, what is the uniqueness of being a scientist? Science gives you better eyes because science can remove the mental blinkers and it gives your brain a challenge to solve many scientific problems that are yet to be solved. Science indeed will connect you the brains of many smart people who were there before you. Hence, science makes you feel good to stand on the shoulders of the giants like Issac Newton, Albert Einstein, Stephen Hawking, Sir CV Raman, Chandrasekhar Subramanyam, and Srinivasa Ramanujam.

Science always provides challenging problems. Look at the southern sky, bright clouds lit by light. That is our galaxy, we belong to the milky way. Millions and millions of stars are there. We belong to a small star, what is that star - Sun. The Solar system has eight planets. Our planet earth has six billion people, and millions and millions of species. Can you imagine what science has revealed to all of us? Our galaxy and our sun and its characteristics have been identified. The exact location with respect of sun and galaxy has been discovered.

You take our human body. Science has revealed that the human body is made up of millions and millions of atoms. The difference between one human being and another is determined by the sequencing of the atoms.

The recent human genome programme reveals that human genome contains 23 pairs of chromosomes, which centres in the nucleus of every cell in the body. Each chromosome consists of a DNA double helix, that is wrapped around spool like proteins called histones. It is estimated that the human body has three hundred thousand to 2 million proteins. The unraveling of the genomic mystery will ultimately allow the bio-medical community to create a new evolutionary future for the human race.

Building Confidence

Dear friends, during the last few years, I have seen, how India Vision 2020 has inspired the people, particularly the youth of the nation, which has resulted in many taking up many missions directed towards Vision 2020. Now I recall a situation in 1990 beginning when I was interacting with the youth of Ahmedabad, one girl asked me a question "When can I sing a song of India?" At that time, her brother who was in the United States, was always talking about the best in the United States. This girl sitting in India was fed up about her brother's stories and in her quest to find an answer she asked me "When can I sing a song of India?" How do I answer, I have explained the Developed India Vision 2020, and advised her to have confidence and certainly she can sing a song of India by 2020. The same spirit echoed

everywhere during that time. But for the last few years, while interacting with the youth, I had seen a marked change in the thinking of the youth. They have always been asking me "What can I give to the nation?" That means youth are ready to contribute for the national development. Recently, during the last one year, I see further change, they tell me "*I can do it*", "*We can do it*" and the "*Nation will do it*". With the 600 million youth of the nation whom you represent, actively participating in the development process, I am sure that India will be transformed into a developed nation before the year 2020.

My greetings and best wishes to all the students assembled here for success in their educational mission.

May God bless you.

A Devoted Son

by Anita Desai

1. Warm up

- In a conservative society, what qualities would you associate with a son or daughter? Discuss with your partner.
- Is there a difference between what a family expects from a son and daughter? Share your ideas with the class.



2. What do these idioms mean?

a	blood is thicker than water	
b	chip of the old block	
c	at your mother's knee	
d	at death's door	
e	alive and kicking	

Read the story

1. When the results appeared in the morning papers, Rakesh scanned them barefoot and in his pyjamas, at the garden gate, then went up the steps to the verandah where his father sat sipping his morning tea and bowed down to touch his feet.

"A first division, son?" his father asked, beaming, reaching for the papers.

"At the top of the list, papa," Rakesh murmured, as if awed. "First in the country."

2. Bedlam broke loose then. The family whooped and danced. The whole day long visitors streamed into the small yellow house at the end of the road to congratulate the parents of this Wonderkid, to slap Rakesh on the back and fill the house and garden with the sounds and colours of a festival. There were garlands and *halwa*, party clothes and gifts (enough fountain pens to last years, even a watch or two), nerves and temper and joy, all in a multicoloured whirl of pride and great shining vistas newly opened: Rakesh was the first son in the family to receive an education, so much had been sacrificed in order to send him to school and then medical college, and at last the fruits of their sacrifice had arrived, golden and glorious.

To everyone who came to him to say '*Mubarak*', "Varmaji, your son has brought you glory," the father said, "Yes, and do you know what is the first thing he did when he saw the results this morning? He bowed down and touched my feet." This moved many of the women in the crowd so much that they were seen to raise the ends of their saris and dab at their tears while the men reached out for the betel-leaves and sweetmeats that were offered around on trays and shook their heads in wonder and approval of such exemplary filial behaviour. "One does not often see such behaviour in sons any more," they all agreed, a little enviously, perhaps. Leaving the house, some of the women said,

Halwa: Traditional sweet

Mubarak: Hindi for 'congratulate'

sniffing, "At least on such an occasion they might have served pure ghee sweets," and some of the men said, "Don't you think old Varma was giving himself airs? He needn't think we don't remember that he comes from the vegetable market himself, his father used to sell vegetables, and he has never seen the inside of a school." But there was more envy than rancour in their voices and it was, of course, inevitable-not every son in that shabby little colony at the edge of the city was destined to shine as Rakesh shone, and who knew that better than the parents themselves?

3. And that was only the beginning, the first step in a great, sweeping ascent to the radiant heights of fame and fortune. The thesis he wrote for his M.D. brought Rakesh still greater glory, if only in select medical circles. He won a scholarship. He went to the USA (that was what his father learnt to call it and taught the whole family to say-not America, which was what the ignorant neighbours called it, but, with a grand familiarity, "the USA") where he pursued his career in the most prestigious of all hospitals and won **encomiums** from his American colleagues which were relayed to his admiring and glowing family. What was more, he came back, he actually returned to that small yellow house in the once-new but increasingly shabby colony, right at the end of the road where the rubbish vans tipped out their stinking contents for pigs to nose in and rag-pickers to build their shacks on, all steaming and smoking just outside the neat wire fences and well tended gardens. To this, Rakesh returned and the first thing he did on entering the house was to slip out of the embraces of his sisters and brothers and bow down and touch his father's feet.
4. As for his mother, she gloated chiefly over the strange fact that he had not married in America, had not brought home a foreign wife as all her neighbours had warned her he would, for wasn't that what all Indian boys went abroad for? Instead he agreed, almost without argument, to marry a girl she had picked out for him in her own village, the daughter of a childhood friend, so old-fashioned, so placid, so complaisant that she slipped into the household and settled in like a charm, seemingly too lazy and too good-natured to even try and make Rakesh leave home and set up independently, as any other girl might have done. What was more, she was pretty-really pretty, in a plump, pudding way that only gave way to fat-after the birth of their first baby, a son, and then what did it matter?

For some years Rakesh worked in the city hospital, quickly rising to the top of the administrative organization, and was made a director before he left to set up his own clinic. He took his parents in his car-a new, sky-blue Ambassador with a rear window full of stickers and charms revolving on strings-to see the clinic when it was built, and the large sign-board over the door on which his name was printed in letters of red. Thereafter his fame seemed to grow just a little dimmer-or maybe it was only that everyone in town had grown accustomed to it at last-but it was also the beginning of his fortune for he now became known not only as the best, but also the richest doctor in town.

5. At the time he set up his clinic his father had grown into an old man and retired from his post at the kerosene dealer's depot at which he had worked for forty years, and his mother died soon after, giving up the ghost with a sigh that sounded positively happy, for it was her own son who ministered to her in her last illness and who sat pressing her feet at the last moment-such a son as few women had borne.

It was a strange fact, however, that talent and skill, if displayed for too long, cease to dazzle. It came to pass that the most admiring of all eyes eventually faded and no longer blinked at his glory. Having retired from work and having lost his wife, the old father very quickly went to pieces, as they say. He developed so many complaints and fell ill so frequently and with such mysterious diseases that even his son could no longer make out when it was something of significance and when it was merely a peevish whim. He sat huddled on his string bed most of the day and developed an exasperating habit of stretching out suddenly and lying absolutely still, allowing the whole family to fly around him in a flap, wailing and weeping, and then suddenly sitting up, as if to mock their behaviour.

encomium: high or glowing praise

He did this once too often: After sometime no one much cared if he sat up crosslegged on his bed or lay down flat. Except, of course, for that pearl amongst pearls, his son Rakesh.

6. It was Rakesh who brought him his morning tea, not in one of the china cups from which the rest of the family drank, but in the old man's favourite brass tumbler, and sat at the edge of his bed, comfortable and relaxed, and discussed or, rather, read out the morning news to his father. It made no difference to him that his father made no response. It was Rakesh, too, who, on returning from the clinic in the evening, persuaded the old man to come out of his room and take the evening air out in the garden, beautifully arranging the pillows and bolsters on the divan in the corner of the open verandah. Him down for a night under the stars.
7. All this was very gratifying for the old man. What was not so gratifying was that he even undertook to supervise his father's diet. One day when the father was really sick, having ordered his daughter-in-law to make him a dish of *soojie halwa* and eaten it with a saucerful of cream, Rakesh marched into the room, not with his usual respectful step but with the confident and rather contemptuous stride of the famous doctor, and declared, "No more *halwa* for you, papa. We must be sensible, at your age. If you must have something sweet, Veena will cook you a little *kheer*, that's light, just a little rice and milk. But nothing fried, nothing rich. We can't have this happening again."
8. He stared at his son with disbelief that darkened quickly to reproach. A son who actually refused his father the food he craved? But Rakesh had turned his back to him and was cleaning up the litter of bottles and packets on the medicine shelf and did not notice while Veena slipped silently out of the room with a little smirk that only the old man saw, and hated.
9. *Halwa* was only the first item to be crossed off the old man's diet. The meals that arrived for him on the shining stainless steel tray twice a day were frugal to say the least—dry bread, boiled lentils, boiled vegetables and, if there were a bit of chicken or fish, that was boiled too. If he called for another helping—in a cracked voice that quavered theatrically—Rakesh himself would come to the door, gaze at him sadly and shake his head, saying, "Now, papa, we must be careful, we can't risk another illness, you know," and although the daughter-in-law kept tactfully out of the way, the old man could just see her smirk sliding merrily through the air. He tried to bribe his grandchildren into buying him sweets (and how he missed his wife now), whispering, "Here's fifty paise," as he stuffed the coins into a tight, hot fist. "Run down to the shop at the crossroads and buy me thirty paise worth of *jalebis*, and you can spend the remaining twenty paise on yourself. Eh? Understand? Will you do that?" He got away with it once or twice but then was found out, the conspirator was scolded by his father and smacked by his mother and Rakesh came storming into the room, almost tearing his hair as he shouted through compressed lips, "Now papa, are you trying to turn my little son into a liar? Quite apart from spoiling your own stomach, you are spoiling him as well—you are encouraging him to lie to his own parents. You should have heard the lies he told his mother when she saw him bringing back those *jalebis* wrapped up in filthy newspaper. I don't allow anyone in my house to buy sweets in the bazaar, papa, surely you know that. There's cholera in the city, typhoid, gastroenteritis—I see these cases daily in the hospital, how can I allow my own family to run such risks?" The old man sighed and lay down in the corpse position. But that worried no one any longer.
10. Old Bhatia, next door, however, who was still spry enough to refuse adamantly to bathe in the tiled bathroom indoors and to insist on carrying out his brass mug and towel, in all seasons and usually at impossible hours, into the yard and bathe noisily under the garden tap, would look over the hedge to

Soojie Halwa: a sweet dish made of semolina

Jalebies: a traditional sweet

see if Varma were out on his verandah and would call to him and talk while he wrapped his *dhoti* about him and dried the sparse hair on his head, shivering with enjoyable exaggeration. Of course these conversations, bawled across the hedge by two rather deaf old men conscious of having their entire households overhearing them, were not very satisfactory but Bhatia occasionally came out of his yard, walked down the bit of road and came in at Varma's gate to collapse onto the stone plinth built under the temple tree.

"At least you have a doctor in the house to look after you," sighed Bhatia.

"Look after me?" cried Varma, his voice cracking like an ancient clay jar. "He-he does not even give me enough to eat."

"What?" said Bhatia, the white hair in his ears twitching. "Doesn't give you enough to eat? Your own son?"

"My own son. If I ask him for one more piece of bread, he says no, papa, I weighed out the *atta* myself and I can't allow you to have more than two hundred grams of cereal a day. He weighs the food he gives me, Bhatia-he has scales to weigh it on. That is what it has come to."

"Never," murmured Bhatia in disbelief. "Is it possible, even in this evil age, for a son to refuse his father food?"

"Let me tell you" Varma whispered eagerly. "Today the family was having fried fish-I could smell it. I called to my daughter-in-law to bring me a piece. She came to the door and said no..."

"Said no?" It was Bhatia's voice that cracked. A *drongo* shot out of the tree and sped away. "No?"

"No, she said no, Rakesh has ordered her to give me nothing fried. No butter, he says, no oil..."

"No butter? No oil? How does he expect his father to live?"

11. Old Varma nodded with melancholy triumph. "That is how he treats me-after I have brought him up, given him an education, made him a great doctor. Great doctor! This is the way great doctors treat their fathers, Bhatia," for the son's sterling personality and character now underwent a curious sea change. Outwardly all might be the same but the interpretation had altered: his masterly efficiency was nothing but cold heartlessness, his authority was only tyranny in disguise.

"Let me be," Varma begged, turning his face away from the pills on the son's outstretched hand. "Let me die. It would be better. I do not want to live only to eat your medicines."

"Papa, be reasonable."

12. In the evening, that summer, the servants would come into his cell, grip his bed, one at each end, and carry it out to the verandah, there sitting it down with a thump that jarred every tooth in his head. In answer to his agonised complaints they said the doctor sahib had told them he must take the evening air and the evening air they would make him take-thump. Then Veena, that smiling, hypocritical in a rustling sari, would appear and pile up the pillows under his head till he was propped up stiffly into a sitting position that made his head swim and his backache.

"Let me lie down," he begged. "I can't sit up any more."

"Try, papa, Rakesh said you can if you try," she said, and drifted away to the other end of the verandah where her transistor radio vibrated to the lovesick tunes from the cinema that she listened to all day.

"Papa," his son said, tenderly, sitting down on the edge of the bed and reaching out to press his feet.

atta: flour
drongo: a bird

Old Varma tucked his feet under him, out of the way, and continued to gaze stubbornly into the yellow air of the summer evening.

"Papa, I'm home."

Varma's hand jerked suddenly, in a sharp, derisive movement, but he did not speak.

"How are you feeling, papa? I've brought you a new tonic to make you feel better. You must take it, it will make you feel stronger again. Here it is. Promise me you will take it regularly, papa."

Then he spat out some words, as sharp and bitter as poison, into his son's face. "Keep your tonic-I want none-I want none-I won't take any more of-of your medicines. None. Never," and he swept the bottle out of his son's hand with a wave of his own, suddenly grand, suddenly effective.

13. He gave one push to the pillows at his back and dislodged them so he could sink down on his back, quite flat again. He closed his eyes and pointed his chin at the ceiling, like some dire prophet, groaning, "God is calling me-now let me go."

About the author:



Anita Desai was born in 1937 in Mussoorie, India. She was educated at Delhi University. She has been shortlisted three times for the Booker Prize, with *Clear Light of Day* (1980), *In Custody* (1994) and *Fasting, Feasting* (1999). She has published several novels, children's books and short stories. She is a Fellow of the Royal Society of Literature, the American Academy of Arts and Letters and Girton College, Cambridge. She teaches in the Writing Program at MIT. Anita Desai lives in Massachusetts.

Born to a German mother and Bengali father, Desai grew up speaking German, Hindi, and English. She received a B.A. in English from the University of Delhi in 1957. The suppression and oppression of Indian women were the subjects of her first novel, *Cry, the Peacock* (1963), and a later novel, *Where Shall We Go This Summer?* (1975). *Fire on the Mountain* (1977) was criticized as relying too heavily on imagery at the expense of plot and characterization, but it was praised for its poetic symbolism and use of sounds. *Clear Light of Day* (1980), considered the author's most successful work, is praised for its highly evocative portrait of two sisters caught in the lassitude of Indian life. Its characters are revealed not only through imagery but through gesture, dialogue, and reflection.

I. Understanding the text:

1. Answer the following briefly.

- a) Why were the members of the Varmaji household in a celebratory mood?
- b) Why was Rakesh's achievement a glorious one for his family?
- c) Why was his family happy about their son's return from the US?
- d) How did Rakesh's talents benefit his father?
- e) Why did Rakesh's achievements lose their shine in due time?
- f) Why did Varmaji bribe his grandchildren? How did Rakesh react to his behaviour?
- g) What was Varmaji's complaint to Bhatia?
- h) What events led to Varmaji's wishing to be left alone?

2. Read the given extracts and answer the questions that follow.

- 1) "Yes and do you know what is the first thing he did when he saw the results this morning? He bowed and touched my feet."
 a) What is the 'result' referred to?
 b) Other than his son's achievement, what else is the speaker proud of?
 c) Identify the traditional values conveyed here.
- 2) 'Instead, he agreed, almost without argument, to marry a girl she had picked out for him in her own village.'
 a) Rakesh lived up to his mother's expectation. How?
 b) What had she feared?
 c) Rakesh was a truly 'devoted' son. Why?
- 3) "This is how he treats me after I have brought him up, given him education, made him a great doctor."
 a) Why is the speaker unhappy?
 b) Was Rakesh a devoted son? Give instances to support your answer.
 c) Is there a generation gap between the father and son? Give reasons.
- 4) "I won't take any more of your medicines." "No. Never" and he swept the bottle out of his son's hand.
 a) What caused Mr. Varma to react in this manner?
 b) Is Rakesh responsible for it? Give a reason.
 c) Which of the options given below best describes Mr. Varma's state of mind in the given extract.
 (i) helpless (ii) spiteful (iii) angry (iv) frustrated

3. Vocabulary:

a) Match the words with the meaning

S.No.	Word	Meaning
1.	spry	mocking
2.	filial	lofty praise
3.	encomiums	deep-seated ill will
4.	rancor	pertaining to son/daughter
5.	reproach	vigorous
6.	derisive	blame, censure

4.1 Writing Skills:

- a) The son's personality and character underwent a sea change. What were the changes in Rakesh as observed by Varma.
- b) A sense of *bonhomie* is seen among the villagers. Describe two incidents that reflect this.
- c) Though Rakesh was a well established doctor and busy running his own clinic, how does he show his filial devotion?

- d) Veena is a dutiful daughter-in-law. Do you agree/disagree? Justify.
- e) What impression do you get about Rakesh's life? Illustrate with suitable textual references.
- f) As Veena, Rakesh's wife, write a letter to your sister expressing how bad you feel that your husband's concern for his father is being misconstrued as being heartless.
- g) How does the story reflect the Indian cultural values of respect for parents, in-laws and close knit communities. Give your views in about 150-200 words
- h) Do you sympathise with Rakesh for what he gets in the end for his devotion? Justify your views in about 150-200 words.
- i) Rakesh is acting more like a doctor than a son, and that ruins the quality of his father's last days. Do you think he is justified in doing so? Express your views in about 150-200 words.

4.2 Appreciation:

- a) A *static character* in a story does not change during the development of the plot while a dynamic character does. How are Varma and Rakesh examples of these? Substantiate with examples.
- b) Do you think Varma and of Bhatia are a contrast to each other? Give reasons.
- c) Anitha Desai's writing style is embellished by the wonderful phrases that she has used to convey the character's, feelings and to make the descriptions vivid. Substantiate this observation.
- d)
 - Read the following sentences from the story focussing on the italicised phrases.
 1. 'The whole day long visitors *streamed into* the small yellow house.'
 2. 'All in a *multicoloured whirl of pride*.'
 3. 'When it is merely a *peevish whim*.'
 4. The old man could just see her *smirk sliding merrily*.'
 5. 'His authority was only *tyranny in disguise*.'
 - Now read the following situations and match the above phrases with the situations.
 - i) Anvita received a string of awards for her innovation in Science. She was flooded with congratulatory messages. She was swimming in a _____.
 - ii) The party workers came to greet their leader on his birthday. They _____ the party office from 5 am in the morning.
 - iii) Mr. Rao lost the argument to his wife. His teenaged son observed his father getting into the car sheepishly. As he got into the car he saw him _____.
 - iv) Sanjay often threw tantrums and cried for everything. His patient mother could never make out whether it was genuine or if it was _____.
 - v) Rohit was a Class 12 student studying in Delhi. As his parents worked abroad, Rohit's uncle was his local guardian. He laid down many restrictions on Rohit, out of sheer concern. Rohit felt it was _____.
 - Pick out four more expressions from the text that enhance the description of people or events, as in given the examples in '4.2.d'.
 1. _____

2. _____

3. _____

4. _____

5. Speaking Skills:

Role Play: As the village head you meet Varma who has become senile. Tell him about Rakesh's sacrifice and how he should cooperate with his son and not criticise him.

6. Values-based question:

In today's world, parents like Varma struggle a lot to educate their children. The latter, after their education, become successful professionals who leave their parents and go abroad or to the cities seeking greener pastures. Finally, the parents in their old age, are sent to old age homes where they are taken care of quite well. The basic health care is provided but they are emotionally parched. What can be done to avoid this pathetic situation?

The Hum of Insects

by Robert Lynd

Warm Up:

- Given below is a list of words. Find a suitable word to describe each word, with the unique sound associated with it. Then classify the sounds as 'natural' and those caused by human activity. Work in pairs.

Eg.: the *roaring* of waves

bee	birds	saw mill	wheels
car horn	jet engine	thunder	bell
musical notes	stream	lion	waterfall

- Given below is a list of words that describe sounds. Categorise them as positive or negative. Work in pairs.

jarring	lilting	melodious	discordant
resonant	mellifluous	cacophonic	raucous

- Onomatopoeic words are a combination of sounds that suggest what the words refer to. Hum, buzz, hiss, sizzle etc are a few examples. List at least ten words that you know.

The most common human response to insects is that of revulsion combined with fear. Is it possible that these creatures that annoy us so much can also delight us? Read this delightful essay written by Robert Lynd to know how this is possible.

- It makes all the difference whether you hear an insect in the bedroom or in the garden. In the garden the voice of the insect *soothes*; in the bedroom it irritates. In the garden it is the hum of spring; in the bedroom it seems to belong to the same school of music as the buzz of the dentist's *drill* or the saw-mill. It may be that it is not the right sort of insect that invades the bedroom. Even in the garden we wave away a mosquito. Either its note is in itself offensive or we dislike it as the voice of an unscrupulous enemy. By an unscrupulous enemy, I mean



soothes: comforts and calms
drill: a tool with a detachable pointed end for making holes

an enemy that attacks without waiting to be attacked. The mosquito is a beast of prey; it is out for blood, whether one is as gentle as *Tom Pinch* or uses violence. The bee and the wasp are, in comparison, noble creatures. They will, so it is said, never injure a human being unless a human being has injured them. The worst of it is they do not discriminate between one human being and another, and the bee that floats over the wall into our garden may turn out to have been exasperated by the behaviour of a retired policeman five miles away who struck at it with a spade and roused in it a blind passion for *reprisals*. That or something like it is, probably, the explanation of the stings perfectly innocent persons receive from an insect that is said never to touch you if you leave it alone. As a matter of fact, when a bee loses its head, it does not even wait for a human being in order to relieve its feelings, I have seen a dog racing round a field in terror as a result of a sting from an angry bee. I have seen a turkey racing round a farmyard in terror as a result of the same thing. All the trouble arose from a human being's having very properly removed a large quantity of honey from a row of hives. I do not admit that the bee would have been justified in stinging even the human being-who, after all, is master on this partially civilised planet. Yet in spite of such things, and of the fact that some breeds of bees are notorious for their crossness, especially when there is thunder in the air, the bee is morally far higher in the scale than the mosquito. Not only does it give you honey instead of malaria, and help your apples and strawberries to multiply, but it aims at living a quiet, inoffensive life, at peace with everybody, except when it is annoyed. The mosquito does what it does in cold blood. That is why it is so unwelcome a bedroom visitor.

2. But even a bee or a wasp, I fancy, would seem *tedious* company at two in the morning, especially if it came and buzzed near the pillow. It is not so much that you would be frightened: if the wasp alighted on your cheek, you could always lie still and hold your breath till it had finished trying to sting-that is an **infallible** preventive. But there is a limit to the amount of your night's rest that you are willing to sacrifice in this way. You cannot hold your breath while you are asleep, and yet you dare not cease holding your breath while a wasp is walking over your face. Besides, it might crawl into your ear, and what would you do then? Luckily, the question does not often arise in practice owing to the fact that the wasp and the bee are more like human beings than mosquitoes and have more or less the same habits of nocturnal rest. As we sit in the garden, however, the mind is bound to *speculate*, and to revolve such questions as whether this hum of insects that delights us is in itself delightful, whether its delightfulness depends on its surroundings, or whether it depends on its associations with past springs.
3. Certainly, in a garden, the noise of insects seems as essentially beautiful a thing as the noise of birds or the noise of the sea. Even these have been criticised, especially by persons who suffer from sleeplessness, but their beauty is *affirmed* by the general voice of mankind. These three noises appear to have an infinite capacity for giving us pleasure-a capacity, probably, beyond that of any music of instruments. It may be that, on hearing them, we become a part of some universal music, and that the rhythm of wave, bird and insect echoes in some way the rhythm of our own breath and blood. Man is in love with life and these are the millionfold chorus of life-the magnified echo of his



Tom Pinch: a lovable character in Charles Dickens' novel *Martin Chuzzlewit*
reprisals: retaliation
tedious: boring
infallible: certain to succeed
speculate: wonder
affirmed: asserted

own pleasure in being alive. At the same time, our pleasure in the hum of insects is also, I think, a pleasure of *reminiscence*. It reminds us of other springs and summers in other gardens. It reminds us of the infinite peace of childhood when, on a fine day, the world hardly existed beyond the garden-gate. We can smell moss-roses-how we loved them as children!-as a bee swings by. Insect after insect dances through the air, each dying away like a note of music, and we see again the border of *pinks* and the strawberries, and the garden paths edged with *box* and the old dilapidated wooden seat under the tree, and an apple-tree, and all those things that made us infinitely happy as children when we were in the country-happier than we were



ever made by toys, for we do not remember any toys so intensely as we remember the garden and the farm. We had the illusion in those days that it was going to last for ever. There was no past or future. There was nothing real except the present in which we lived, a present in which all the human beings were kind. in which a dim-sighted grandfather sang songs (especially a song in which the chorus began "Free and easy"), in which aunts brought us animal biscuits out of town, in which there was neither man-servant nor maid-servant, neither ox nor ass, that did not seem to go about with a bright face.

4. It would be unfair to human beings, however, to suggest that they are less lavish with their smiles than they were thirty years or so ago. Everybody-or almost everybody-still smiles. We cannot open an illustrated paper without seeing smiling statesmen, cricketers, jockeys, oarsmen, bridegrooms, clergymen, actresses and undergraduates. Yet somehow we are no longer made happy by a smile. We no longer take it, as we used to take it, as evidence that the person smiling is either happy or kind. It then seemed to come from the heart. It now seems a formula. It is, we may admit, a pleasant and useful formula.
5. To children, for all we know, the world may still seem to be full of people who laugh because they are happy and smile because they are kind. The world will always remain to a child the chief of toys, and the hum of insects as enchanting as the hum of a musical top. Even those of us who are grown up can recover this *enchantment*, not only through the pleasures of memory but through the endless pleasures of watching the things that inhabit the earth. It is probably the child in us that responds most wholeheartedly to such pleasures. They, like the hum of insects, help to restore the illusion of a world that is perfectly happy because it is such a *Noah's Ark* of a spectacle and everybody is kind. But, even as we submit to the illusion in the garden, we become restive in our deck-chairs and remember the telephone or the daily paper or a letter that has to be written. And reality weighs on us, like a hand laid on a top, making an end of the spinning, making an end of the music. The world is no longer a toy dancing round and round. It is a problem, a *run-down* machine, a stuffy room full of little stabbing creatures that make an irritating noise.

reminiscence: thinking about past experiences, especially pleasant ones

pinks: garden flowers

box: an evergreen shrub often used to border garden-walks

enchantment: feeling of great delight

Noah's Ark: a large ship built by Noah to save his family and others from the flood

run-down: not in good working condition

Robery Lynd was born in Belfast and educated at Royal Belfast Academical Institution, studying at Queen's University. His background was Protestant, his father being a Presbyterian Church Moderator.

He began as a journalist on "The Northern Whig" in Belfast. He moved to London in 1901, via Manchester, sharing accommodation with his friend the artist Paul Henry. Firstly he wrote drama criticism, for "Today", edited by Jerome K. Jerome. He also wrote for the "Daily News" (later the News Chronicle), being its literary editor 1912 to 1947.

He settled in Hampstead, in Keats Grove near the John Keats house. The Lynds were well known as literary hosts, in the group including J. B. Priestley. They were on good terms also with Hugh Walpole; Priestley, Walpole and Sylvia Lynd were founding committee members of the Book Society.



I. Understanding the text:

1. Answer the questions briefly:

- a) Insects can annoy us as much as they delight. How does the writer explain this contrast?
- b) Why does the author refer to the mosquito as a 'beast of prey'?
- c) To what does the author compare the humming of insects in the bedroom? Why?
- d) Why are some called the 'noble insects'?
- e) Who are the victims of the angry bee?
- f) How does the author justify the statement that the bee is 'morally higher in the scale than the mosquito'?
- g) What is the best way to avoid a wasp sting?
- h) What are the other sounds that bring delight?
- i) How does the author express the joy of listening to natural melodies?
- j) What reminiscences does the hum of insects bring to the author?
- k) Why does he observe that 'a smile now seems a formula'?

2. Read the extracts and answer the questions that follow:

- a) 'Either its note is in itself offensive or we dislike it as the voice of an unscrupulous enemy.' (Para 1)
 - i) Identify 'it' in the line.
 - ii) Why is 'it' referred to as an 'unscrupulous enemy'?
 - iii) Give the opposite of 'offensive'.
- b) 'I do not admit that the bee would have been justified in stinging even the human being - who after all, is master of this partially civilized planet.' (Para 1)
 - i) Who is 'the human being' mentioned here?
 - ii) Explain the reference to a 'partially civilized planet'?
 - iii) Why does he describe it as 'partially civilized'?

- c) 'Luckily, the question does not often arise in practice owing to the fact that the wasp and bee have more or less the same habits of nocturnal rest.' (Para 2)
- What is the question?
 - Why does the author use 'luckily' in this context?
 - Give the meaning of 'nocturnal'.
- d) '... and these are the millionfold chorus of life-the magnified echo of his own pleasure in being alive.' (Para 3)
- What does the author refer to as the 'millionfold chorus of life'?
 - What do the sounds in nature echo?
 - Give the adjectival form of 'chorus'.
- e) 'We had the illusion in those days that it was going to last for ever' (Para 3)
- Identify 'we'. What does 'those days' mean?
 - What illusion did they nurse?
 - Why does he call it an 'illusion'?
- f) 'The world will always remain to a child the chief toy, and the hum of insects as enhancing as the hum of a musical top' (Para 4)
- Why is the world the chief toy to a child?
 - What enchants the child as much as the hum of a musical top?
 - Give another word for 'enchancing'.
- g) 'It is a problem, a run - down machine, a stuffy room, full of little stabbing creatures that make an irritating noise.' (Para 5)
- What has turned into a stuffy room now? Why?
 - Explain 'stabbing'.
 - Explain:'a run-down machine'.

II. Vocabulary:

1. Match the words in column A with their meaning in column B.

A	B
unscrupulous	falling to pieces
notorious	impressive sight
infallible	well-known for a bad deed
spectacle	incapable of making mistakes
dilapidated	without principles

2. Use Prefixes to form opposites. A prefix is placed at the beginning of a word.

'ir', 'il', 'im', 'in', 'un', 'dis' are the prefixes used to change the meaning of the root word to its opposite.

Add a suitable prefix to each of the words given below.

Discreet, legal, continue, regular, equal, usual, advantage, mobile, correct, pleasant, logical, relevant

III. Appreciation:

a) Given below are the features that make the essay humorous:

- i) the theme
 - ii) the choice of words used to describe the insects
 - iii) the style of narration - the exalting the status of insects and exaggerating their powers of both sound and performance
- With your partner, pick out words and phrases from the text as examples of features (ii) and (iii)
 - Based on the above, write a paragraph of 150-200 words on the use of humour with reference to "The Hum of Insects"

IV. Writing Skills:

- a) '.... for we do not remember any toys so intensely as we remember the garden and the farm'. Do you share the opinion of the author regarding your childhood? Write a paragraph of 120 - 150 words on **The Sweet Reminiscences of My Childhood** for your school magazine.
- b) Read paragraph 2 again. The author vividly describes the strategies he adopts to avoid a wasp bite. Write a letter to your friend about how you cleverly escaped from being attacked / bitten by an animal / insect. Describe an imaginary incident in about 150-200 words.
- c) Suppose that insects can understand human language. Write a humorous notice in about 40-50 words to be put up in the garden / living / dining room for the benefit of fellow insects.

V. Conversation Skills:

- a) i) Have you ever been enchanted by music? Share your experience with your partner.
ii) Organise your thoughts to deliver a two-minute speech on the theme '**The Magic of Music**'.
- b) Towards the end of the essay, the tone of the author changes. How does it change and why? Discuss in groups of four. The group secretary will share the group's thoughts with the class.

The Judgement of Paris

by Leonard Merrick

Warm Up:

Find out what these words mean: farce, parody, satire, spoof. Share with the class.

When two professional comedians fall in love with the same lady the situation is more than comic. Who should the lady choose? How should the talent of each, so similar to each other's, be tested, and by whom? To win the lady's hand one must outwit the other. And one does, who is the lucky one?

Now, read the story.

1. In the summer of the memorable year -, but the date doesn't matter, Robichon and Quinquart both paid court to mademoiselle Brouette. Mademoiselle Brouette was a captivating actress, Robichon and Quinquart were the most comic of comedians, and all three were members of the Théâtre Suprême.

Robichon was such an idol of the public's that they used to laugh before he uttered the first word of his rôle; and Quinquart was so vastly popular that his silence threw the audience into convulsions.

Professional rivalry apart, the two were good friends, although they were suitors for the same lady, and this was doubtless due to the fact that the lady favoured the robust Robichon no more than she favoured the skinny Quinquart. She flirted with them equally, she approved them equally and at last, when each of them had plagued her beyond endurance, she promised in a pet that she would marry the one that was the better actor.

Not a player on the stage, not a critic on the Press could quite make up his mind which the better actor was. Only Suzanne Brouette could have said anything so tantalising.

"But how shall we decide the point, Suzanne?" stammered Robichon helplessly. "Whose pronouncement will you accept?"

"How can the question be settled?" queried Quinquart, dismayed. "Who shall be the judge?"

The Judgement of Paris was a mythological contest among Aphrodite, Hera and Athena for the prize of a golden apple addressed to "the fairest". They laid claim to the apple. Zeus was asked to mediate and he commanded Hermes to lead the three to Paris of Troy to decide the issue. The three appearing before the shepherd prince, each offering him gifts for favour. Paris chose Aphrodite, swayed by her promise to bestow upon him Helene, the most beautiful woman, for wife.

"Paris shall be the judge," affirmed Suzanne. "We are the servants of the public. I will take the public's word!"

Of course she was as pretty as a picture, or she couldn't have done these things.

- Then poor Quinquart withdrew, plunged in *reverie*. So did Robichon. Quinquart reflected that she had been talking through her expensive hat. Robichon was of the same opinion. The public lauded them both, was no less generous to one than to the other. To wait for the judgment of Paris appeared equivalent to postponing the matter *sine die*. No way out presented itself to Quinquart. None occurred to Robichon.

They sat on the terrace of their favourite café a day or two before the annual vacation, "Let us discuss this amicably", said Robichon. "Have a cigarette! You are an actor, therefore you consider yourself more talented than I. I, too, am an actor, therefore I regard you as less gifted than myself. So much for our artistic standpoints! But we are also men of the world, and it must be obvious to both of us that we might go on being funny until we reached our death-beds without demonstrating the supremacy of either. Our only hope lies in *versatility* the conqueror must distinguish himself in a solemn part!" He viewed the other with complacency, for the quaint Quinquart had been designed for a *droll* by Nature.

"Right!" said Quinquart. He contemplated his colleague with satisfaction, for it was impossible to fancy the fat Robichon in a tragedy.

"I perceive only one drawback to the plan," continued Robichon, "the Management will never consent to accord us a chance. Is it not always so in the theatre? One succeeds in a certain line of business and one must be resigned to play that line as long as one lives. If my earliest success had been scored as a villain of melodrama, it would be believed that I was competent to enact nothing but villains of melodrama; it happened that I made a hit as a comedian, wherefore nobody will credit that I am capable of anything but being comic."

"Same here!" concurred Quinquart. "Well, then, what do you propose?"

Robichon mused. "Since we shall not be allowed to do ourselves justice on the stage, we must find an opportunity off it!"

"A private performance? Good! Yet, if it is a private performance, how is Paris to be the judge?"

"Ah," murmured Robichon, "that is certainly a stumbling-block."

- They sipped their *apéritifs* moodily. Many heads were turned towards the little table where they sat. "There are Quinquart and Robichon, how amusing they always are!" said passers-by, little guessing the anxiety in the laughter-makers' hearts.

"What's to be done?" sighed Quinquart at last.

Robichon shrugged his fat shoulders, with a frown.

Both were too absorbed to notice that, after a glance of recognition, one of the pedestrians had paused, and was still regarding them irresolutely. He was a tall, burly man, clad in rusty black and next moment, as if finding courage, he stepped forward and spoke:

reverie: deep thought

sine die: indefinitely

versatility: interest in and cleverness in many different things

droll: odd and amusing

apéritifs: beverages taken before a meal

"Gentlemen, I ask pardon for the liberty I take - impulse urges me to seek your professional advice! I am in a position to pay a moderate fee. Will you permit me to explain myself?"

"Monsieur," returned Robichon, "we are in deep consideration of our latest parts. We shall be pleased to give you our attention at some other time."

"Alas!" persisted the newcomer, "with me time presses. I, too, am considering my latest part and it will be the only speaking part I have ever played, though I have been 'appearing' for twenty years."

"What? You have been a super for twenty years?" said Quinquart, with a grimace.

"No, monsieur," replied the stranger grimly. "I have been the public executioner; and I am going to lecture on the horrors of the post I have resigned."

The two comedians stared at him aghast. Across the sunlit terrace seemed to have fallen the black shadow of the *guillotine*.

"I am Jacques Roux," the man went on, "I am 'trying it on the dog' at Appeville-sous-Bois next week, and I have what you gentlemen call 'stage fright' - I, who never knew what nervousness meant before! Is it not queer? As often as I rehearse walking on to the platform, I feel myself to be all arms and legs-I don't know what to do with them. Formerly, I scarcely remembered my arms and legs; but, of course, my attention used to be engaged by the other fellow's head. Well, it struck me that you might consent to give me a few hints in *deportment*. Probably one lesson would suffice."

4. "Sit down," said Robichon. "Why did you abandon your official position?"

"Because I awakened to the truth," Roux answered. "I no longer agree with capital punishment: it is a crime that should be abolished."

"The scruples of conscience, eh?"

"That is it."

"Fine!" said Robichon. "What dramatic lines such a lecture might contain! And of what is it to consist?"

"It is to consist of the history of my life-my youth, my poverty, my experiences as Executioner, and my remorse."

"Magnificent!" said Robichon. "The spectres of your victims pursue you even to the platform. Your voice fails you, your eyes start from your head in terror. You gasp for mercy- and imagination splashes your outstretched hands with *gore*. The audience thrill, women swoon, strong men are breathless with emotion." Suddenly he smote the table with his big fist, and little Quinquart nearly fell off his chair, for he divined the inspiration of his rival. "Listen!" cried Robichon, "are you known at Appeville-sous-Bois?"

"My name is known, yes."

"Bah! I mean are you known personally, have you acquaintances there?"

"Oh, no. But why?"

"There will be nobody to recognize you?"

guillotine: machine used in France in the eighteenth century for beheading criminals

deportment: behaviour, way of carrying oneself

gore: blood

"It is very unlikely in such a place."

"What do you estimate that your profits will amount to?"

"It is only a small hall, and the prices are very cheap. Perhaps two hundred and fifty francs."

"And you are nervous, you would like to postpone your *début*?"

"I should not be sorry, I admit. But, again, why?"

"I will tell you why-I offer you five hundred francs to let me take your place!"

"Monsieur!"

"Is it a bargain?"

"I do not understand!"

"I have a whim to figure in a solemn part. You can explain the next day that you missed your train-that you were ill, there are a dozen explanations that can be made; you will not be supposed to know that I personated you-the responsibility for that is mine. What do you say?"

"It is worth double the money," demurred the man.

"Not a bit of it! All the press will shout the story of my practical joke-Paris will be astounded that I, Robichon, lectured as Jacques Roux and curdled an audience's blood. Millions will speak of your intended lecture tour who otherwise would never have heard of it. I am giving you the grandest advertisement, and paying you for it, besides. Is it agreed?"

"Agreed, monsieur!" said Roux.

Oh, the *trepidation* of Quinquart! Who could eclipse Robichon if his performance of the part equalled his conception of it? At the theatre that evening Quinquart followed Suzanne about the wings pathetically. He was garbed like a buffoon, but he felt like Romeo. The throng that applauded his *capers* were far from suspecting the romantic longings under his magenta wig. For the first time in his life he was thankful that the author hadn't given him more to do.

And, oh, the excitement of Robichon! He was to put his powers to a tremendous test, and if he made the effect that he anticipated, he had no fear of Quinquart's going one better. Suzanne, to whom he whispered his project proudly, announced an intention of being present to "see the fun." Quinquart also promised to be there. Robichon sat up all night preparing his lecture.

If you wish to know whether Suzanne rejoiced at the prospect of his winning her, history is not definite on the point; but some chroniclers assert that at this period she made more than usual of Quinquart, who had developed a hump as big as the Panthéon.

And they all went to Appeville-sous-Bois.

.....

Though no one in the town was likely to know the features of the Executioner, it was to be remembered that people there might know the actor's, and Robichon had made up to resemble Roux as closely as possible. Arriving at the humble hall, he was greeted by the lessee, heard that a "good house" was expected, and smoked a cigarette in the retiring-room while the audience assembled.

trepidation: alarmed / excited state of mind

capers: jumping or acting foolishly

At eight o'clock the lessee reappeared.

"All is ready, monsieur Roux," he said.

Robichon rose.

He saw Suzanne and Quinquart in the third row, and was tempted to wink at them.

5. "Ladies and gentlemen-"

All eyes were riveted on him as he began; even the voice of the "Executioner" exercised a morbid fascination over the crowd. The men nudged their neighbours appreciatively, and women gazed at him, half horrified, half charmed.

The opening of his address was quiet enough-there was even a humorous element in it, as he narrated imaginary experiences of his boyhood. People tittered, and then glanced at one another with an apologetic air, as if shocked at such a monster's daring to amuse them. Suzanne whispered to Quinquart: "Too cheerful; he hasn't struck the right note." Quinquart whispered back gloomily: "Wait; he may be playing for the contrast!"

And Quinquart's assumption was correct. Gradually the cheerfulness faded from the speaker's voice, the humorous incidents were past. Gruesome, hideous, grew the anecdotes, The hall shivered. Necks were craned, and white faces twitched suspensively. He dwelt on the agonies of the condemned, he recited crimes in detail, he mirrored the last moments before the blade fell. He shrieked his remorse, his *lacerating* remorse. "I am a murderer," he sobbed; and in the hall one might have heard a pin drop.

There was no applause when he finished-that set the seal on his success; he bowed and withdrew amid tense silence. Still none moved in the hall, until, with a rush, the representatives of the Press sped forth to proclaim Jacques Roux an unparalleled sensation.

The triumph of Robichon! How generous were the congratulations of Quinquart, and how sweet the admiring tributes of Suzanne! And there was another compliment to come-nothing less than a card from the Marquis de Thevenin, requesting an interview at his home.

"Ah!" exclaimed Robichon, enraptured, "an invitation from a noble! That proves the effect I made, eh?"

"Who may he be?" inquired Quinquart. "I never heard of the Marquis de Thevenin!"

"It is immaterial whether you have heard of him," replied Robichon. "He is a marquis, and he desires to converse with me! It is an honour that one must appreciate. I shall assuredly go."

And, being a bit of a snob, he sought a *fiacre* in high feather.

The drive was short, and when the cab stopped he was distinctly taken aback to perceive the unpretentious aspect of the nobleman's abode. It was, indeed, nothing better than a lodging. A peasant admitted him, and the room to which he was ushered boasted no warmer hospitality than a



lacerating: tearing flesh
fiacre: carriage

couple of candles and a decanter of wine. However, the sconces were massive silver. Monsieur le marquis, he was informed, had been suddenly compelled to summon his physician, and begged that monsieur Roux would allow him a few minutes' grace.

Robichon ardently admired the candlesticks, but began to think he might have supped more cozily with Suzanne.

6. It was a long time before the door opened.

The Marquis de Thevenin was old-so old that he seemed to be falling to pieces as he tottered forward. His skin was yellow and shrivelled, his mouth sunken, his hair sparse and grey; and from this weird face peered strange eyes-the eyes of a fanatic.

"Monsieur, I owe you many apologies for my delay," he wheezed. "My unaccustomed exertion this evening fatigued me, and on my return from the hall I found it necessary to see my doctor. Your lecture was wonderful, monsieur Roux-most interesting and instructive; I shall never forget it."

Robichon bowed his acknowledgments.

"Sit down, monsieur Roux, do not stand! Let me offer you some wine. I am forbidden to touch it myself. I am a poor host, but my age must be my excuse."

"To be the guest of monsieur le Marquis," murmured Robichon, "is a privilege, an honour, which-er-"

"Ah," sighed the Marquis. "I shall very soon be in the Republic where all men are really equals and the only masters are the worms. My reason for requesting you to come was to speak of your unfortunate experiences-of a certain unfortunate experience in particular. You referred in your lecture to the execution of one called 'Victor Lesueur.' He died game, eh?"

"As plucky a soul as I ever dispatched!" said Robichon, savouring the burgundy.

"Ah! Not a tremor? He strode to the guillotine like a man?"

"Like a hero!" said Robichon, who knew nothing about him.

"That was fine," said the Marquis; "that was as it should be! You have never known a prisoner to die more bravely?" There was a note of pride in his voice that was unmistakable.

"I shall always recall his courage with respect," declared Robichon, mystified.

"Did you respect it at the time?"

"Pardon, Monsieur le Marquis?"

"I inquire if you respected it at the time; did you spare him all needless suffering?"

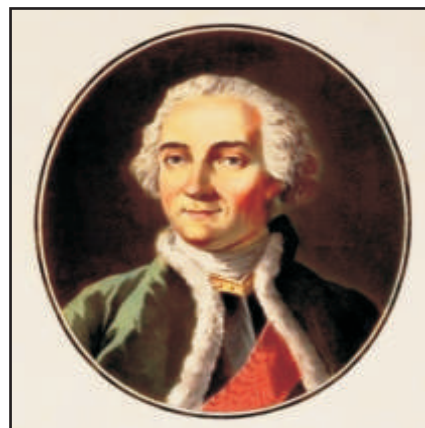
"There is no suffering," said Robichon. "So swift is the knife"

The host made a gesture of impatience. "I refer to mental suffering. Cannot you realise the emotions of an innocent man condemned to a shameful death!"

"Innocent! As for that, they all say that they are innocent."

"I do not doubt it. Victor, however, spoke the truth. I know it. He was my son."

"Your son?" faltered Robichon, aghast.



"My only son-the only soul I loved on earth. Yes; he was innocent, monsieur Roux. And it was you who butchered him-he died by your hands."

"I-I was but the instrument of the law," stammered Robichon. "I was not responsible for his fate, myself."

"You have given a masterly lecture, Monsieur Roux," said the Marquis musingly; "I find myself in agreement with that you said in it-you are his murderer,' I hope the wine is to your taste, Monsieur Roux? Do not spare it!"

"The wine?" gasped the actor. He started to his feet, trembling-he understood.

"It is poisoned," said the old man calmly, "In an hour you will be dead."

"Great Heavens!" moaned Robichon. Already he was conscious of a strange sensation-his blood was chilled, his limbs were weighted, there were shadows before his eyes.

"Ah, I have no fear of you!" continued the other; "I am feeble, I could not defend myself; but your violence would avail you nothing. Fight, or faint, as you please-you are doomed."

For some seconds they stared at each other dumbly-the actor paralysed by terror, the host wearing the smile of a lunatic. And then the "lunatic" slowly peeled court-plaster from his teeth, and removed features, and lifted a wig.

And when the whole story was published, a delighted Paris awarded the palm to Quinquart without a dissenting voice, for while Robichon had duped an audience, Quinquart had duped Robichon himself.

Robichon bought the silver candlesticks, which had been hired for the occasion, and he presented them to Quinquart and Suzanne on their wedding-day.

About the Author

Leonard Merrick was an English novelist. Born Leonard Miller, he worked as an actor and actor-manager under the stage name of Leonard Merrick. He was widely admired by his peers, J.M. Barrie calling him the 'novelist's novelist'.

He was born as Leonard Miller in Belsize Park, London. After schooling at Brighton College, he studied to be a solicitor in Brighton and studied law at Heidelberg, but he was forced to travel to South Africa at the age of eighteen after his father suffered a serious financial loss. There he worked as an overseer in the Kimberley diamond mine and in a solicitors office. After surviving a near-fatal case of "camp fever," he returned to London in the late 1880s and worked as an actor and actor-manager under the stage name of Leonard Merrick.

Merrick was well regarded by other writers of his era. In 1918 fifteen writers, including famous authors such as H. G. Wells, J. M. Barrie, G. K. Chesterton and William Dean Howells, collaborated with publisher, E. P. Dutton, to issue *The Works of Leonard Merrick* in fifteen volumes, which were published between 1918 and 1922. At least eleven of Merrick's stories have been adapted to screen, most in the 1920s, including *Conrad in Quest of His Youth* (1920) directed by William C. de Mille. Merrick died at the age of 75, in a London nursing home on 7 August 1939, just 12 days before the start of World War II.



I. Understanding the text:

1. Answer the following questions briefly:

- a) Who are Robichon, Quinquart and Suzanne and for whom did they work?
- b) Both Robichon and Quinquart loved Brouette equally. How did Suzanne react to this situation?
- c) Why did the public Executioner approach the comedians at the café?
- d) What was the nature of his work?
- e) Robichon decides to help himself by helping Jaques Roux. How?
- f) Why did the public Executioner agree to give his role to Robichon?
- g) Why was there no applause in the hall, at the end of Robichon's performance?
- h) What is the main theme of Robichon's speech?
- i) Why did Robichon accept the Marquis' invitation?
- j) At what point does it become clear that the nobleman's hospitality was a trap?
- k) Which is the most dramatic moment in the whole story? Give reasons.
- l) Who won Suzanne Brouette's hand at the end. How did he achieve this?

2. Read the following extracts and answer the questions that follow:

- a) "Paris shall be the judge," affirmed Suzanne. "We are the servants of the public. I will take the public's word!" Why does Suzanne say that Paris shall be the judge? What will the Parisians decide?
- b) "... The conqueror must distinguish himself in a solemn part." Why did the two actors decide to perform on a solemn role?
- c) "Monsieur," returned Robichon, "We are in deep consideration of our latest parts. We shall be pleased to give you our attention at some other time." To what 'part' is Robichon referring?
- d) "I feel myself to be all arms and legs. I don't know what to do with them." Explain the public Executioner's state of mind.
- e) "Listen!" cried Robichon, "are you known at Appeville-sous-Bois?" What is the significance of this question put to Roux?
- f) "Who may he be?" inquired Quinquart. "I never heard of the Marquis de Thevenin!" Why does Quinquart inquire about the Marquis de Thevenin?
- g) "... a delighted Paris awarded the palm to Quinquart without a dissenting voice ..." Why did Paris award the 'palm' to Quinquart?

II. Vocabulary:

1. Match the words in column A with their meanings in column B

Column A	Column B
versatility	first performance
irresolutely	laugh quietly

scruples	ability to do different things
spectred	unable to take decisions
debut	doubt about the rightness of an action
trepidation	ghost
suspensively	state of uncertainty
tittered	state of anxiety about something bad that might happen

2. Study the examples of idioms

- 1) Jacques Roux felt *all arms and legs*.
- 2) Suzanne talked through *her expensive hat*.

The idioms mean

1. nervous
2. impractical

Complete the statements with suitable idioms from the box:

nose in the air	pull the wool over	without batting an eye-lid	hit the headlines
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- a) The audience at Appeville-sous-Bois listened to Robichon
- b) Quinquart as the Marquis was able to his friend's eyes.
- c) Suzanne was beautiful but quite arrogant. She had her
- d) Robichon delivered a a terrific speech and

III. Writing skills:

- a) Robichon and Quinquart both loved Suzanne. Of the two, who do you think really deserved to win Suzanne Brouette? Why?
- b) What do you think about the condition stipulated by Suzanne in choosing her life partner?
- c) As Jacques Roux, write a letter to Robichon thanking him for helping you become a successful motivational speaker now. Also console him on his losing the challenge.
- d) As Robichon, narrate how you felt to be outwitted by Quinquart.
- e) As Suzanne Brouette, narrate how you felt when you had to settle for Quinquart in order to honour your word.
- f) Suggest a few criteria to be kept in mind while choosing a life partner. Discuss this based on Suzanne's attitude towards her suitors.

IV. Appreciation:

- a) Attempt an anlysis of Suzanne Brouette's character.
- b) Contrast Robichon's and Quinquart's personality.

- c) What are your impressions of Jacques Roux? Give suitable references from the story.
- d) The story is replete with humour. Bring out at least three humorous instances in the story.

V. Speaking Skills:

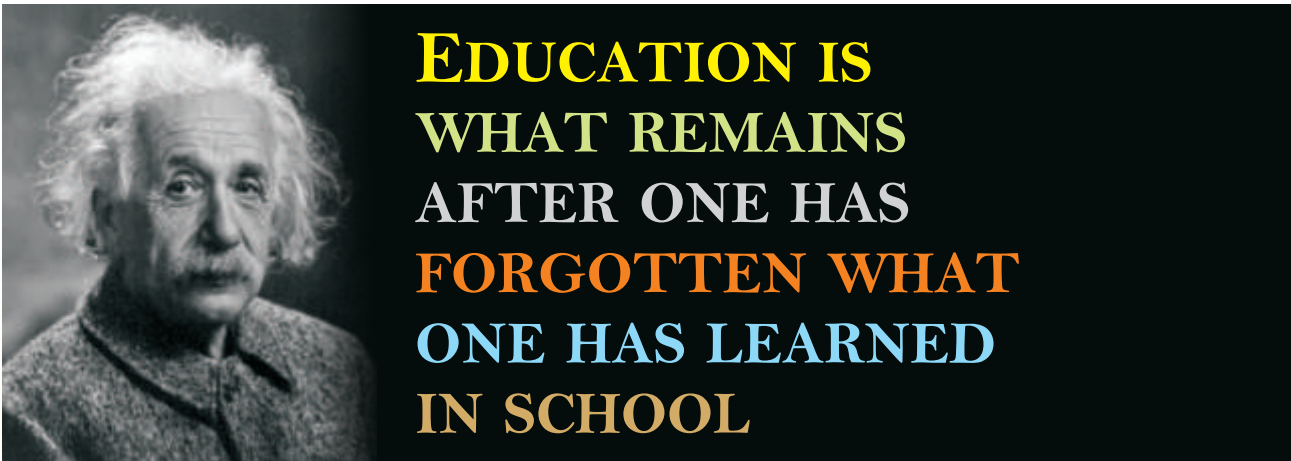
In most of the countries in the world, the capital punishment has been abolished. In India, there have been crimes for which capital punishment has been awarded. Discuss in groups of four whether capital punishment should be abolished. Reach a consensus and a representative presents your group's views to the class.

On Education

by Albert Einstein

Warm up:

- Working individually, write down what you like about school life.
- Give a few suggestions for making education more enjoyable and fruitful.



Read an excerpt from a famous address made by the great scientist, Albert Einstein, at Albany, New York on October 15, 1936 on the three-hundredth anniversary of higher education in America.

1. A day of celebration generally is in the first place dedicated to *retrospect*, especially to the memory of personages who have gained special distinction for the development of the cultural life. This friendly service for our predecessors must indeed not be neglected, particularly as such a memory of the best of the past is proper to stimulate the well-disposed of today to a courageous effort. But this should be done by someone who, from his youth, has been connected with this State and is familiar with its past, not by one who like a gypsy has wandered about and gathered his experiences in all kinds of countries.
2. Thus, there is nothing else left for me but to speak about such questions as, independently of space and time, always have been and will be connected with educational matters. In this attempt I cannot lay any claim to being an authority, especially as intelligent and well-meaning men of all times have dealt with educational problems and have certainly repeatedly expressed their views clearly about these matters. From what source shall I, as a partial layman in the realm of *pedagogy*, derive courage to expound opinions with no foundations except personal experience and personal conviction? If it were really a scientific matter, one would probably be tempted to silence by such considerations.
3. However, with the affairs of active human beings it is different. Here, knowledge of truth alone does not suffice; on the contrary this knowledge must continually be renewed by ceaseless effort, if it is not to be lost. It resembles a statue of marble which stands in the desert and is continuously threatened with burial by the shifting sand. The hands of service must ever be at work, in order that

retrospect: thinking back to the past from the present

pedagogy: the study of teaching practices

the marble continue lastingly to shine in the sun. To these serving hands mine also shall belong.

The school has always been the most important means of transferring the wealth of tradition from one generation to the next. This applies today in an even higher degree than in former times, for through modern development of the economic life, the family as a bearer of tradition and education has been weakened. The continuance and health of human society is therefore in a still higher degree dependent on the school than formerly.

4. Sometimes one sees in the school simply the instrument for transferring a certain maximum quantity of knowledge to the growing generation. But that is not right. Knowledge is dead; the school, however, serves the living. It should develop in the young individuals those qualities and capabilities which are of value for the welfare of the Commonwealth. But that does not mean that individuality should be destroyed and the individual become a mere tool of the community, like a bee or an ant. A community of standardized individuals without personal originality and personal aims will result in a poor community with no scope for development. On the contrary, the aim must be the training of independently acting and thinking individuals, who, however, see in the service of the community their highest life problem.
5. But how shall one try to attain this ideal? Should one perhaps try to realize this aim by moralizing? Not at all. Words are and remain an empty sound, and the road to *perdition* has ever been accompanied by lip service to an ideal. But personalities are not formed by what is heard and said, but by labour and activity.
6. The most important method of education accordingly always has consisted of that in which the pupil was urged to actual performance. This applies as well to the first attempts at writing of the primary boy as to the doctor's *thesis* on graduation from the university, or as to the mere memorizing of a poem, the writing of a composition, the interpretation and translation of a text, the solving of a mathematical problem or the practice of physical sport.
7. But behind every achievement exists the motivation which is at the foundation of it and which in turn is strengthened and nourished by the accomplishment of the undertaking. Here there are the greatest differences and they are of greatest importance to the educational value of the school. The same work may owe its origin to fear and compulsion, ambitious desire for authority and distinction, or loving interest in the object and a desire for truth and understanding, and thus to that divine curiosity which every healthy child possesses, but which so often is weakened early. The educational influence which is exercised upon the pupil by the accomplishment of one and the same work may be widely different, depending upon whether fear of hurt, egoistic passion, or desire for pleasure and satisfaction is at the bottom of this work. And nobody will maintain that the administration of the school and the attitude of the teachers do not have an influence upon the molding of the psychological foundation for pupils.

Give into the power of the teacher the fewest possible *coercive* measures, so that the only source of the pupil's respect for the teacher is the human and intellectual qualities of the latter.

8. The second-named motive, ambition or, in milder terms, the aiming at recognition and consideration, lies firmly fixed in human nature. With absence of mental stimulus of this kind, human cooperation would be entirely impossible; the desire for the approval of one's fellow-man certainly is one of the

perdition: complete destruction

thesis: a long piece of writing based on original work written for a university degree

coercive: using force

important binding powers of society. In this complex feelings, constructive and destructive forces lie closely together. Desire for approval and recognition is a healthy motive; but the desire to be acknowledged as better, stronger, or more intelligent than a fellow being or fellow scholar easily leads to an excessively, egoistic psychological adjustment, which may become injurious for the individual and for the community. Therefore the school and the teacher must guard against employing the easy method of creating individual ambition, in order to induce the pupils to diligent work.

9. Darwin's theory of the struggle for existence and the selectivity connected with it has by many people been cited as authorization of the encouragement of the spirit of competition. Some people also in such a way have tried to prove *pseudo-scientifically* the necessity of the destructive economic struggle of competition between individuals. But this is wrong, because man owes his strength in the struggle for existence to the fact that he is a socially living animal. As little as a battle between single ants of an ant hill is essential for survival, just so little is the case with the individual members of a human community.
10. Therefore one should guard against preaching to the young man success in the customary sense as the aim of life. For a successful man is he who receives a great deal from his fellow-men, usually incomparably more than corresponds to his service to them. The value of a man, however, should be seen in what he gives and not in what he able to receive.
11. The most important motive for work in the school and in life is the pleasure in work, pleasure in its result, and the knowledge of the value of the result to the community. In the awakening and strengthening of these psychological forces in the young man, I see the most important task given by the school. Such a psychological foundation alone leads to a joyous desire for the highest possessions of men, knowledge and artist-like workmanship.
12. The awakening of these productive psychological powers is certainly less easy than the practice of force or the awakening of individual ambition but is the more valuable for it. The point is to develop the childlike inclination for play and the childlike desire for recognition and guide the child over to important fields for society; it is that education which in the main is founded upon the desire for successful activity and acknowledgement. If the school succeeds in working successfully from such points of view, it will be highly honoured by the rising generation and the tasks given by the school will be submitted to as a sort of gift. I have known children who preferred school-time to vacation.
13. Such a school demands from the teacher that he be a kind of artist in his province. What can be done that this spirit be gained in the school? For this there is just as little a universal remedy as there is for an individual to remain well. But there are certain necessary conditions which can be met. First, teachers should grow up in such schools. Second the teacher should be given extensive liberty in the selection of the material to be taught and the methods of teaching employed by him. For it is true also of him that pleasure in the shaping of his work is killed by force and exterior pressure.
14. If you have followed attentively my meditations up to this point, you will probably wonder about one thing. I have spoken fully about in what spirit, according to my opinion, youth should be instructed. But I have said nothing yet about the choice of subjects for instruction, nor about the method of teaching. Should language predominate or technical education in science?

pseudo-scientifically: in a manner which is not true to the methods of science

15. To this I answer: in my opinion all this is of secondary importance. If a young man has trained his muscles and physical endurance by gymnastics and walking, he will later be fitted for every physical work. This is also *analogous* to the training of the mind and the exercising of the mental and manual skill. Thus the *wit* was not wrong who defined education in this way; "Education is that which remains, if one has forgotten everything he learned in school." For this reason I am not at all trying to take sides in the struggle between the followers of the total *philologic-historical education* and the education more devoted to natural science.

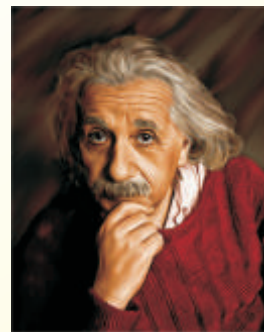
You can motivate by fear. you can motivate by reward. But both of these methods are only temporary. The only lasting thing is self motivation.

16. On the other hand, I want to oppose the idea that the school has to teach directly that special knowledge and those accomplishments which one has to use later directly in life. The demands of life are much too manifold to let such a specialized training in school appear possible. Apart from that, it seems to me, moreover, objectionable to treat the individual like a dead tool. The school should always have as its aim that the young man leave it as a harmonious personality, not as a specialist. This in my opinion is true in a certain sense even for technical schools, whose students will devote themselves to a quite definite profession. The development of general ability for independent thinking and judgment should always be placed foremost, not the acquisition of special knowledge. If a person masters the fundamentals of his subject and has learned to think and work independently, he will surely find his way and besides will better be able to adapt himself to progress and changes than the person whose training principally consists in the acquiring of detailed knowledge.

17. Finally, I wish to emphasize once more that what has been said here in a somewhat categorical form does not claim to mean more than the personal opinion of a man, which is founded upon nothing but his own personal experience, which he has gathered as a student and as a teacher.

About the Author:

Albert Einstein was born on 14 March 1879 in Ulm, Wurttemberg, Germany. The future scientist began his school career in Munich. He studied Mathematics, in particular calculus, beginning around 1891. In 1894 his family moved to Milan but he stayed on in Munich. In 1895, the future Nobel Prize Winner for Physics failed an entrance examination that would have allowed him to study for a diploma as an electrical engineer in Zurich. He renounced German citizenship in 1896 and became a Swiss citizen in 1901. The great scientist, who began his career as a teacher of Mathematics and Physics in 1900, earned a doctorate from the University of Zurich in 1905 for his thesis, *On a new determination of molecular dimensions*. It was also in 1905 that he wrote his second paper which is today better known as *the Special Theory of Relativity*. He was awarded the Nobel Prize in 1921. He died on 18 April 1955 in Princeton, New Jersey, USA.



analogous: similar

wit: person who is clever

philologic-historical education: education which lays emphasis on the study of language and history

I. Understanding the text:

1. Answer the following questions briefly:

- a) What are Einstein's views on education based on?
- b) According to Albert Einstein, what is the basic difference between scientific matter and matters pertaining to education?
- c) Explain the comparison that Einstein makes between knowledge regarding human affairs and a marble statue standing in the desert.
- d) In what way has the role of the family been passed on to the school in modern times?
- e) How does Einstein strike a balance between individual development and the development of the whole society?
- f) Which method of education is an important or successful one? Cite some of the examples that Einstein gives to prove his point.
- g) What sort of environment should a school provide to a student to make him/her perform well?
- h) According to Einstein, what should be the basis of the respect that teachers receive from students? Do you agree? Give reasons.
- i) Does Einstein give importance to the choice of subjects in education? Why/why not?

2. Read the extracts and answer the questions that follow:

- a) "It is not right to see the school simply as the instrument for transferring a certain maximum quantity of knowledge to the growing generation." (para 4) How does Einstein justify this statement?
- b) "With absence of mental stimulus of this kind, human co-operation would be entirely impossible" (para 8). Explain the "mental stimulus" that is referred to? When can it become very dangerous to society?
- c) "Therefore, one should guard against preaching to the young man success in the customary sense as the aim of life" (para 10). What is 'success' here in the customary sense? Who, according to Einstein, is a truly successful person?
- d) "In the awakening and strengthening of these psychological forces in the young man, I see the most important task given by the school" (para 11). Which 'psychological forces' is Einstein referring to?
- e) "I have known children who preferred school-time to vacation" (para 12). Describe some of the characteristics of schools that would make children prefer to go to school even during vacation time.
- f) "If a young man has trained his muscles and physical endurance by gymnastics and walking, he will later be fitted for every physical work" (para 15). In what context does the renowned scientist make this statement? What is his opinion on the issue?
- g) "Education is that which remains if one has forgotten everything he learned in school" (para 15). What does Einstein mean by saying this? What is your opinion on the issue?

II. Vocabulary:

Choose the option which, according to you, is closer to the meaning of the word given in Column A. Also, try to give one word for the meaning in Column B which you didn't choose or tick. (*Hint: These words sound similar to the words already given.*)

A	=	B
a) retrospect	=	i) reference to conditions in the past ii) examine one's own mental or emotional processes _____
b) distinction	=	i) something that takes away one's attention ii) a special honour or recognition _____
c) accomplish	=	i) partner in a crime ii) complete a task _____
d) extensive	=	i) covering a large area ii) through and detailed, directed to a limited area or subject _____
e) conviction	=	i) based on firm belief ii) customary practice _____

2. Fill in the blanks with the words from Column A to complete the sentences. (You may change the form of the word.)

- a) Steve Waugh scored a century against Bangladesh and equalled Sachin Tendulkar's record of thirty-one test centuries. However, the Indian batting maestro _____ the feat in fewer tests than the Australian skipper.
- b) His speech was very theatrical. It did not seem to carry much _____.
- c) The _____ knowledge about cricket, tennis and badminton that Seema exhibits, comes as a surprise to most of her friends.
- d) While bidding farewell to his PA, the boss thanked him for serving the organisation with _____.
- e) In _____, it was not too difficult for him to realize where he had gone wrong.

III. Conversation Skills:

Read the opinions given in the speech bubbles below:

Darwin's theory of the survival of the fittest promotes unhealthy competition.

Unless renewed, knowledge is a dead thing.

The success of a school must not be assessed in terms of the number of IAS officers, CAs, doctors, engineers, etc. its ex-students eventually become.

Our society is putting too much of pressure on young minds by making them too ambitious and career-conscious a bit too soon.

Parents and teachers should not preach to youngsters about success as the aim of life in its customary sense.

Teachers should be given freedom in the selection of material to be taught and the teaching methods to be employed by them.

Take up any topic your group feels strongly about. Or, your teacher may assign each group a topic from the above. Each member of the group should express his or her opinion about it within the group. Keep jotting down each other's points. Then, choose a secretary-cum-spokesperson of the group. Help him or her to bring all the points together. Each group's spokesperson will then present the views of the group on the topic before the whole class for two or three minutes.

IV. Writing Skills:

- a) Working in groups of four or five, write a speech for a formal debate on Einstein's view.

Education is that which remains, if one has forgotten everything one learned in school.

Tips for writing the speech:

- Address the Chairman or President respectfully.
 - Mention the topic and state clearly whether you are supporting the motion or speaking against it.
 - Explain the topic focussing on the key words. Try to interpret the key words in a way that suits your perspective or standpoint.
 - Use examples of actual persons or from real life situations to strengthen your views.
 - Use the language of debating such as : in my humble opinion, I strongly feel that..... it is my firm conviction... an exception or two does not make the rule.... etc.
 - Conclude your speech with the confident hope that you have succeeded in convincing the house and even the members of the opposition.
- b) **Project work:** Refer to some books in your school library by or on famous Indian educators like Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda, Dr. S. Radhakrishnan, Dr. Zakir Hussain, Dr. APJ Abdul Kalam or any other. Focus mainly on their views on an ideal school. Compare these with the views expressed by Albert Einstein. (You may record each great educationist's views under his/her picture on a chart to be displayed on your school display board). Then, write an article entitled **On School Education** for your school magazine.

I Can Play Schools

by May C. Jenkins

Warm-up: What do you understand about the world of children from the pictures?



- In pairs, discuss what is the difference between the usual indoor and outdoor games and fantasy games? Which is more interesting?

1. Now read the story

1. I was writing to my mother, one sunny afternoon in the school holidays, while my daughter, Marian sat on the grass, just outside the French window. She was playing 'schools' with her dolls. Annoyed because they were 'not attending', she was scolding them, making expressive gestures with her hands, as her teacher might have done; it was interesting to watch her.

What would I write about Marian? It was never easy to find something new to say, and I did not want to use the same phrases as last week and - probably - the week before. Mother was in Canada, eager for news of home; she would scan the lines for news of Marian, for whom she had an anxious love.

2. Studying the child now, as if for inspiration, I thought for the thousandth time how lovely she was, with dark curls framing her small pointed face, dark serious eyes - too serious perhaps, for a seven-year-old - and full, sensitive lips. Deep, loving pride in her stirred in me. She was such a dear, intelligent girl. But I felt disappointment too, for I had dreamed of a different child. I had seen a golden girl, golden voiced, moving with confidence through the world.

'Anne, you're being very stupid,' my husband had said, when, in the months before she was born, I drew this picture for him. 'You don't even know that you'll have a girl - and, supposing you do, you can't order one to a pattern like that. You're just heading for trouble.'

3. He was right, of course; the baby was a girl, but not as I had imagined her. I still thought wistfully, sometimes, of the child that might have been, and never would be, now. For my husband had been killed in a car crash, shortly before Marian was born. I did not have him now, to share my days, to comfort me.

Sometimes my friends spoke of re-marriage. But I had loved Tom so much that our days together, alight with love, were still too close to me. Then there was Marian, step-parents - in fiction and fact - were apt to cause disharmony that might have deep, far-reaching consequences. She had to come first.

This afternoon her game did not satisfy her. Without being told, I knew what was wrong; she wanted Christabel. This was her favourite doll, left that morning in the attic. The game was lifeless without her, Marian decided, and rose, shaking the grass off her blue cotton dress.

4. Turning, she saw the amusement in my eyes; her own lit up with rare and lovely laughter. 'I know it's silly,' they seemed to say, 'but I can't help it. I must have her.' She went off; the garden seemed cold with her absence, the dolls forgotten. She is my love, my lamb, my darling, after all, I thought; we understand each other, words are unnecessary; how many parents can say that? And, my spirits lighter, I bent again over the desk.

'As you know, Marian is at home just now. It is wonderful to have her. I wish the holidays were longer'

5. A shadow passed in front of the French window, dulling the sunny garden. For a moment, foolishly, I expected to see Marian. But it was a long way up to the attic; besides once there, she would probably become interested in something else. I looked up. It was the little girl from next door. She was tossing an orange into the air and catching it again. 'You'd think this was her garden!' I said inwardly. 'No shyness there!'

Her family had come only two short weeks before, but already it seemed a long time to me. I had not yet 'called on' the mother - in our small town it is still considered friendly to visit new neighbours - but I could not count the number of times that her daughters had appeared in the garden saying.

'Please may I play with your little girl today?'

6. She was perhaps a year or two older than Marian. Slim and fair-skinned, her hair was like ripe corn in sunlight, her eyes a sparkling, vivid blue. As if this were not enough, she had a voice as clear and careless as a mountain stream. I suppressed that ever-recurring envious ache.

'I've come again,' she announced.

'Is that so?' I was amused, in spite of annoyance.

(When would I get back to my letter? Mother would be looking for it, would worry if it did not come. That was the worst of agreeing to send mail at a certain time.)

'I saw your little girl in the garden. I can play "Schools" too, I love it.'

How often have I told you -

'But she plays all by herself, all the time. She'll be lonely.'

'Marian likes to play by herself.' It was true, I reflected sadly. She shrank from children in the neighbourhood, thinking she could not play their games properly; feared their laughter, thinking it was at her expense; did not understand their jolly, slangy conversations.

'Still, she must be lonely,' the other child said shrewdly. She was, but knew no way to avoid it; all the avenues which she had tried had led her further away, if anything, from that carefree, shouting world. 'I am too. I haven't got brothers or sisters. And I don't know anyone here yet.'

Well, you won't be long before you do, I thought grimly, wishing that Marian had one quarter of the self-confidence which this child scattered so blithely to the four winds. In the face of her stubborn persistence I almost gave way. But what was the use? It had been tried so often before. The result was always the same. Marian would come home as soon as she could, her drooping shoulders expressing a despair that went to my heart.

7. With me, she was quite different. We played together contentedly, or went for walks. It was always a pleasure to go for a walk with Marian. She loved to see small, delightful things; a new bud, a wild rose, or thistledown floating like magic through the air, would bring a dreamy softness to her eyes, a lightness to her feet. Released, enchanted, she would run over springy grass, among kindly trees; it was her unassailable world. What was that poem, left by an unknown writer in an air-raid shelter, during the war? 'Beauty has ramparts nothing can destroy.' Marian had already discovered that.
8. I pulled myself together. 'It's no use, dear.' All the irritation had left me; I felt only gentleness. 'It's very good of you to say you'll play with Marian. It's good of all the children to come. But the thing is - you just don't know what it means. You get tired of her and then she thinks you don't like her - she doesn't understand. For a child like her you need so much patience.'

Evidently at a loss, she stared at me, 'Why? What's wrong with her?'

9. 'Didn't you know?' Of course, she had been next door for a very short time. But I had assumed that she knew, that someone would have told her. I had thought, as we are apt to do, that my private tragedy was large and important to others, too.

'No. What is it?'

'She is deaf and dumb.'

After a minute she said, 'Does she speak on her fingers?'

'A bit.... And in other ways as well... she goes away to a school.' Suddenly I was immensely tired. 'So you see why; I can't play with her, child.'

'Don't call me Child, my name's Freda,' she said impudently. Then she moved from the window. 'Give this to Marian, I brought it for her.' She handed me the orange and was gone, walking with a lazy grace down the path, her yellow pigtailed swinging.

10. I thought, it never does to open your heart to a child. Try it and she slaps your face. 'Give her the orange,' Freda had said, salving her conscience; she did not want to play with Marian, now. Well, what had I expected? I had tried to discourage her, hadn't I?'

Turning, I saw Marian. How long had she been there? How much had she understood? Her eyes were following Freda - for a moment, surprised, I thought she was sorry to see the gate open and close. But I decided I had been mistaken. She never wanted to play with other children.

Then, speaking rapidly 'on her fingers' as Freda had put it, Marian said,

'Mother, would you rather have her than me?'

11. Deeply shocked, I put my arms round her. She had sensed my desire for a child without her handicaps... she had been bitterly hurt... Did that account, partly for her great unhappiness, her sense of inadequacy, in the world of other children? Oh, my darling, my best-loved - and this time I did not add, after all. It came to me at last how much my love meant to her - so much more than it would have meant to Freda, who was so well-equipped to look after herself. I pressed my lips on the shining dark hair, and finally and forever my foolish longings died.

12. When I released her, she looked at me intently for a minute. Then, seemingly satisfied, she ran outside with Christabel. I finished my letter - cheerfully, in spite of the chaos of my thoughts - and went upstairs, to prepare for the afternoon shopping.

When I came down, half-an-hour later, Freda was in the garden with Marian. She had brought her own dolls over; the 'class' seemed larger and brighter, and had a comfortable air. Marian, the Headmistress, sat in her 'office'; Freda, as Assistant Teacher, pretended to consult her, and made notes in a little book. She looked up, carelessly, when she saw me.

'I said I could play "Schools",' she remarked.

I. Understanding the text:

1.1 Answer the questions briefly.

- a) What hints do you get that Anne's feelings for Marian were mixed?
- b) Give two reasons why she felt that way.
- c) Why didn't Anne approve of re-marriage?
- d) What was Freda's request to Anne? Did she concede to her request? Why?
- e) How did Marian discover that 'Beauty has ramparts nothing can destroy'?
- f) How did Marian react to her mother's conversation with Freda?

1.2 Read the extracts and answer the questions that follow:

1. 'You can't order one to a pattern like that. You're just heading for trouble'
 - a) What is the speaker reacting to?
 - b) How was he proved right?
 - c) What 'trouble' did the other person face?
2. 'I suppressed that ever recurring envious ache'.
 - a) What had caused the 'ache' in the speaker?
 - b) Why was it an envious one?
 - c) Bring out the speaker's attitude.
3. 'Did that account partly for her great unhappiness, her sense of inadequacy, in the world of other children?'
 - a) Why did Marian feel inadequate?
 - b) In what way was Anne responsible for Marian's unhappiness?
 - c) Was Anne aware of her role in this regard?
4. 'Marian, the headmistress sat in her office. Freda, an Assistant teacher, pretended to consult her.'
 - a) Who were the students for Marian and Freda?
 - b) What insights does the reader gain from the situation?
 - c) What was Anne's reaction?

2. Match the excerpts from the story with the attitude or feelings conveyed by the given lines.

S.No.	Excerpts	Attitude/ Feelings conveyed
1.	She would scan the lines for news of Marian	as a widow, her child is her priority
2.	She had to come first	confident
3.	You'd think it was her garden	true concern for Marian
4.	I still thought wistfully	sensitive, longing for her mother's love
5.	Don't call me child, call me Freda	sense of longing or regret
6.	Mother, would you rather have her than me?	strong-willed, determined

3. Vocabulary:

a) Match the words with their meaning:

S.No.	Words	Meanings
1.	grimly	rudely
2.	unassailable	seriously
3.	wistfully	happily
4.	blithely	a high wide , wall of protection
5.	impudently	cannot be destroyed
6.	ramparts	sadly longing for something

b) Read the following sentences from the story.

i) *I had not yet 'called on' the mother.*

ii) *I pulled myself together.*

Call on means to visit. *Pulling myself together* means to take control of one's feelings.

The expressions are phrasal verbs. Phrasal verbs have a verb and a preposition (particle).

Refer to a standard dictionary and find more phrasal verbs with 'call' that match the meanings given below

S.No.	Meanings	Phrasal Verb
1.	Cancel	
2.	Formally invite to speak	
3.	Recall	
4.	Order for the return of something	
5.	Telephone	

4. Appreciation:

a) Given below are a few words that describe Marian and Freda. Put them in the right column.

Extrovert	confident	insecure	sure of herself	introvert	serious
stubborn in tune with Nature		Not at ease with peers		hesitant	self confident.

MARIAN	FREDA

b) How to analyse a short story:

An analysis of a short story requires basic knowledge of literary elements.

- 1) **Setting:** It is a description of where and when the story takes place. What role does setting play in this story?
- 2) **Characterization:** In short stories there are usually fewer characters compared to a novel. We get to know about the characters through his/her words, actions, Reactions, feelings, thoughts and movements.
- 3) **Plot and structure:** The plot is usually centred around one experience.
- 4) **Narrator and point of view:** The narrator is the person telling the story.
By point of view we mean through whose eyes the story is being told. Short stories tend to be told through one character's point of view.
- 5) **Conflict:** In a short story there is one main struggle. It could be internal/external.
- 6) **Climax:** It is the turning point where events take a major turn as the story reaches its conclusion.
- 7) **Theme** - is the main message
- 8) **Style:** The writer's style is seen in language, vocabulary and tone. The style conveys the writer's attitude towards the theme

Based on the guidelines given, write a 200-250 word analysis of the story, giving your opinion at the end.

5. Writing Skills:

- a) Using the inputs in b), write a paragraph comparing Marian and Freda in about 150-200 words.
- b) There is a difference in the way "School" was being played at the beginning and at the end. What is the change?
- c) Why did Anne discourage Freda from playing with Marian?
- d) How does Anne's attitude towards her child change?
- e) Is the mother's attitude to her child natural? Give reasons.

- f) Did Marian's different abilities affect Freda's desire to befriend her? Give instances.
- g) When did Anne's foolish longings go away?
- h) Anne writes a letter during the story. Explain what is the purpose of that letter?
- i) As Freda, write a letter to your friend about your happy times with Marian and the games you play with her.

6. Speaking Skills:

- a) **Pair work:** One student plays the role of an anchor of a TV channel and the other has recently visited a school for the visually challenged. Let the anchor begin the programme with a few questions to the student. The objective of this programme is to highlight the fact that the visually challenged are capable of great achievements and how students should empathise with them.
- b) Parents are expected to shower unconditional love on their children. Do children reciprocate the same? Why / Why not. Discuss in groups of four. The group secretary shares your ideas with the class.

7. Project Work:

Collect information from the biographies of Helen Keller, Thomas Edison, Beethoven etc. who have made a mark, despite being differently abled. Present a power point entitled **The Right Attitude Works Wonders**. Use suitable illustrative examples from the story.

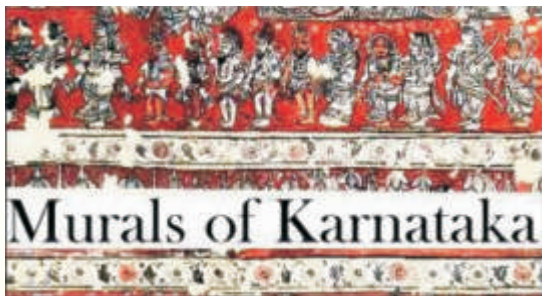
The Last Letter

by Pt. Jawaharlal Nehru

Glimpses of World History by Jawaharlal Nehru, the first Prime Minister of India is a collection of 196 letters on world history. **The Last Letter** is the last in the series of letters written by Jawaharlal Nehru from various prisons between 1930-33. The letters were written to his young daughter, Indira, to introduce her to world history.

Warm up:

1. a) Given below are pictures of a few artefacts. Study them carefully. How are they to be classified? What insights do they give? Discuss with your partner.



- b) Identify other sources of history and share your ideas.

2. Read the letter

1. We have finished, my dear; the long story has ended, I need write no more, but the desire to end off with a kind of flourish induces me to write another letter - the Last Letter!

What a mountain of letters I have written!

Benjamin Disraeli, the great statesman of the nineteenth century, has written: "Other men condemned to exile and captivity, if they survive, despair; the man of letters may reckon those days as the sweetest of his life."

2. I am not a man of letters, and I am not prepared to say that the many years I have spent in gaol have been the sweetest in my life, but I must say that reading and writing have helped me

wonderfully to get through them. I am not a literary man, and I am not a historian; what, indeed, am I? I find it difficult to answer that question. I have been a dabbler in many things; I began with science at college, and then took to the law, and, after developing various other interests in life, finally adopted the popular and widely practised profession of gaol-going in India!

3. A prison, with no libraries or reference books at hand, is not the most suitable place in which to write on historical subjects. I have had to rely very largely on the many note-books which I have accumulated since I began my visits to gaol twelve years ago. Many books have also come to me here; they have come and gone, for I could not collect a library here.
4. I have given you the barest outline ; this is not history ; they are just fleeting glimpses of our long past. If history interests you, if you feel some of the fascination of history, you will find your way to many books which will help you to unravel the threads of past ages. But reading books alone will not help. If you would know the past you must look upon it with sympathy and with understanding. To understand a person who lived long ago, you will have to understand his environment, the conditions under which he lived, the ideas that filled his mind. It is absurd for us to judge of past people as if they lived now and thought as we do.
5. If, then, you look upon past history with the eye of sympathy, the dry bones will fill up with flesh and blood, and you will see a mighty procession of living men and women and children in every age and every clime, different from us and yet very like us, with much the same human virtues and human failings. History is not a magic show, but there is plenty of magic in it for those who have eyes to see.
6. Innumerable pictures from the gallery of history crowd our minds. Egypt - *Babylon* - *Nineveh* - the old Indian civilizations - the coming of the Aryans to India and their spreading out over Europe and Asia - the wonderful record of Chinese culture - the coming of Islam to India and the Mughal Empire - the *Renaissance* of learning and art in western Europe - the discovery of America and the sea-routes to the East - the coming of the big machine and the development of capitalism - the spread of industrialism and European domination and imperialism - and the wonders of science in the modern world.

Great empires have risen and fallen and been forgotten by man for thousands of years, till their remains were dug up again by patient explorers from under the sands that covered them. And yet many an idea, many a fancy, has survived and proved stronger and more persistent than the empire.

7. The past brings us many gifts; indeed, all that we have today of culture, civilization, science, or knowledge of some aspects of the truth, is a gift of the distant or recent past to us. It is right that we acknowledge our obligation to the past. But the past does not exhaust our duty or obligation. We owe a duty to the future also, and perhaps that obligation is even greater than the one we owe to the past. For the past is past and done with, we cannot change it; the future is yet to come, and perhaps we may be able to shape it a little. If the past has given us some part of the truth, the future also hides many aspects of the truth, and invites us to search for them. But often the past is jealous of the future and holds us in a terrible grip, and we have to struggle with it to get free to face and advance towards the future.
8. History it is said, has many lessons to teach us, and there is another saying that history never

Babylon: An ancient city state of Mesopotamia

Nineveh: An ancient Assyrian city on the eastern bank of the Tigris river

Renaissance: ('to be reborn') was a cultural movement that spanned the period from 14th to 17th century.

repeats itself. Both are true, for we cannot learn anything from it by slavishly trying to copy it, or by expecting it to repeat itself or remain stagnant; but we can learn something from it by prying behind it and trying to discover the forces that move it. Even so, what we get is seldom a straight answer. "History," says Karl Marx, "has no other way of answering old questions than by putting new ones".

9. The old days were days of faith, blind, unquestioning faith. The wonderful temples and mosques and cathedrals of past centuries could never have been built but for the overpowering faith of the architects and builders and people generally. The very stones that they reverently put one on top of the other, or carved into beautiful designs, tell us of this faith.
10. Our age is a different one; it is an age of disillusion, of doubt and uncertainty and questioning. We can no longer accept many of the ancient beliefs and customs; we have no more faith in them, in Asia or in Europe or America. So we search for new ways, new aspects of the truth more in harmony with our environment. And we question each other and debate and quarrel and evolve any number of "isms" and philosophies. As in the days of Socrates, we live in an age of questioning, but that questioning is not confined to a city like Athens; it is world-wide. Sometimes the injustice, the unhappiness, the brutality of the world oppress us and darken our minds, and we see no way out.
11. And yet if we take such a dismal view we have not learnt aright the lesson of life or of history. For history teaches us of growth and progress and of the possibility of an infinite advance for man. And life is rich and varied, and though it has many swamps and marshes and muddy places, it has also the great sea, and the mountains, and snow, and glaciers, and wonderful starlit nights (especially in Gaul), and the love of family and friends, and the comradeship of workers in a common cause, and music, and books and the empire of ideas. So that each one of us may well say:
12. It is easy to admire the beauties of the universe and so live in a world of thought and imagination. But to try to escape in this way from the unhappiness of others, caring little what happens to them, is no sign of courage or fellow-feeling. Thought, in order to justify itself, must lead to action. "Action is the end of thought", says our friend *Romain Rolland*. "All thought which does not look towards action, is a treachery. If then we are the servants of thought, we must be the servants of action.
13. People avoid action often because they are afraid of the consequences, for action means risk and danger. Danger seems terrible from a distance; it is not too bad if you have a close look at it. And often it is a pleasant companion, adding to the zest and delight of life. The ordinary course of life becomes dull at times, and we take too many things for granted and have no joy in them. And yet how we appreciate these common things of life when we have lived without them for a while! Many people go up high mountains and risk life and limb for the joy of the climb and the exhilaration that comes from a difficulty surmounted, a danger overcome; and because of the danger that hovers all around them, their perceptions get keener, their joy of the life which hangs by a thread, the more intense.
14. All of us have our choice of living in the valleys below; with their unhealthy mists and fogs, but giving a measure of bodily security; or of climbing the high mountains, with risk and danger for companions, so breathe the pure air above, and take joy in the distant views, and welcome the rising sun.

Romain Rolland: a French writer, was awarded a Nobel prize for literature in 1915

1a. Understanding the text:

1.1 Answer the following questions briefly:

- a) What prompts the author to write the last letter?
- b) How does Nehru reflect on Benjamin Disraeli's thoughts?
- c) What sources did Nehru depend on while writing from prison?
- d) How should one view the past?
- e) What is common about people both past and present?
- f) Mention a few striking pictures from the gallery of history.
- g) Assess the relative importance of the past and the future.
- h) How does Karl Marx define history?
- i) What is the most important lesson that history teaches us?
- j) Explain Romain Rolland's view on 'thought' and 'action'.

1.2 Read the following extracts and answer the questions:

- a) 'Other men condemned to exile and captivity, if they survive, despair: the man of letters may reckon those days as the sweetest of his life.' Bring out the contrast in the reactions of the two types of individuals in captivity.
- b) 'It is absurd for us to judge past people as if they lived now and thought as we do'. Why is it absurd to do so?
- c) 'The past brings us many gifts.' What are the gifts received from our past?
- d) 'Danger seems terrible from a distance; it is not so bad if you have a close look at it.' Explain, with an example, how 'danger' adds zest to life.
- e) 'People avoid action often because they are afraid of the consequences, for action means risk and damages.' Explain this attitude to action? Is this appropriate in day to day life? Give reasons.

2. Vocabulary:

- a) Match the words and phrases with their meaning.

Words / Phrases	Meaning
1. unravel	sad
2. a man of letters	disentangle
3. exhilaration	overcame
4. dismal	thrill
5. surmounted	scholar

2.1 Using Suffixes: Nouns can be formed using suffixes.

Example:

Oblige is a verb by adding the *suffix-tion*, the word becomes *obligation*.

The word *brutal* is an adjective. when the *suffix-ity* is added we get the noun form *brutality*.

Form nouns by adding ' - tion' or ' -ity' to each of the following words.

ambiguous, celebrate, compatible, ethnic, frugal, assume, declare, depreciate, fumigate, exaggerate

2.3 Replace each of the words in italics with the appropriate word.

treachery

unquestioning

disillusion

reverently

glimpse

- The members welcomed the chairman *respectfully*.
- In olden days, students in the Gurukula system had *implicit* faith in what their teachers said.
- On witnessing the dance drama, the foreigner got a *peek* at Indian culture.
- Kohli's trip to the U.S. turned out to be a *disenchanted one*.
- The award winning short story was on *betrayal* and revenge.

3. Writing Skills:

Answer in about 100 - 120 words.

- How, according to Nehru, is the present different from the past?
- While it is important to understand the past, it is more important to value the future. Why?
- "Actions justify thoughts." Elaborate.
- History is not a magic show, but there is plenty of magic in it for those who have eyes to see. Explain.
- History, it is said, has many lessons to teach us; and there is another saying that *history never repeats itself*. Explain the message conveyed by the two sayings?
- As a historian, write a paragraph based on Nehru's views, on the path breaking events of the 21st century that have significantly contributed to the growth and progress of humanity.

4. Conversation Skills:

- 'Thought, in order to justify itself, must lead to action'. In groups of four think of a significant event in history that substantiates these words of Nehru.
- Read this famous letter: **Abraham Lincoln's Letter to His Son's Teacher**

Respected Teacher,

My son will have to learn I know that all men are not just, all men are not true. But teach him also that for every scoundrel there is a hero; that for every selfish politician, there is a dedicated leader. Teach him that for every enemy there is a friend.

It will take time, I know; but teach him, if you can, that a dollar earned is far more valuable than five found.

Teach him to learn to lose and also to enjoy winning.

Steer him away from envy, if you can.

Teach him the secret of quiet laughter. Let him learn early that the bullies are the easiest to lick.

Teach him, if you can, the wonder of books... but also give him quiet time to ponder over the eternal mystery of birds in the sky, bees in the sun, and flowers on a green hill -side.

In school teach him it is far more honourable to fail than to cheat.

Teach him to have faith in his own ideas, even if every one tells him they are wrong.

Teach him to be gentle with gentle people and tough with the tough.

Try to give my son the strength not to follow the crowd when every one is getting on the bandwagon.

Teach him to listen to all men but teach him also to filter all he hears on a screen of truth and take only the good that comes through.

Teach him, if you can, how to laugh when he is sad. Teach him there is no shame in tears. Teach him to scoff at cynics and to beware of too much sweetness.

Teach him to sell his brawn and brain to the highest bidders; but never to put a price tag on his heart and soul.

Teach him to close his ears to a howling mob... and to stand and fight if he thinks he's right.

Treat him gently; but do not cuddle him because only the test of fire makes fine steel.

Let him have the courage to be impatient, let him have the patience to be brave. Teach him always to have sublime faith in himself because then he will always have sublime faith in mankind.

This is a big order; but see what you can do. He is such a fine little fellow, my son.

Abraham Lincoln.

Think and discuss:

1. What message does Lincoln's letter give the reader? Discuss with your partner
2. Compare the purpose of Lincoln's letter with "The Last Letter" by Pt. Nehru.



Poetry



INTRODUCTION TO POETRY

What is poetry for? Why do people write it?

Writing poetry is a way of expressing one's ideas and emotions, or of recording a special event. The poet's purpose is usually to communicate with other people. Sometimes, a poet may write to sort out her/his own thoughts.

Read the poems in the Poetry section. If you find a poem that you like, read it again. Practise reading it out loud. Ask yourself, 'Why do I like this poem?' and 'What's it about?'

You may have noticed that although the subject matter is important in a poem - as in all forms of writing - poetry has a special quality that enables atmosphere and mood to be passed on by the poet to the reader. When you ask yourself what a poem is about, you should probe beyond the obvious narrative of the poem and ask further questions about the poet's feelings and your response.

Below are some guidelines to help you to focus on the poems and explore and enjoy them more fully.

Why do you like a poem?

Do you like the poem because it:

- is realistic and natural?
- tells a good story?
- makes you laugh, feel sad, loving, tender?
- reminds you of something in your own life?
- Or do you like it for some other reason?

What's the poem about?

- Who is speaking in the poem?
- To whom?
- What about? (Remember that it may be about several things.)
- What does the poet feel, and what do you feel? (This is the **mood** of the poem.)
- How are the ideas being expressed?

You will have an opinion on the first four questions after a close reading of the poem and discussing it with other people. There may be several different, well-supported points of view; all of them deserve consideration.

The fifth question, 'How are the ideas being expressed?' will be better answered using the following guidelines.

What to look for

Language - choosing words:

you may have noticed that the poet uses words in an extremely concise and vivid way. Every word is

chosen with care. The poet, while selecting a word is thinking about its sound as well as its meaning. Examine the poet's choice of words as you read each poem and see how words are used, keeping the following aspects in mind:

Context is determined by key words used in a particular position in a line to maximise their impact.

Double meanings or suggested meaning may lurk behind words and phrases.

Repetition of words and phrases is used for emphasis of meaning or to contribute to atmosphere and rhythm.

The **music** or **rhythm** of each line depends on the choice and placing of words. Rhythm, working alongside the meaning of words, helps to shape the whole poem. A fast rhythm can make words exciting or angry. A slow rhythm may emphasize thoughtfulness or peace.

Ask yourself why the poet has used a particular form. What effect is the poet trying to achieve? Has the poet succeeded?

This example from the poem "A Walk by Moonlight" [stanza 8] shows how Henry Derozio made words work for him.

*"There was a dance among the leaves
Rejoicing in her power,
Who robes for them of silver weaves
within one mystic hour"*

Images

One of the key features of poetry is that it uses images. Images or **word pictures** are a way of creating atmosphere or illustrating ideas. One form of word picture is achieved by using **metaphors**. When the poet surprises you by symbolizing indirectly unlikely things, it helps you to form a memorable picture in your mind. Imagery may be graphic [creating a visual picture] kinetic [suggesting movement] or something sensuous [of the senses]. What kind of imagery do you think this stanza conjures up eg. Curtain by Helen Spalding: Incredulously the laced fingers loosen slowly.

Metaphors

In *Seamus Heaney's* poem 'At a Potato Digging', there is strong visual picture of the potatoes freshly unearthed eg. [part II, stanza 2]

*"The rough bark of humus erupts
knots of potatoes [a clean birth]
whose solid feel, whose wet inside
promises taste of ground and root.
To be piled in pits; live skulls, blind eyed" .*

Similes

Another figure of speech, a **simile**, may be used where a comparison or likeness is stated directly.

In the words of *John Keats*

*"And sometimes like a gleaner thou dost keep
Steady thy laden head across a brook" .*

In the poem '*Ode: To Autumn*', the poet uses the reference to a gleaner as a simile to suggest the generosity of Autumn, when the season offers plenty as left overs for those who search for and gather them.

While reading the poems in your Literature Readers pick the interesting or unusual metaphors. Think about them and discuss them. The images evoked by the metaphors may not be the same for everybody.

As you get used to looking closely at poems you will become aware of all kinds of images and half-images, formed both by direct comparisons and the merest suggestions. You do not necessarily need to identify the images by name to enjoy their impact but it is useful to think about how their effect is achieved, when you make attempts at writing poetry yourself.

Form of structure

A quick glance at how a poem is set out on a page will tell you something about form. As you look through the pages of this book, you will notice:

- poems with verses (or stanzas) of equal length
- verses of irregular length
- lines in a single group
- lines of varying length
- end-stopped lines, which finish or pause before the next line
- some poems which rhyme, others with irregular or no rhyme
- poems written in sentences, obeying the rules of grammar
- poems using words more randomly, with no punctuation or capital letters.

In general, people writing poetry today will use the form that they feel best suits each poem and adds the greatest impact to it. Probing and questioning may lead a poet to a loose, open style, whereas deeply held views and tight emotions might best be contained within a formal pattern. But not necessarily. There is no right and wrong style for particular situation.

It may interest you to know that till the twentieth century there were accepted conventions and styles to poetry, partly depending on subject matter, which influenced poetry writing. Some poets still prefer to work within a tight framework of rules.

There are several types of verse and line forms:

- Blank Verse

- Free Verse
- Rhyming Couplet

Metre - A combination of stressed and unstressed syllables makes up a metre.

Rhyming couplets: They are written using iambic pentameter as their basic meter. These couplets also use rhyme at the end of the lines.

Blank verse: It is written in *iambic pentameter* but has no rhyme at the end of the lines.

Iambic: When the syllables are arranged as unstressed and stressed.

Pentameter: A stressed/unstressed or any other permutation and combination makes a meter.

Free verse: It is written without rhyme and without any traditional metrical* pattern. It has no recurring rhythm. The stress therefore depends on the meaning of the lines.

*Some traditional metrical patterns being Trochee, Spondee, Anapest and Pyrrhic.

The Darkling Thrush

by Thomas Hardy

Warm up: Study the pictures

- a) Natural and manmade catastrophes trigger chaos and destruction. Share your thoughts about each of the scenes given here.



- b) Hardy's best known bird poem was written on December 31, 1900, but its acknowledgment of defiant hope, or even optimism, still holds good.

Read this poem about the poet's feelings about life and how he looks upon its challenges in his way.

The Darkling Thrush

1. I leant upon a *coppice* gate
When frost was spectre-gray
And winter's dregs made desolate
The weakening eye of day.
The tangled bine-stems scored the sky
Like strings of broken *lyres*,

coppice: dense growth, bushes
lyres: stringed musical instrument

And all mankind that haunted nigh
Had sought their household fires.

2. The land's sharp features seemed to be
The Century's corpse out leant,
His crypt the cloudy canopy,
The wind his death-lament.
The ancient pulse of germ and birth
Was shrunken hard and dry,
And every spirit upon earth
Seemed fervourless as I.
3. At once a voice arose among
The bleak twigs overhead
In a full-hearted *evensong*
Of joy *illimited*;
An aged thrush, frail, gaunt, and small,
In blast-beruffled plume,
Had chosen thus to fling his soul
Upon the growing gloom.
4. So little cause for *carolings*
Of such ecstatic sound
Was written on terrestrial things
Afar or *nigh* around,
That I could think there trembled through
His happy good-night air
Some blesse Hope, whereof he knew
And I was unaware.



About the poet

Thomas Hardy was one of the most renowned poets and novelists in English literary history. Hardy's long career spanned the Victorian and the modern eras. Thomas Hardy's poem about the turn of the twentieth century, "*The Darkling Thrush*," remains one of his most popular and anthologised lyrics. Written on the eve of the new century and first published in *Graphic* with the subtitle *By the Century's Deathbed* and then published in *London Times* on New Year's Day, 1901. The thirty-two line poem uses a bleak and wintry landscape as a metaphor for the close of the nineteenth century and the joyful song of a solitary thrush as a symbolic image of the dawning century.



even song: evening prayer
illimited: unlimited
carolings: songs of joy
nigh: (OE) near

I. Understanding the poem:**1. On the basis of your reading choose the most appropriate option.**

- a) What is the setting of the poem?
 - i) The poet has moved from the city to the country side
 - ii) The poet talks about the last day of a century
 - iii) The poet walks through a forest
 - iv) The poet discusses the landscape
- b) How is the third stanza a contrast to the previous stanza?
 - i) The thrush's song serves as a harbinger of life in the blank landscape
 - ii) The song of the thrush is about the arrival of the spring season
 - iii) The first stanza is about the germination of a seed
 - iv) The poet is awaiting a new era

1.2 Answer the following briefly.

- a) Why doesn't the speaker feel joyous while the bird could see the good things ahead?
- b) Identify the following:
 - time of the day
 - time of the year
 - place where the poet finds himself
- c) Pick out the images in Stanza 1 that convey the following moods
 - thoughtfulness
 - despondency
- d) Why is the thrush referred to as an 'aged bird'?
- e) Why does the poet disbelieve the bird's "carolings"?
- f) Explain the images of contrast presented in stanza 4.
- g) How does the poet establish a sense of the following (throughout the poem)?
 - time
 - space
 - mood
- h) What is suggested by the following words / phrases in the poem?
 - spectre-grey
 - haunted
 - joy illimited
 - blast - beruffled
- i) What do the thrush and the poet have in common?
- j) Bring out the significance of the title, "The Darkling Thrush".

2. Appreciation:

2.1 Fill in the table with suitable examples from the poem.

1. Setting	
2. Tone	
3. Theme	

2.2 Hardy has used a specific style in bringing out the theme of the poem. Complete the table by identifying the images / words / phrases used in the poem.

1. Time eg : sunset	Ending of the century etc.
2. Nature	
3. Hope	
4. Music	

2.3 Identify the rhyme scheme in the given stanza

I leant upon a coppice **gate**
 When Frost was spectre-**grey**,
 And Winter's dregs made **desolate**
 The weakening eye of **day**.
 The tangled bine-stems scored the **sky**
 Like strings of broken **lyres**,
 And all mankind that haunted **nigh**
 Had sought their household **fires**.

2.4 Figures of speech

- Identify the *simile* in the poem and explain.
- Identify and explain an alliteration.
- What is a *metaphor*? The poem has several metaphors. One has been done as an example. Find the others and explain them.
 e.g.: 'Had chosen thus to fling his soul' refers to a bird song as the soul.

3) Writing Skills:

3.1 Identify words that signify positivity and negativity in the poem

Positive	Negative

3.2 Compose a 10 line poem bringing out your own optimism while facing the new year / century.

3.3 As Thomas Hardy, write a diary entry about how the song of the thrush changed your thoughts, in about 80-100 words.

3.4 The "The Darkling Thrush" is both a lament for the death of music and a celebration of its rebirth. Substantiate this observation in about 80 -100 words.

4) Speaking Skills:

Speak briefly on the topic: *Lessons of life can be learnt from nature.*

5) Activity:

Suppose that you are seated in a time machine. You travel from the 21st century era to go back to the 19th century. Share your thoughts about the changes you would notice. Use the following clues to write an article in about 200-250 words. You may express your feelings about what you see during the journey.

- Politics, Administration
- Monuments
- Literary personalities
- Great scientists / leaders

You may need to refer to the encyclopedia, history books in your library or surf the internet to help you develop your article. Give an interesting title.

Hope

by Emily Dickinson

Warm up:

Interpret the scenes in the pictures what does each suggest to you?

A



B



What keeps people going under such circumstances? Share your ideas with the class.

READ THE POEM:

1. "Hope" is the thing with feathers-
That perches in the soul-
And sings the tune without the words-
And never stops-at all-
2. And sweetest-in the Gale-is heard-
And sore must be the storm-
That could abash the little Bird
That kept so many warm-
3. I've heard it in the chilliest land-
And on the strangest Sea-
Yet, never, in Extremity,
It asked a crumb-of Me.



About the poet

In 1830, Emily Dickinson was born in Amherst, Massachusetts, USA. She attended Mount Holyoke Female Seminary in South Hadley, but only for one year. Throughout her life, she seldom left her house and visitors were few. Dickinson lived in almost total physical isolation from the outside world, but actively maintained many correspondences and read widely.

Dickinson's poetry reflects her loneliness and the speakers of her poems generally live in a state of want. Her poems are also marked by the intimate recollection of inspirational moments which are decidedly life-giving and suggest the possibility of happiness.



1. Understanding the poem:

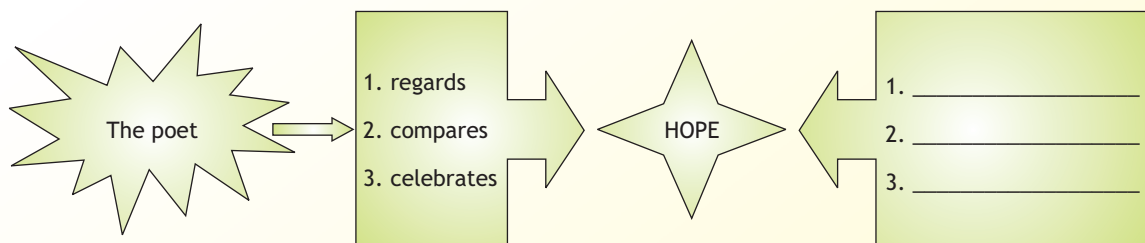
1.1 Choose the best option

- a) 'That perches in the soul' implies
 - i) soul is the home for hope.
 - ii) bird rests in its home.
 - iii) bird sings from its soul.
- b) Emily Dickinson uses the bird as a symbol for
 - i) optimism
 - ii) pessimism
 - iii) Both of the above

1.2 Based on your understanding of the poem and the given visuals, answer the following questions briefly. Do this individually, in a word or two.

- a) To what does the poet, compare the bird?
- b) Where does the bird perch?
- c) What is a 'gale'?
- d) What does the 'gale' represent in the poem?
- e) Why is hope "endless"?
- f) How can a song keep a person "warm"?

1.3 a) Complete suitably



- b) Why does Dickinson say 'Yet, never, in Extremity, It asked a crumb of Me!'

1.4 Fill in the spaces appropriately

'HOPE' is represented in words like

1. _____
2. _____
3. _____

The 'PAIN' of life is represented in words like

1. _____
2. _____
3. _____

2. Appreciation:

- 2.1 The poet has used 'dashes' as punctuation marks rather than a 'full stop' or a 'comma' in her poem. Explain why?
- 2.2 In the poem, *Imagery* is used explicitly. Pick out an image in each stanza and explain.
- 2.3 Pick out the alliteration and explain its influence on the poem.
- 2.4 Identify the figures of the speech/poetic devices used in the poem, and illustrate them with examples.

Poetic device	Stanza No.	Lines from the poem
1.		
2.		
3.		
4.		
5.		

3. Writing Skills:

- a) When one loses something, he/she is shocked and goes into a state of denial, leading to anger. In such a situation, coping leads to acceptance and a changed way of living with loss. Write an article on how 'Hope' helps one to 'Cope with Loss', with suitable examples from the two poems in about 100-120 words.
- b) Write an article about the 'Philosophical View of the World' to be published in the 'Youth Forum' of a journal. Write the article in about 150 words, based on suitable examples from both the poems.
- c) What does the bird symbolise in the poems, 'The Darkling Thrush' and 'Hope'? Identify yourself with the bird and express your thoughts in a diary entry, in about 150 words.

4. Speaking Skills:

Speak for a minute or two on the topic - **"All odds, all challenges, all tragedies and all handicaps of life, can be overcome with strong hope, determination, persistent hard work, insurmountable patience and unshakeable tenacity."**

5. Activity:

Critically review the poems, gain an insight into the life of the two poets and create a colourful, informative and visually appealing collage to represent their poems. Remember that the poets and their compositions are invariably affected by their life experiences which manifest in their creative work.

Survivors

by Siegfried Sassoon

Warm up:

The present century has witnessed several wars and conflicts that erupted in different parts of the world.

Discuss in pairs:

- What led to so many wars?
- War causes much suffering. Who are the victims? In what ways do they suffer?

Read the poem.

No doubt they'll soon get well; the shock and strain
 have caused their stammering, disconnected talk.
 Of course they're 'longing to go out again,' -
 These boys with old, scared faces, learning to walk.
 They'll soon forget their haunted nights; their *cowed*
Subjection to the ghosts of friends who died,
 Their dreams that drip with murder; and they'll be proud
 Of glorious war that shatter'd all their pride...
 Men who went out to battle, grim and glad;
 Children, with eyes that hate you, broken and mad.



Craiglockhart. October, 1917.

I. Understanding the poem:

a) Complete the summary of the poem:

The men who went out into the battlefield and survived the war will _____ .
 The shock and strain may have caused _____. Soon, they will
 _____ to go out again. These men who fought at the battlefield though old now
 are learning _____ and live life once again. The trauma of the battle, their
 _____ nights, memories of the friends who _____ will soon
 be forgotten. Their dreams that drip with murder today will also be a part of the
 _____ past. The wounds will heal and they will be _____ of
 the glorious war though it _____ pride yet, it is sad that the men who went out
 to battle _____ and glad, return to their motherland looking like children with
 eyes that _____, broken and _____.

cowed subjection: to cause suffering and bring under control by using threats and violence

Craiglockhart: (1916-1919) Military psychiatric hospital for the treatment of shell - shocked officers

II. Appreciation:

1. "No doubt they'll soon get well.
Of course they're longing to go out again."
 - a) Who is being referred to in these lines?
 - b) Who is the speaker?
 - i) a fellow soldier
 - ii) a non - combatant
2. "Men who went out to battle, grim and glad;
children, with eyes that hate you, broken and mad."
 - a) What contrasting picture of soldiers is given in the last two lines?
 - b) Bring out the significance of the following phrases from the poem.
 - i) 'grim and glad'
 - ii) 'eyes that hate you'

III. Writing Skills:

- a) Do you know that one of the symptoms of combat fatigue or 'neurasthenia' is a stammer and a failure to string sentences together coherently? The poem portrays the grim untold reality of war. Is it a truthful one? Give reasons.
- b) What does the poet mean by "haunted nights' cowed subjection dreams that drip with murder"?
- c) The combatants went into war as men, 'grim and glad' and returned as children, 'broken and mad'. Explain why?
- d) Why do people go to war? Has war ever served any purpose? Substantiate your point of view by giving examples from world events.
- e) You have been asked to speak on the plight of survivors in war. In the light of the above poem and your own perception, write your speech in about 100 -120 words.

Use the following hints:

- the contradictory attitudes to war
- the effects of war
- the tragedy of war
- loss of lives
- disillusionment
- destruction
- death of the young

Discussion:

Discuss the following in groups of three or four, with reference to the poem 'Survivors'.

- a) Why do people go to war?
- b) Has a war ever served any purpose? Substantiate your point of view.

At A Potato Digging

by Seamus Heaney

- Below are images of possible disasters that can completely change one's life, unless one happens to be one of the lucky survivors. Discuss how.

1)



3)



2)



4)



1) _____

3) _____

2) _____

4) _____

Read the Poem.

At a Potato Digging

I
A mechanical digger wrecks the drill,
Spins up a dark shower of roots and mould.
Labourers swarm in behind, stoop to fill
Wicker *creels*. Fingers go dead in the cold.

Like crows attacking crow-black fields, they stretch
A *higgledy* line from hedge to headland;

creels: basket worn slung on the shoulder

higgledy: higgledy-piggledy means being in disorder

Some pairs keep breaking ragged ranks to fetch
A full creel to the pit and straighten, stand
Tall for a moment but soon stumble back
To fish a new load from the crumbled surf.
Heads bow, trucks bend, hands fumble towards the black
Mother. Processional stooping through the turf
Turns work to ritual. Centuries
Of fear and homage to the famine god
Toughen the muscles behind their humbled knees,
Make a seasonal alter of the sod.

II

Flint-white, purple. They lie scattered
Like inflated pebbles. Native
to the blank hutch of clay
where the halved seed shot and clotted
these knobbed and slit-eyed tubers seem
the petrified hearts of drills. Split
by the spade, they show white as cream.
Good smells exude from crumbled earth.
The rough bark of humus erupts
knots of potatoes (a clean birth)
whose solid feel, whose wet inside
promises taste of ground and root.
To be piled in pits; live skulls, blind-eyed.

III

Live skulls, blind-eyed, balanced on
wild higgledy skeletons
scoured the land in 'forty-five,'
wolfed the blighted root and died.
The new potato, sound as stone,
putrified when it had lain
three days in the long clay pit.
Millions rotted along with it.
Mouths tightened in, eyes died hard,



flint-white: white stone used to light a fire
wolfed: devoured voraciously

faces chilled to a plucked bird.
In a million wicker huts
beaks of famine snipped at guts.
A people hungering from birth,
grubbing, like plants, in the bitch earth,
were grafted with a great sorrow.
Hope rotted like a *marrow*.
Stinking potatoes fouled the land,
pits turned pus in filthy mounds:
and where potato diggers are
you still smell the running sore.

About the author

Seamus Justin Heaney was an Irish poet, playwright, translator and lecturer, and the recipient of the 1995 Nobel Prize in Literature. In the early 1960s, he became a lecturer in Belfast after attending university there, and began to publish poetry. Heaney was born on 13 April 1939, at the family farmhouse called Mossbawn. He lived in Sandymount, Dublin from 1972 until his death. Heaney was a professor at Harvard from 1981 to 1997 and its Poet in Residence from 1988 to 2006. From 1989 to 1994 he was also the Professor of Poetry at Oxford and in 1996 was made a Commandeur de l'Ordre des Arts et Lettres. Other awards that Heaney received include the Geoffrey Faber Memorial Prize (1968), the E. M. Forster Award (1975), the PEN Translation Prize (1985), the Golden Wreath of Poetry (2001), T. S. Eliot Prize (2006) and two Whitbread Prizes (1996 and 1999). In 2012, he was awarded the Lifetime Recognition Award from the Griffin Trust For Excellence In Poetry. Heaney's literary papers are held by the National Library of Ireland.



1. Understanding the poem.

1.1 Answer by choosing the best option.

- A. The poem is about _____
- a) potato harvests
 - b) two different ways of harvesting potatoes
 - c) people in Ireland
 - d) None of the above.
- B. The rhyme scheme in the third section of the poem is
- a) aabb

marrow: squash

- b) abab
 - c) irregular pattern
 - d) abcabc
- C. In 'Scoured the hand in 'forty five'; 'Forty five' refers to the
- a) Date when the Irish potato famine occurred
 - b) Suffering of the Irish for 45 years
 - c) Freedom of Ireland
 - d) Invention of mechanical diggers.

1.2 Complete the passage given below by using the words/phrases in the boxes.

blighted root	modern	like inflated pebbles
ground	contrasting	vitality
contentment and well-being	revisitation	sharp contrast
At a Potato Digging	metaphor	figurative
simile	poor	health
disgusted	relationship	fouled the land

Seamus Heaney's poem "1 _____," features two 2 _____ depictions of a potato harvest. In the first section of the poem, the speaker describes a 3 _____ potato harvest with "a mechanical digger". The second section provides details about what a healthy potato harvest should look like. Heaney uses details and 4 _____ language to create realistic imagery of the potatoes' appearance. He uses a 5 _____ in line eighteen, "like 6 _____;" the poet's diction suggests 7 _____ and 8 _____; the earth has "good smells" and "a clean birth" of the potatoes, using a birth 9 _____ to describe the harvest.

The third section of the poem offers a 10 _____ to the prior section. In this section, Heaney describes a time when the harvest was 11 _____; his poem conjures imagery of sickness and disease with phrases like "-12 _____" and "stinking potatoes-13 _____". He carefully describes the famine's effect on the population by flashing images of the aftermath in tight, controlled phrases. His 14 _____ tone reflects the speaker's anger at the failure of the crop.

The final section of the poem is a 15 _____ of the scene in the first section. Here, the workers sit and have lunch after working at the potato harvest. Heaney uses their 16 _____ to contrast the previous section in which the people were starving from the famine. The workers "take their fill" on the "faithless ground;" the depiction of the ground as "faithless" 17 _____ the earth as not only being uncertain and unreliable, but also suggests a 18 _____ between the earth and the farmers, in which the earth has betrayed the farmers' trust in the past.

1.3 Answer the following briefly:

- a) Why does the poet compare the two potato harvests?

- b) What view does the poem give of humanity's relationship with the Earth?
- c) Contrast the quality of the harvest being described here.
 - by machine
 - by hand
 - during the famine
- d) How is the image of death linked in parts 2 and 3?
- e) Bring out the importance of the potato harvest to the Irish?
- f) How can Mother Earth give, as well as take away from her children?
- g) How does Heaney compare the past and present in the poem?

2. Explain the following lines.

- a) "Like crows attacking crow-black fields".
- b) "To fish a new load from the crumbled surf".
- c) "Turns work to ritual".
- d) "They lay scattered like inflated pebbles".
- e) ".....wild higgledy skeletons scoured the land in 'forty-five'".

3. Writing Skills

- 3.1 Write a report on the theme "The Impact of nature on the quality of human life", in about 200 words. Support your answer with suitable references from the poem and your own ideas.
- 3.2 As a farmer, design a poster / pamphlet to convey the message that it is the responsibility of all to preserve and protect Mother Earth with suitable references from Heaney's poem.
- 3.3 The Indian economy depends on agriculture and the harvest festival is popularly celebrated throughout the land. Based what you have seen or read about and together with your own ideas, write an article describing the harvest festival in your locality in about 150-200 words.

4. Speaking Skills

- a) Our country is experiencing drought and water shortage due to low and inadequate rainfall. You are concerned about this. Address your class for two or three minutes about periodic conditions drought in the country, and what should be done to counter its impact. Use illustrative examples from the poem.
- b) Listen to the poem. Speak on the commonality between "At a Potato Digging" and the poem "Patrolling Barnegat" by Walt Whitman.

*WILD, wild the storm, and the sea high running;
Steady the roar of the gale, with incessant under-tone muttering;
Shouts of demoniac laughter fitfully piercing and pealing;
Waves, air, midnight, their savagest trinity lashing;
Out in the shadows there, milk-white combs careering;
On beachy slush and sand, spurts of snow fierce slanting-
Where, through the murk, the easterly death-wind breasting,*

*Through cutting swirl and spray, watchful and firm advancing
(That in the distance! is that a wreck? is the red signal flaring?),
Slush and sand of the beach, tireless till daylight wending,
Steadily, slowly, through hoarse roar never remitting,
Along the midnight edge, by those milk-white combs careering,
A group of dim, weird forms, struggling, the night confronting,
That savage trinity warily watching.*

- c) In groups of four, brainstorm the topic **Nature's Fury - Its Consequences and Alternatives**. Make a powerpoint presentation of about 3-4 minutes expressing your group's views to the class.

Ode: To Autumn

by John Keats

Warm up:

- Think of as many words associated with seasons that come to your mind. What kinds of colours, images, sounds and activities do you associate with each of them? Discuss with your partner
- Now complete the following table.

Season	Colours/Images	Sounds	Activities	What I feel about it
Summer	yellow gulmohar trees in bloom			

Read the poem.

Season of mists and *mellow* fruitfulness,
 Close bosom-friend of the maturing sun:
 Conspiring with him how to load and bless
 With fruit the vines that round the *thatch-eves* run;
 5 To bend with apples the mossed cottage-trees,
 And fill all fruit with ripeness to the core;
 To swell the *gourd*, and plump the *hazel* shells
 With a sweet *kernel*; to set budding more,
 And still more, later flowers for the bees,
 10 Until they think warm days will never cease,
 For summer has o'er-brimmed their *clammy* cells.

Who hath not seen thee oft amid thy store?
 Sometimes whoever seeks abroad may find
 Thee sitting careless on a granary floor,

mellow: (of fruit) ripe, soft, of a golden brown colour
thatch-eves: roof covering of straw, reeds
eves: part of a roof that meets or overhands the walls of a building
gourd: fruit with a hard skin
hazel: shrub or small tree bearing round nuts called hazel nuts
kernel: softer part inside the shell of a nut, or fruit stone
clammy: damp and sticky

- 15 Thy hair soft-lifted by the *winnowing* wind;
 Or on a half-reaped *furrow* sound asleep,
 Drowsed with the fume of poppies, while thy hook
 Spares the next *swath* and all its *twined* flowers:
 And sometimes like a *gleaner* thou dost keep
- 20 Steady thy laden head across a brook,
 Or by a *cider-press*, with patient look;
 Thou watchest the last oozings hours by hours.

Where are the songs of Spring? Ay, where are they?
 Think not of them, thou hast they music too, -

- 25 While barred clouds bloom the soft-dying day,
 And touch the stubble-plains with rosy hue;
 Then in a wailful choir the small *gnats* mourn
 Among the river *sallows*, borne aloft
 Or sinking as the light wind lives or dies;
- 30 And full-grown lambs loud bleat from hilly *boorn*;
 Hedge-crickets sing; and now with treble soft
 The red-breast whistles from a *garden-croft*;
 And gathering swallows twitter in the skies.

About the poet:

John Keats, one of England's great poets, was born on October 31, 1795 in London. A voracious reader from childhood, Keats was introduced to the works of Elizabethan dramatists and poets. Keats was studying medicine in London when his sonnets were first published in the Examiner. In 1819 he became ill with tuberculosis and died in Rome on February 23, 1821. He wrote *Endymion* in 1818 while *Lamia*, *Isabella*, *The Eve of St. Agnes* and other Poems appeared in 1820 and within this short period, Keats became recognized as a major poet. Among the most successful of his poems are the great odes - *To Psyche*, *To a Nightingale*, *On Melancholy*, *On a Grecian Urn* and finally *Ode To Autumn* - all written between April and September, 1819. In *Ode To Autumn*, which was written impromptu, the method is objective, the mood serene and the plan and details close to perfection.



thee: archaic or old form of *you*

winnowing: blowing air through grain in the order to remove the chaff or cover

furrow: long narrow trench made in the ground by a plough

swath: row or line of grass, corn, etc. as it falls when cut down

twined: wound round something

gleaner: one who gathers leftover grain after a harvest

cider-press: apparatus for pressing out apple juice to prepare an alcoholic drink

gnats: small two-winged flies

sallows: trees of the willow family

boorn: small stream

garden-croft: small rented farm in Scotland or northern England

I. Understanding the poem:

*'Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun,
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run'*

1. Complete the sentence suitably, based on the given extract.

The poet is describing a _____ called _____. It is full of _____ and _____ . Its close friend is the _____ because they both conspire and fill all _____ with ripeness. The _____ are climbing over the roof of the cottage.

*'With fruit the vines that round the thatch-eves run;
To bend with apples the massed cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,
And still more, later flowers for the bees.'*

List the various activities that autumn and summer are busy in

- _____
- _____
- _____
- _____
- _____
- _____

2. Appreciation:

*'Until they think warm days will never cease,
For Summer has o'er-brimmed their clammy cells.'*

- a) Who is being referred to as 'they' ?
 - b) What do they think? Why?
 - c) What kind of effect is achieved with the use of words such as 'o'er brimmed' and 'clammy'?
 - d) What is the overall effect of this stanza?
 - e) Describe the images and word pictures in this stanza.
3. *'For summer has o'er-brimmed their clammy cells.'*
- a) Who is being referred to as 'thee'?
 - b) What figure of speech is being used here?
 - c) What is the 'store' in this line?

4. 'Who hath not seen thee oft amid they store'? The person who seeks autumn can find her in a number of places. Autumn is no longer as full as described in Stanza 1. Autumn has been personified here.
- a) What are the various places that autumn can be found in? Read lines 12-22 carefully and complete the table:

Autumn's apperances	Location	
• _____	granary floor	i) What effect do these pictures have on the reader? ii) How is this stanza different from stanza 1?
• _____	_____	
• _____	_____	
• _____	_____	

- a) What are the various activities which autumn is doing or has paused in doing?
- Lines 14 - 15 _____
- Lines 16 - 17 _____
- Lines 17 - 18 _____
- Lines 18 - 19 _____
- Lines 21 - 22 _____
- b) 'Where are the songs of spring? Ay, where are they?
Think not of them, thou hast thy music too,'
- a) What question does the poet ask here? Why?
- b) What answer does the poet give?
- c) What does the poet suggest by the phrase 'songs of spring'?
- c) 'While barred clouds bloom the soft-dying day,
And touch the stubble-plains with rosy hue'
- a) Pick out the words which describe the following:
- clouds
 - day
 - plains
- b) Why does the poet use these words?
5. *'Then in a wailful choir the small gnats mourn
Among the river sallows, borne aloft
Or sinking as the light wind lives or dies;
And full-grown lambs loud bleat from hilly bourn;
Hedge-cricket sing; and now with treble soft
The red-breast whistles from a garden-croft;*

And gathering swallows twitter in the skies.'

You may have noticed that in Stanza 1, the images were all connected to a cottage and its surroundings. In Stanza 2 the poem takes us to open spaces, Stanzas 1 and 2 are rich in visual detail.

6. In stanza 2 from lines 27-33, what are the images being evoked? Which of your senses do these lines stimulate?
7. Read lines 27-33. Complete the following table:

Name of insect/animal	Where	Words describing sound
• gnats	• river	• wailful choir
• _____	• _____	• mourn
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____

II. Appreciation:

1. a) Study the given picture. To which stanza does it relate? Give the description in the boxes in your own words.

a)

b)

c)



2. The paragraph below is a critical appreciation of the poem. Choose the correct word(s) from those given in the box and fill in the blanks suitably.

perfect	red-breast	gleaning	questions	Keats
images	reaping	harvesting	wailing	swallows
sun	sounds	beating	conspiring	stubble
abundance	second	answered	To Autumn	woman
singing	hedge-crickets	whistling	barred	
fruit	closing	twittering	sights	

flowers	personification	first	cutting	lambs
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_____ by _____ has been termed by many critics as the _____ poem because it gives the reader a complete picture of the _____ and _____ of autumn.

The first stanza is full of beautiful and vivid _____ of the season. There exists a close friendship between Autumn and the _____. During autumn both are _____ how to 'load and bless' plants, vines and trees with _____ and _____. All the descriptions in stanza 1 build up to give us an image of _____.

In the _____ stanza, the poet describes autumn as a _____. The figure of speech used here is _____. Most of the images are those of a figure in a static position or in arrested motion. The poet shifts his view in this stanza beyond the 'cottage trees' of the _____ stanza to the granary. Various activities connected with _____ are mentioned such as winnowing, _____, _____ and _____.

The final stanza begins with a disturbing and wistful _____ but it is _____ quickly. The poet now gives us the images of _____ plains and _____ clouds at the _____ of an autumn day. There are several striking sound images in the stanza such as the _____ of gnats, the _____ of _____, the _____ of _____, the _____ of the _____ and the _____ of _____.

III. Writing Skills:

1. You have read the poem 'Ode To Autumn', studied it closely and found how Keats uses various visual, tactile (touch), auditory (sound) images to create a complete picture of the season. Now write to a friend abroad who has never experienced an Indian summer or an Indian monsoon.

2. Choose the season you most like and write an article/poem on it. Use the given clues.

- the sights
- the sounds
- the activities
- your thoughts and feeling

Hamlet's Dilemma(from the play **Hamlet**) by William Shakespeare**Warm up:**

1. Have you heard or come across these idiomatic expressions? What do they mean?
 - a) Hobson's choice
 - b) on the horns of a dilemma
 - c) cat on the wall
 - d) between the devil and the deep sea
2. Given below are a few famous lines from Shakespeare's plays. Match them with the play in which they occur.
 - a) *'Friends, Romans country men
Lend me your ears'*
 - b) *'All the world's a stage,
And all the men and women merely players;'*
 - c) *'The quality of mercy is not strained;
It droppeth as the gentle rain from heaven
Upon the place beneath.'*
 - d) *'If music be the food of love play on'*

Twelfth Night Julius Caesar As you Like it The Merchant of Venice
--

In Shakespearian plays, **soliloquies** are popular. A soliloquy is a speech rendered by a character in a play, which is meant for the audience / reader.

3. Given below are a few statements about the soliloquy. Are they true or false?
 - a) A long speech spoken by a single character that reveals inner thoughts.
 - b) The character reveals inner thoughts, and puzzles out personal problems
 - c) Only the male character renders a soliloquy
 - d) It's a part of a dialogue with other characters
 - e) It is rendered in the final scene.

Background: A ghost appears at Elsinore castle. Prince Hamlet goes to the castle ramparts to watch for the apparition. When the ghost reappears, it speaks to Hamlet and claims to be his dead father. The ghost asks Hamlet to avenge his murder. Hamlet, horrified, vows to "remember." Uncertain of whom he can trust, Hamlet feigns madness. Convinced that his step father, Claudius is guilty, Hamlet finds him alone but is unable to go through with killing him. Claudius sends Hamlet to England, where he has given orders for Hamlet to be killed, but Hamlet escapes. Hamlet returns to Denmark to complete his vengeance, and succeeds in killing Claudius before he himself is killed.

Source: From the Folger Shakespeare Library Edition (New York: Washington Square Press, 1992).

4. Read to this famous soliloquy from the play 'Hamlet, the Prince of Denmark' .

1. To be or not to be-that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles
And, by opposing, end them. To die, to sleep-
No more-and by a sleep to say we end
The heartache and the thousand natural shocks
That flesh is heir to-'tis a *consummation*
Devoutly to be wished. To die, to sleep-
10. To sleep, perchance to dream. Ay, there's the *rub*,
For in that sleep of death what dreams may come,
When we have shuffled off this mortal coil,
Must give us pause. There's the respect
That makes calamity of so long life.
For who would bear the whips and scorns of time,
Th' oppressor's wrong, the proud man's *contumely*,
The pangs of despised love, the law's delay,
The insolence of office, and the spurns
That patient merit of th' unworthy takes,
20. When he himself might his quietus make
With a bare *bodkin*? Who would *fardels* bear,
To grunt and sweat under a weary life,
But that the dread of something after death,
The undiscovered country from whose bourn
No traveler returns, puzzles the will
And makes us rather bear those ills we have
Than fly to others that we know not of?
Thus conscience does make cowards of us all,
And thus the native hue of resolution

Consummation: end or death

Rub: impediment, obstacle

Contumely: contemptuous treatment

Quietus: a release from life.

Hodgkin: a sharp instrument like an awl, dagger

Fardels: burden

30. Is sicklied o'er with the pale cast of thought,
And enterprises of great *pitch* and moment
With this regard their currents turn *awry*
And lose the name of action.

I. Understanding the poem

a) Complete the summary based on your understanding

Hamlet was in a deep dilemma. He wondered if he should _____ to live or die. His mental conflict centered around _____ possibilities. He asks if - it is nobler to _____ the slings and arrows of an unbearable situation than to fight against the sea of _____ that afflicts one and by opposing them, end them. He pondered over the prospect of dying because with death we _____ the heartaches and the innumerable natural _____ that human beings have to endure. It is an end that we all hope for -to sleep _____.

There is a problem in this solution also .In the sleep of death we might have _____ and these dreams add more _____ .

Despite the calamity, the dreams usher, death is _____ because none can tolerate the whips and scorns of time. In such traumatic situations, a _____ person would choose to make the final settlement by ending his life with a sharp knife.

A weak-minded person is unable to bear the _____ of life and so chooses to end his life. But what prevents him from embracing this option is he dreads the _____ after death. No _____ man has come back to share his post- death experience. Luckily this makes the meek, cowardly to put up with the travails of life and not _____ to the thought of committing suicide. There is a general belief that those who commit suicide have a guaranteed place in hell. This belief, fortunately, _____ one from putting an end to one's life. According to Hamlet, too much thinking _____ one's action.

b) Read the following extracts and answer the questions:

1. 'Or to take arms against a sea of troubles

And, by opposing, end them. To die, to sleep...'

- i) Identify the figure of speech in the first line
- ii) What, according to Hamlet, is the solution to the problems that engulf us?
- iii) 'Sleep' here, refers to _____. What figure of speech is it?

2. 'For who would bear the whips and scorns of time,

Th' oppressor's wrong, the proud man's contumely,

The pangs of despised love.'

- i) What are the situations mentioned here that force one to end one's life?
- ii) Identify the figure of speech in the first line and explain.

Pitch: strength or vigour
Awry: obliquely

3. 'The undiscovered country from whose bourn'
No traveler returns, puzzles the will'.
 - i) Who is a traveler here?
 - ii) Why is it called an 'undiscovered country'?
4. 'Thus conscience does make cowards of us all,
And thus the native hue of resolution
Is sicklied o'er with the pale cast of thought'
 - i) How does our conscience influence us?
 - ii) Identify the contradiction in the first two lines and explain.
5. 'For in the sleep of death what dreams may come
When we have shuffled off this mortal coil'
 - i) What do you understand by the phrase 'mortal coil'?
 - ii) Shuffling off this mortal coil refers to_____.
 - iii) What dreams does one have in 'the sleep of death'?
6. Hamlet puts forth his *thesis statement* at the beginning.
'To be or not to be' [to continue to exist or not]
 - i) How does he elaborate his proposition in lines 3-6?
 - ii) Which lines bring out Hamlet's pessimism?
 - iii) What dream does Hamlet refer to in lines 10 and 11?

b) Match Hamlet's words with the given situations.

A	B
i. take arms against a sea of troubles	died
ii. shuffled off this mortal coil	to fight against endless suffering
iii. natural shocks that flesh is heir to	normal conflicts that afflict us
iv. slings and arrows of outrageous fortune	violent attacks of misfortune
v. your manager at office is rude to you	the insolence of office
vi. your proud neighbour looks down upon you	the proud man's contumely
vii. you present a bouquet to someone you love but it is not accepted	the pangs of despised love
viii. you have filed a case five years ago but it is still pending	the law's delay
ix. you follow the policy of forgive and forget and you are friendly to your enemy	the spurns that patient merit of the unworthy takes

- c) Hamlet talks about various things that make people's life miserable forcing them to feel depressed and end their lives.

III. Writing Skills:

Answer the following questions briefly.

- a) Bring out, in your words, the central idea of Hamlet's soliloquy.
- b) Review the opening line of the poem and critically analyse the reason for the speaker's words.
- c) Refer to the line 'Thus conscienceall.' Do you agree with the view referred to here? Substantiate your opinion.
- d) 'Tis nobler in the mind to suffer'. In today's context, do you think it is a practical and sensible piece of advice. Why/why not?
- e) 'Forgiveness is the sweetest form of revenge" If Hamlet had followed this adage could he have saved his life. Write your answer in a paragraph, based on the story of Hamlet's life and suitable examples from his soliloquy.

IV. Speaking Skills:

- a) As a counselor, what would be your words of advice to Hamlet? Why is it better to suffer the 'slings and arrows of outrageous fortune'?
- b) As a counselor, you have been asked to address an audience of teenagers on how to build their self-esteem. Draft your speech in about 150-200 words.

V. Creative writing: Imitating Shakespeare

Read this soliloquy written by Colleen Myers

To snooze or not to snooze - that is the question:

Whether 'tis easier to rise on time

And face the harsh light of early day,

Or to stay huddled under the quilt,

And, by hiding, avoid the rays.

To rise, to hit the snooze button-

No more - and by rising to say I face

The early-morning preparations for the events

That each day holds-

'Tis a situation

I do not wish to face.

To snooze, to sleep-

To sleep, perhaps too long. Ay, there's the problem,

For in oversleeping what events may come about

*When we are hiding from the alarm's harsh call
Must make us stop and think.
That's the idea
That makes disaster of sleeping in.
For who really wants to face the 6 a.m sun,
The first period's quiz,
The morning person's obnoxious cheeriness,
The disappointment in decaffeinated coffee,
The dance class's early rehearsals,
The overly chipper song of the early bird,
And the cold looks
That early-risers send in my late-sleeping direction,
When they too may sleep in
On weekends free from tribulations?
Who would heed the alarm's early call,
To squint and yawn through the first hours of the day,
But that the horror that something may be missed while dozing,
The unknown events that have occurred which
The gossips discuss
While we stand in a confused daze,
Wishing we had risen on time
Instead of seeking those futile thirty minutes?
Thus the chance of missing out does make early risers of us all,
And thus the bliss of sleeping in
Is tainted by eye-opening thoughts of lost news,
And peaceful moments of dreams and sleep
With this regard their paths are cut short
And lose the dark in favor of the harsh light.*

In groups of four choose any one of the following and write a soliloquy.

- a) To write or not to write
- b) To tweet or not to on twitter
- c) To sing or not to sing

VI. Project:

Given below are a few quotations on decision making. In groups of four, discuss whether you agree or disagree with the ideas. Give reasons.

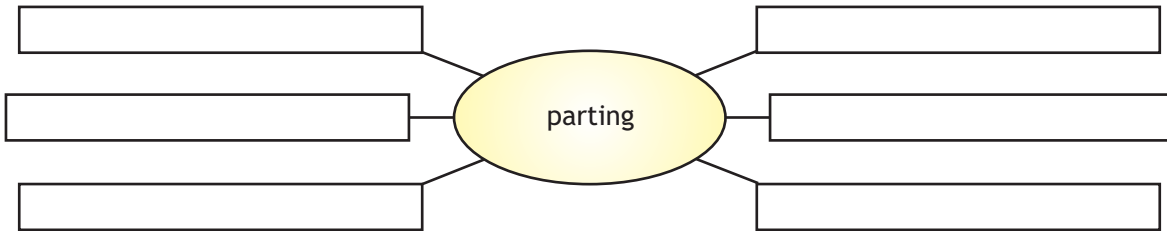
- a) *The risk of a wrong decision is preferable to the terror of indecision.* Maimonides
- b) *No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be.* Isaac Asimov
- c) *Decisiveness is a characteristic of high-performing men and women. Almost any decision is better than no decision at all.* Brian Tracy

Curtain

by Helen Spalding

Warm up:

- How do you feel when you part with a close friend?



- Suppose you wake up in a new place tomorrow. What are the things or people you will miss?
- Read the poem which is set in the period 1930-1946. Those were turbulent times in England, representing the confusion and violence in the west, leading to the Second World War. The theme of separation may be read against this background.

Curtain

Goodbye.

Incredulously the laces fingers loosen,
Slowly, sensation by sensation, from their warm interchange,
And stiffen like frosted flowers in the November garden.

Already division piles emphasis like bullets;

5 Already the one dark air is separate and strange.

Goodbye.

There is no touch now. The wave has broken
That for a moment charged the *desolate* sea.
There is a word, or two, left to be spoken
- Yet who would hear it? When so swiftly distance

10 Out measures time, engulfs identity?

Already like the dreamer startled from sleep
And the vivid image lost even in waking,
There is no taste now for the shrunken sense to keep,
And these, the dreamer's eyes, are not alive to weep,

15 And this, the clinic heart, the dreamer's, is not breaking.

Is it so easy, then? Goodbye no more than this

incredulously: in a manner which is difficult to believe

desolate: sad, empty and lonely

Quiet disaster? And is there cause for sorrow
That in the small white murder of one kiss
Are born two ghosts, two Hamlets, two soliloquies,
20 Two worlds apart, tomorrow?

I. Understanding the poem:

1. Placed in stanza 1, is a sensory image. It creates a visual picture of two clasped hands. Find four more sensory images in the same stanza.
2. Choose the most appropriate option.
 - a) Who are the two people being separated?
 - parent and child
 - friends
 - lovers
 - husband and wife
 - b) Are they
 - young
 - middle-aged
 - old
 - c) Is the separation
 - permanent as in death
 - imposed upon themselves
 - temporary

3. Complete the summary of the poem based on your understanding:

In the first stanza, two the young lovers who know that there is no future in the relationship are being _____. They may continue to live in the same town but they know their worlds have to be two _____ ones, physically and mentally. They are physically walking away from each other and reconciling to this fact _____ also.

The second stanza states very clearly that, 'there is no _____ now and 'distance _____ and engulfs _____.

The third and the fourth stanzas deal with the emotions of the lovers who are still thinking of their _____. The speaker is trying to forget his/her _____ and get on _____. She/he feels _____ inside, but life _____ on. She/he feels so dead that she/he cannot _____ and her/his heart which has become _____ and _____, cannot break. She/he think of this separation as a '_____'; a disaster known only to the two of them and wonder at the tragedy where both of them will have to live in two separate worlds from tomorrow. She/he knows that it is time to draw a _____ over their relationship, however _____ this act may be.

Hamlet: The central character of a play by William Shakespeare.

4. In the last stanza, 'goodbye' is called a 'quiet disaster'. With one murder, instead of death, are born two ghosts who will, like Hamlet, inhabit two worlds apart from henceforth. But all these stanza-specific images point to the global symbol of separation i.e., Curtain.

Now find two images from each stanza, which eventually focus on this global symbol.

- Stanza 1 (i) _____ (ii) _____
 Stanza 2 (i) _____ (ii) _____
 Stanza 3 (i) _____ (ii) _____
 Stanza 4 (i) _____ (ii) _____

5. **Collocation** is the co-occurrence possibilities of words. *Cup and saucer, chair and table* are acceptable collocations. But poets use marked collocations. Poets take liberties and use unusual collocations for effect. 'Clinic heart' (line 15) is an example of this. The poet uses it to describe the emotionless state of the heart.

In the table below are listed a few more instances of such collocations in the poem. Write down the effect of each in the space provided. Write the effect this has on the poem.

Marked collocation	Effect
laced fingers	
shrunk sense	
frosted flowers	

II. Appreciation:

Read the extracts and answer the questions:

- a) 'Already division piles emphasis like bullets,
 Already the one dark air is separate and strange'.
 i) Which words describe the 'dark air'?
 ii) Explain 'Already division piles'.
 iii) What effect does the repetition of the word 'Already' have on the poem?
- b) 'Goodbye'
 There is no touch now. The wave has broken.'
 i) Quote the line which states that the two people who are separating are not within touching distance anymore.
 ii) What does the word 'wave' symbolise?
 iii) Which one word in the above extract describes the theme of the poem?
- c) 'That in the small white murder of one kiss
 Are born two ghosts, two Hamlets, two soliloquies.
 Two worlds apart, tomorrow?'

- i) Explain the comparison in the poet's reference to the 'two Hamlets' in your own words.
- ii) Murder normally leads to death, but here, murder leads to the birth of two worlds. This is ironical. Explain the irony.
- iii) 'Two worlds apart'. How does this expression focus on the title of the poem, 'Curtain'.

III. Writing Skills:

'Separation' is always painful. Separation from a loved one when death snatches him/her away, from someone very dear (a parent, brother or sister), from the country/region you grew up in - every separation makes you a stronger person from within.

Write a story of a separation which led to an individual emerging as a character of strength. Add suitable quotes from the poem to highlight your message. [150 words]

IV. Speaking Skills:

In groups of four, discuss how we can overcome the grief of separation from a loved one. What are the qualities needed to bear an irreparable loss?

Unit - 7: A Walk by Moonlight

by Henry Derozio

I. Warm up

- What thoughts come to your mind when you think of a moonlit night ?
- What feelings would you experience when you are alone on the shore watching the sea at sunrise or sunset?

A Walk By Moonlight

Last night - it was a lovely night,
And I was very blest -
Shall it not be for Memory
A happy spot to rest?

Yes; there are in the backward past
Soft hours to which we turn -
Hours which, at distance, mildly shine,
Shine on, but never burn.

And some of these but yesternight
Across my path were thrown,
Which made my heart so very light,
I think it could have flown.

I had been out to see a friend
With whom I others saw:
Like minds to like minds ever tend -
An universal law.

And when we were returning home,
'Come who will walk with me,
A little way', I said, and lo!
I straight was joined by three:

Three whom I loved - two had high thoughts
And were, in age, my peers;
And one was young, but oh! endeared
As much as youth endears.

The moon stood silent in the sky,
And looked upon our earth:
The clouds divided, passing by,
In homage to her worth.

There was a dance among the leaves
Rejoicing at her power,
Who robes for them of silver weaves
Within one mystic hour.



There was a song among the winds,
Hymning her influence -
That low-breathed minstrelsy which binds
The soul to thought intense.

And there was something in the night
That with its magic wound us;
For we - oh! we not only saw,
But felt the moonlight around us.

How vague are all the mysteries
Which bind us to our earth;
How far they send into the heart
Their tones of holy mirth;

How lovely are the phantoms dim
Which bless that better sight,
That man enjoys when proud he stands
In his own spirit's light;

When, like a thing that is not ours.
This earthliness goes by,
And we behold the spiritualness
Of all that cannot die.

'Tis then we understand the voice
Which in the night-wind sings,
And feel the mystic melody
Played on the forest's strings.

The silken language of the stars
Becomes the tongue we speak,
And then we read the sympathy
That pales the young moon's cheek.

The inward eye is open then
To glories, which in dreams
Visit the sleeper's couch, in robes
Woven of the rainbow's beams.

I bless my nature that I am
Allied to all the bliss,
Which other worlds we're told afford,
But which I find in this.

My heart is bettered when I feel
That even this human heart
To all around is gently bound,
And forms of all a part;

That, cold and lifeless as they seem,
The flowers, the stars, the sky
Have more than common minds may deem

To stir our sympathy.

Oh! in such moments can I crush
The grass beneath my feet?
Ah no; the grass has then a voice,
Its heart - I hear it beat.



About the Author

Henry Louis Vivian Derozio belonged to the Anglo Indian community. He had intense zeal for both teaching and poetry. He wrote many inspiring poems in English of which *The Fakeier of Junghire* was one of the most important. His poems are considered as an important landmark in the history of patriotic poetry in India namely, *To India - My Native land*, *Young Bengali*.

I.

1. Based on your understanding of the poem complete the summary using appropriate words / phrases:

In the poem 'A Walk by Moonlight', Derozio recalls how a _____ walk with _____ friends proved to be a transforming experience. The _____ moon, the _____ leaves and the song of the wind created _____ around them. He feels such a night was a _____ for memory to rest. The natural world fills our hearts with _____. The poet's _____ eye perceives _____ that seem to appear only in dreams. When the poet realizes that _____ is allied to the _____ of nature he experiences _____ on earth. In such a _____ state he can't bear to crush the _____ beneath his feet because he can _____ its _____.

2. Answer the following questions briefly:

1. Why was 'yesternight' very special for the poet ?
2. What is the universal law the poet refers to ? How does the poet's experience justify it?
3. How does the poet describe the physical beauty of the night ? What was its immediate effect?
4. What are the 'mysteries' that bind man to the earth?
5. What benefits does man derive from the awakening of conscience?
6. When does man stand 'proud'?
7. What thoughts 'better' the poet ?
8. How does the last stanza bring out the poet's heightened sensitivity?

3. Read the extracts and answer the questions that follow:

- a) 'And I was very blest -
Shall it not be for Memory
A happy spot to rest'?

- (i) Why does the poet feel 'blest'?
- (ii) Explain the phrase 'a happy spot for memory to rest'.
- b) 'Soft hours to which we turn -
Hours which, at distance, mildly shine,
Shine on, but never burn'.
- (i) What does the phrase "soft hours" convey?
- (ii) Why are the soft hours at a distance ?
- (iii) Pick out words / phrases which convey the impact of 'soft hours'.
- c) 'How vague are all the mysteries
Which bind us to our earth;
How far they send into the heart
Their tones of holy mirth;'
- (i) How does the splendid scenario influence the poet ?
- (ii) As a result what does he realize?
- (iii) What effect do 'they' have on man?
- (iv) Explain 'holy mirth'?
- d) 'How lovely are the phantoms dim
Which bless that better sight,
That man enjoys when proud he stands
In his own spirit's light;'
- (i) What are 'Phantoms dim'?
- (ii) How do they help us?
- (iii) How do they make man 'proud'?
- e) 'The inward eye is open then
To glories, which in dreams
Visit the sleeper's couch, in robes
Woven of the rainbow's beams.'
- (i) What does the poet see with his 'inward eye' ?
- (ii) What does the poet compare his experience to?
- f) 'I bless my nature that I am
Allied to all the bliss,
Which other worlds we're told afford,
But which I find in this.'

- (i) What is the 'bliss' referred to here?
- (ii) In what way is the poet allied to the bliss?
- (iii) According to the poet, where else is one likely to find such bliss?

II. Writing Skills:

- a) Based on your understanding of the two poems in the unit, write an article on the topic "Nature is to be experienced and not merely seen", in about 80-100 words.
- b) Would you like to try your hand at writing short poems? Here is an opportunity ! Let's get started.

Cinaquin (Pronounced - 'Sin-cane'): Cinaquin is a form of poetry that is popular because of its simplicity. This form of poetry originated in the United States over a century ago. There are different ways to write a cinaquin. Cinaquins do not need to rhyme. But you can include rhymes if you wish to.

Study the format given below and the sample poems before you start writing your poem. Share it with the class.

- Line 1 : One word - State the topic
- Line 2 : Two words - Use Adjectives to describe the topic
- Line 3 : Three words -Use words expressing action
- Line 4 : Four words - Using a phrase / words expressing feeling or describing
- Line 5 : One word - Synonym of title or summing up

Sample 1	Sample 2
Snow	Tiger
Lovely, white	Powerful, Fast
Falling, dancing, drifting	roaring, terrifying, fascinating
Covering everything it touches	Eyes cast magic spell
Blanket	Tremendous

III. Speaking Skills:

- a) Listen to a reading of Stanza IV of Wordsworth's poem, 'I Wandered Lonely as a Cloud'

*"For oft, when on my couch I lie
In vacant or in pensive mood,

They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils."*
- b) Based on your understanding of the above lines, discuss the similarity in the thought processes of William Wordsworth and Henry Derozio.



Drama



INTRODUCTION TO DRAMA

A Play

- is a story to be acted
- is told in action
- combines two arts-writing and acting

Plays are divided into **two main types**, tragedy and comedy.

- **tragedy** - unhappy ending which results from the main character's fatal flaw. Eg - in Hamlet, the hero's fatal flaw is that his brilliant mind thinks too precisely on 'the event'. In the Monkey's paw, Mr. White disregards a warning and chooses to bank on a sinister promise linked to a dead monkey's paw.

comedy - is a play that ends happily. If it elicits laughter through improbable situations, it is called a farce.

- it focuses on characters who come under attack for flouting the positive values of society.
- human follies are sought to be corrected by making us laugh at them. *Eg. A Comedy of Errors.*

Structure

- A **good beginning** which informs the audience about the situation or circumstance from which the action of the play starts. It could be someone speaking into a telephone or reading a letter aloud or starting with an absurd guess. It should be **natural**.
- The **middle** of a play is the most absorbing, gripping and turning point in the development of the story/play.
- The **end** of a play should come, especially in a one-act play, as soon as possible after the crisis or 'middle'.
- Some plays have **little** or **no structure**. They aim at being realistic. There's hardly any plot; their stress is on characterization.

Eg. Chekov's 'A Marriage Proposal'.

Conventions

- All accepted substitutes for reality in drama are called conventions.
- For a play, enter into the play-wright's make-believe world; let him take you to any period in history so that half a lifetime may pass in half-an-hour.
- Soliloquies and asides are conventions which were once common, but are now usually avoided in modern plays.

The One-Act Play

- Full length play is like a novel while the one-act play is like a short story which concentrates on a single idea or emotion.
- Most full length plays last for two-and-a-half hours and have three acts (Shakespeare's had five).

- Initially one-act plays were usually a filler item before the main entertainment and some of them received more acclaim from the audience than the main play.

Performance in Plays

- Be natural.
- Understand your lines and speak them from the bottom of your heart.
- Speak distinctly, your voice should reach the back of the hall.
- Avoid interval in between lines.
- Do not clutter up the stage to give the impression of 'reality'.
- Create a mood or atmosphere by using simplistic objects as props.
- Face the audience with confidence.

Appreciation of Plays

- Ask the following questions if you are a critic using the pragmatic or impressionistic approach. 'How does the play impress you personally? Does it hold your interest? Does it teach you something?
- The mimetic or imitative approach owes much to the father of all art criticism, the Greek Philosopher Aristotle. The critic would end up asking - Does this play portray a good imitation of life? Does this actually happen? **Would** it happen, given **another** character, in **different** circumstances? For eg. In 'The Monkey's Paw', are the parents true to type?
- The third type of critic conforms to traditional rules. The opening should evolve clearly and slowly. A conflict provides interest and suspense. It could be between two people or two opposing interior forces within the same person - selfishness and purity or between people and the demands of the situation as in 'The Monkey's Paw'.
- Some critics recommend a stress on the sordid, and gruesome. Others thrive on a sustained series of surprises as in the plays of Bernard Shaw. Most critics would try to find in the play the richness of language and beauty of imagery. The real test of a play lies in the performance of the artists, both on stage and off stage, dialogue delivery, spontaneity, interpretation of the characters and incidents, lighting, scenery, and direction which contributes to the overall effect of the production.

Remember Caesar

by Gordon Daviot

Warm up:

1. a) Given below is an extract from Shakespeare's play 'Julius Caesar' Act I, Scene 2. Pick out the key phrases / sentence in the conversation.

Caesar: Who is it in the press that calls on me. I hear a tongue shriller than all the music cry "Caeser! Speak, Caesar is turn'd to hear."

Soothsayer: Beware the **ides of March**

Caesar: What man is that?

Brutus: A Soothsayer bids you beware the ides of March.

- b) Based on your observation, choose the option which best describes the "intent"

- | | |
|------------|----------------------|
| 1. threat | <input type="text"/> |
| 2. warning | <input type="text"/> |
| 3. portent | <input type="text"/> |
| 4. advice | <input type="text"/> |

2. The **Ides of March** bears a reference to the 15th of March. Julius Caesar was assassinated on that day in 44 B.C.

- Relate this reference to the title of the play, and predict the theme of the play before you start reading it.

Now read the play.

The play centres round the efforts made by a panic-stricken judge to secure himself against what he considers an imminent catastrophe. The theme sustains its suspense till the truth about the scrap of paper is revealed at the end of the play. The contrast between the conceited, pompous Judge Weston who takes a morbidly serious view of the matter and the light-hearted but sensible Lady Weston who is obviously used to her husband's explosive reaction to trivialities, provides the humour.

REMEMBER CAESAR

by Gordon Daviot [pen name of Elizabeth McKintosh, Scottish]

Characters

LORD WESTON

ROGER CHETWYND

LADY WESTON

SCENE: A room in the house of Richard, LORD WESTON, on a spring morning in the layout of room is such that it is a combination of study and withdrawing-room. Up right is the door to the landing (it is a first-floor room), in the rear wall a large casement window looking out to the front of the house, in

the left wall the fireplace and, down, another window through which one can see the trees in the garden. Up from the fireplace a cupboard in the wall. Hanging on the walls and over the fireplace are family portraits.

LORD WESTON is seated by the fireplace, a table of books and papers beside him. He is engaged in filling his pipe. And talking.

Downright, where the light from the side window falls across his small writing-table, is seated MR ROGER CHETWYND, a thin, earnest, absent-minded, and conscientious youth. So conscientious is he that his mind, even when absent, is absent on his employer's business. He has begun by listening to his master's lecture, but the lure of his work has been gradually too much for him, and he is now blissfully copying from one paper on to another while the measured words flow over him, his lips forming the phrases while he writes.

WESTON: And furthermore (*he pauses to arrange the tobacco*) it is not alone a question of duty; there is your own success in the world to be considered. It is not your intention to be a secretary all your life, is it? No. Very well. Diligence, and a respect for detail should be your care. I did not become Lord Weston by **twiddling my thumbs** and hoping for favours. I won my honours by hard work and zealous service. Men who were at **Corpus Christi** with me are to-day copying documents for a living, while I - let us not mince matters - am the best-known, and certainly the most impartial, judge in England, and a favoured servant of his gracious majesty, Charles the Second. That, I submit, my good Roger, is an example to be studied. It is not only unbecoming in you to ask for a half-holiday, but it is greatly unlike you. I fear.... (*He has turned towards his secretary, and discovers his misplaced diligence. After a pause, coldly*) Can it be, Mr Chetwynd, that you have not been listening to my discourse?

ROGER (*brought to the surface by the cessation of the word music*): What, my lord? Oh, no. Yes, certainly, sir, I am listening.

WESTON: What was I talking of?

ROGER: Yourself, sir. (*amending*) I mean, of your rise to success, my lord. (*It is apparent that it is an oft-heard tale.*)

WESTON: We were talking of your extraordinary request for a half-holiday, when you had one only last month. Would it be straining courtesy too far if I were to inquire what prompts this new demand for heedless leisure?

ROGER: I thought perhaps if you did not need me this afternoon, my lord, I might personally interview the clerk of the Awards Committee, and find out why he has not sent that document.

WESTON: (*a little taken aback*): Oh, Oh, indeed.

ROGER: The lack of it greatly hinders. It holds up my work, you see. And at this most interesting point... (*His glance goes longingly to his desk.*)

WESTON: That, of course, is a different matter. I see no reason (*he looks for a spill for his pipe, first on the table and then, rising, by the fire*) why you should not take a walk to Mr Clay's in the afternoon if the weather is fine. I am relieved that your thoughts are on sober matters, as befits a rising young man. Diligence, courage, and attention to detail: these are the three. Without an orderly mind no man can hope (*ROGER has gone back to his work*) to excel in any of the learned professions. (*He has found a scrap*

Twiddling my thumbs: by being idle

Corpus Christi: One of the colleges at Oxford

of paper, rather crushed, in his pocket and smooths it out, uninterestedly, to make a rough spill). Detail, my good Roger, attention to detail. That is the beginning of greatness. That is the...*(reading automatically and with some difficulty what is written on the scrap of paper)* 'Remember Caesar'. *(Repeating, with vague interest. He turns the paper back and forth, at a loss. And then a new idea occurs to him, a rather horrible idea. To ROGER)* What is the date to-day? *(As ROGER, buried again in his work, does not answer)* Roger! I said, what day of the month is it?

ROGER *(Hardly pausing)*: It is the fifteenth, my lord.

WESTON: The fifteenth! The fifteenth of March. The Ides of March! *(Looking at the paper again; in a horrified whisper)* 'Remember Caesar!' *(Louder)* So they want to kill me, do they? They want to kill me? *(ROGER comes to the surface, surprised.)* That is what it is to be a judge over men *(all his pompousness is dissolving in agitation)* an instrument of justice. Sooner or later revenge lies await in the by-ways. And the juster a judge has been, the more fearless *(he waves the paper in the astonished ROGER's face)*, so much greater will be the hate that pursues -

ROGER: What is it, my lord? What is it?

WESTON: My death warrant if I am not careful. What cases have we had lately? The treason affair - I refused to be bribed! *(The boast gives him a passing comfort.)* The piracy - both sides hate me for that. Or there was that **footpad** -

ROGER: Is it a threat, the paper? Where did it come from?

WESTON: It was in my pocket. Someone must have Yes, now I remember. A man brushed against me yesterday as I was leaving the courts. A small, evil-looking fellow, very sly.

ROGER: What does it say, the paper?

WESTON *(much too occupied with his own fate to attend to his secretary's curiosity)*: Just at the door, it was, and he didn't wait for apology. I remember. Well, I can only thank them for the warning. I may die before my time but it will not be to-day if I can help it. Go downstairs at once, Roger, and lock, bar and chain all the doors. And ask my wife to come to me at once. At once. Stop! Are there any strangers in the house? Workmen or such?

ROGER: Only Joel the gardener, my lord; he is cleaning the windows on the landing. *(He indicates with his head that Joel is just outside).*

WESTON: Send him away at once. Tell him to leave everything and go and lock the door behind him. And the windows - see that the windows, too, are closed.

(ROGER goes with speed. One can hear him begin his order to Joel before he shuts the door; Joel, his lordship says that you must... and the whistling which has become audible through the opened door dies away. WESTON left alone, peers cautiously from each window, in turn. Then his mind, temporarily relieved goes to the cupboard and is greatly exercised again. He stares at it fearfully for a moment or two, and then puts his fear to the rest. He takes a pistol from the drawer of his desk.)

WESTON *(facing the cupboard with levelled pistol)*: Come out! Come out! I say. *(There is silence)* Drop your weapon and come out or I shall shoot you now. *(As there is still silence he forces himself to close in on the cupboard door, and standing to the side pulls it quickly open. It is empty. As soon as his relief abates he is ashamed, and hastily returns the pistol to its drawer.)*

foot pad:highway-man (robber) who goes about on foot.
(Highwaymen on horseback were more common in those days)

(Enter, bright and purposeful, LADY WESTON. A charming creature. One knows at a glance that she is an excellent housewife, but to the last one is never sure how much intelligence and sweet malice there lies behind her practical simplicity.)

LADY WESTON *(looking back as she comes in)*: I do wish that Joel wouldn't leave pails of water on the landing! What is it, Richard? It's baking morning.

WESTON: My dear, your husband's life is in grave danger.

LADY WESTON: The last time it was in danger you had been eating **game pie**. What is it this time?

WESTON *(annihilating her flippancy with one broadside)*: Assassination!

LADY WESTON: Well, well! You always wanted to be a great man and now you have got your wish!

WESTON: What do you mean?

LADY WESTON: They don't assassinate nobodies.

WESTON *(showing her the paper)*: Read that, and see if you can laugh.

LADY WESTON: I'm not laughing. *(Trying to read)*: What a dreadful scrawl.

WESTON: *(Yes, the venomous scribbling of an illiterate.)*

LADY WESTON *(deciphering)*: 'Remember Caesar'. Is it a riddle?

WESTON: It is a death warrant. Do you know what day this is?

LADY WESTON: Thursday.

WESTON: What day of the month?

LADY WESTON: About the twelfth, I should guess.

WESTON *(with meaning)*: It is the fifteenth. The fifteenth of March.

LADY WESTON: **Lawdamussy!** Your good sister's birthday! And we haven't sent her as much as a lily!

WESTON: I have deplored before, Frances, the incurable lightness of your mind. On the fifteenth of March Caesar was murdered in the Forum.

LADY WESTON: Yes, of course, I remember. They couldn't stand his airs any longer.

WESTON *(reproving)*: He was a great man.

LADY WESTON *(kindly)*: Yes, my dear, I am sure he was. *(Looking again at the scrap of paper)* And is someone thinking of murdering you?

WESTON: Obviously.

LADY WESTON: I wonder someone hasn't done it long ago. *(Before the look of wonder can grow in his eye)* A great many people must hate judges. And you are a strict judge, they say.

WESTON: It is the law that is strict. I am a judge, my good Frances, not a juggler. I have never twisted the law to please the mob, and, I shall not please them by dying on the day of their choice.

LADY WESTON: No, of course not. You shall not go out of the house to-day. A nice light dinner and a good glass of -

game pie: meat (of animals or birds hunted and killed) covered with pastry and baked
lawdamussy: an exclamation (Lord have mercy)

WESTON: I have sent Roger to barricade all the doors, and I think it would be wise to close the ground floor shutters and see that they are not opened for any -

LADY WESTON: Is it the French and the Dutch together you are expecting! And this is the morning Mr. Gammon's boy comes with the groceries. How am I to -

WESTON: My dear, is a little pepper more to you than your husband's life?

LADY WESTON: It isn't a little pepper, it's a great deal of flour. And you would be the first to complain if the bread were short, or the gravy thin. (*Giving him back the paper*) How do you know that the little paper was meant for you?

WESTON: Because it was in my pocket. I found it there when I was looking for something to light my pipe. (*With meaning*) There were no spills.

LADY WESTON: No spills. What, again? Richard, you smoke far too much.

WESTON (*continuing hastily*): It was slipped into my pocket by a man who brushed against me yesterday. A dark, lean fellow with an evil face.

LADY WESTON: I don't think he was very evil.

WESTON: What do you know about it?

LADY WESTON: It was kind of him to warn you. And wasn't it a mercy that the spills were finished and that no one had made any more! If there had been even one there you would never have seen the paper. You would have gone for your noon walk down the Strand and someone would have stuck you like a goose on a spit, and I should have been a widow before dinner-time -

WESTON (*sinking into a chair*): Stop, Frances, stop! It upsets me to -

(*Enter ROGER a little out of breath after his flying tour round the house.*)

WESTON: Ah, Roger. Have you seen to it all? Every door barred, every window shut, all workmen out -

ROGER (*a little embarrassed*): Every door except the kitchen one, my lord.

WESTON (*angry*): And why not the kitchen one?

ROGER (*stammering*): The cook seemed to think.... That is, she said....

WESTON: Well, speak, man, what did she say, and how does what the cook thinks affect my order to bar the kitchen door?

ROGER (*in a rush*): The cook said she was a respectable woman and had never been behind bars in her life and she wasn't going to begin at her age, and she was quite capable of dealing with anyone who came to the kitchen door -

WESTON: Tell her to pack her things and leave the house at once.

LADY WESTON: And who will cook your pet dishes? I shall also see that all the downstairs windows are shuttered as you suggest. We can always haul the groceries through an upper window.

WESTON (*controlling himself*): I think that so frivolous a suggestion at so anxious a time is in poor taste, Frances and unworthy of you -

LADY WESTON: Did it appear frivolous to you? How strange! I had thought it odd to shutter the walls and yet leave openings in the roof that one could drive a coach and horses through. However! (*She comes back into the room, takes two candelabra from different places in the room, and goes to the door*).

minutiae: minute details (often trivial)

WESTON: What do you want with these?

LADY WESTON: If we are to be in darkness below we shall want all the candles we can gather. (*Exit.*)

WESTON: The aptness of the female mind to busy itself about irrelevant and inconsiderable **minutiae** is a source of endless wonder to me. (*Almost without noticing what he is doing he moves over to the fireplace and sticks his head into the chimney to view the width of it. As he withdraws it, he becomes aware of ROGER, standing watching.*) I see no reason now why you should not resume your work, Roger.

ROGER: Oh, my lord, it is beyond my power to work while you are in danger. Is there not something I could do?

WESTON (*mightily flattered*): Nonsense, my good Roger, nonsense! Nothing is going to happen to me.

ROGER: I could perhaps go and warn the authorities, and so prevent -

WESTON (*very brave*): No, no, no. Am I to spend the rest of my life with a guard at my heels? A pretty figure I should cut! Go on with your work and... (*his eye has lighted on a package which is lying on a chair against the right wall. The box is oblong - roughly 18 in. by 10 in. by 4 in. - and tied with cord. Sharply*) What is this?

ROGER: That came for you this morning, sir.

WESTON: What is it?

ROGER (*with the faint beginnings of doubt in his voice*): I don't know, my lord. A man came with it and said that it was important that you should have it to-day.

WESTON: And you didn't ask what it was! You fool!

ROGER (*humbly*): It didn't seem to be my business. I never do ask about the contents of your lordship's I showed your lordship the package when it came, and you said to leave it there.

WESTON (*peering with growing uneasiness at the thing*): The man who brought it, what did he look like? Was he small? Dark?

ROGER (*who obviously had taken no notice*): I think he was smallish. But as to dark - his hat was pulled over his face, I think - I think he appeared to have a mole on his chin, but I would not It may have been just a -

WESTON: A mole? (*his imagination at work*): A mole ! Yes. Yes. That man had a mole. The man who brushed against me. On the right side of his jaw. I can see it as if he were standing here. We must get rid of this. At once.

ROGER: Do you think it is some infernal machine, sir? What shall we do with it?

WESTON (*indicating the side window*): Open the window and I shall throw it as far into the garden as I can.

ROGER: But it may explode, sir, if we throw it.

WESTON: What is certain is that it will explode if we do not! How long has it been lying here?

ROGER: It came about nine o'clock, my lord.

WESTON (*in agony*): Nearly three hours ago! Open the window, Roger.

ROGER: No, sir. You open the window. Let me handle the thing. My life is nothing. Yours is of great value to England.

infernal: A concealed or disguised device intended to destroy life or property

WESTON: No, Roger, no. You are young. I have had my life. There are still great things for you to do in the world. You must live, and write my life for posterity. Do as I say. I promise you shall exercise the greatest care. (*As ROGER rushes to the window*) No. Wait. A better idea. the gardener's pail. It is still on the landing!

ROGER: Yes! Yes, of course! (*He is out of the room and back in a moment with the wooden pail of water, which still has the wet cleaning rag hung over its edge.*)

WESTON: Stand back. (*He picks up the parcel gingerly*). We do not know what satanic thing may happen. (*He inserts the parcel lengthwise into the pail, at full stretch of his arm, his head averted, his eyes watching from their extreme corners*) There is not enough water! Not enough to cover it.

ROGER: I'll get some. I shall not be a moment.

WESTON: No. Don't go. The flowers! (*He indicates a bowl of daffodils*).

ROGER: Of course! (*He pulls the daffodils from their setting, throwing them on the desk in his agitation and pours the water into the pail*). Ah! That has done it!

WESTON (*dismayed, as he takes his hand from the package*): Now it is going to float! It must be wet through, or it is no use.

ROGER: We must put something heavy on top, to keep it down.

WESTON: Yes, yes. Get something.

ROGER: What shall I get?

WESTON: Anything, anything that is heavy and that will fit into the pail. Books, anything!

ROGER (*to whom books are objects of reverence, if not awe*): Books sir? But they'll get very wet, won't they?

WESTON: In the name of heaven bring the first six books off the shelf!

ROGER (*snatching the books and bringing them*): I suppose it cannot be helped. Such beautiful bindings too! (*He picks the wet cloth off the edge of the pail, dropping it on the carpet, and plunges the books into the water, which very naturally overflows at this new incursion*).

WESTON (*letting go his hold on the package and sitting back on his heels with a sigh of relief*): Ah! Well and truly drowned. (*He mops his forehead and ROGER collapses into the nearest chair*).

(*Enter LADY WESTON, with a tray on which is a glass of wine and some biscuits.*)

LADY WESTON (*seeing their strange occupation*): Lawdamussy, Richard! What have you got in the pail?

WESTON: A package that came this morning. The man who brought it was the same fellow that knocked against me yesterday and slipped that paper into my pocket. They thought I would open it, the fools! (*He is beginning to feel better*) But we have been one too many for them!

LADY WESTON (*in wild dismay*) You are making a mess of the beautiful, brand-new----

WESTON (*interrupting her angrily*): Frances! (*The thunder of her name quenches her speech.*) What does your 'beautiful brand-new' carpet matter when your husband's life is at stake? You shock me.

LADY WESTON (*who has not been going to say 'carpet'*): Carpet? (*After a pause, mildly*) No, of course not, my dear. I should never dream of weighing your safety against even the finest product of Asia. Come

gingerly: hesitantly

infernal: A concealed or disguised device intended to destroy life or property

and sit down and have a glass of wine. (*She puts the tray on his desk, gathering up the scattered daffodils as she does so*) You know how the doctor disapproves of excitement for you.

WESTON: Perhaps the doctor has never had an **infernal** machine handed in at his door of a spring morning. (*LADY WESTON picks up the cloth from the floor, mops the spilt water, and pauses to look curiously at the contents of the pail as they catch her eye.*)

LADY WESTON (*in mild conversational tones*): That looks like **Mr. Spencer** in the water.

ROGER: Yes, it is. The thing floated, you see. And time was all important. So it was imperative to take whatever was nearest to weigh it down.

LADY WESTON: I See. (*Handling him the wet cloth, and the flowers*) Would you be kind enough to take these downstairs?

(*She adds the empty flower bowl to his load*) *One of the maids will fill that for you.*)

LADY WESTON (*contemplative, her eyes on the portrait which hangs opposite the side window*): Do you think we had better remove Great-aunt Cicely?

WESTON: In the name of heaven, why?

LADY WESTON: She is in the direct line of shots coming through that window.

WESTON: And why should any shots come through the window, may I ask?

LADY WESTON (*mildly objecting to the tone*): I was merely taking thought for your property, my dear Richard. And anyone sitting in the ilex tree out there would be in a -

WESTON (*on his feet*): Frances! What made you think of the ilex tree?

LADY WESTON: That is where I would shoot you from. I mean, if I were going to shoot you. The leaves are thick enough to hide anyone sitting there, and yet not enough to obscure their view.

WESTON: Come away from that window.

LADY WESTON: What?

WESTON: Come away from that window!

LADY WESTON (*moving to him*): No one is going to shoot me.

WESTON (*running out of the room, and calling to ROGER from the landing*): Roger! Roger!

ROGER (*very distant*): My lord?

WESTON: Has the gardener gone away yet?

ROGER: No, my lord. He is eating his dinner outside the kitchen window.

WESTON: Tell him to sit under the ilex tree until I give him leave to move.

ROGER: The **ilex tree**? Yes, my lord.

(*WESTON comes back and goes to the drawer of the table where his pistol is kept.*)

LADY WESTON (*as he takes out the pistol*): Oh, Richard dear, be careful. That is a very dangerous weapon.

Mr. Spencer: book written

Ilex tree: evergreen oak tree also called holm oak

WESTON (*grimly important*): I know it!

LADY WESTON: It is so rusty that it is liable to do anything. (*As her husband proceeds to load the weapon*) You know that you haven't used it.

WESTON: There is nothing wrong with my pistol but a little dust.

LADY WESTON: Well, I think it is a poor way to foil an assassin.

WESTON: What is?

LADY WESTON: Blowing oneself up.

(*Enter ROGER with the bowl of daffodils.*)

WESTON (*looking round at him as he comes in*): Has Joel gone to sit under the tree?

ROGER: Yes, sir. (*Putting down the bowl and making for the side window*) At least, I gave him your message -

WESTON: Keep away from that window! (*As ROGER looks astonished*) There may be someone in the Ilex tree.

ROGER: But do you think they would try to shoot you as well as - as.... (*he indicates the bucket*).

WESTON: Who knows? When you have dealt with the criminal mind as long as I have... Did you open the door to speak to the gardener?

ROGER: Oh, no, my lord. I spoke through the shutter.

WESTON (*snapping the lock of his pistol*): Now we shall see whether there is anyone lurking in the tree. (*He moves over to the side of the window, peering out with the fraction of an eye.*)

LADY WESTON: Richard, if you are going to shoot off that thing, you will please wait until I -

(*She is interrupted by a loud knocking on the front door downstairs. This is such an unexpected development that all there are momentarily quite still, at a loss. ROGER is the first to recover.*)

ROGER: Someone at the front door.

(*He moves over to the window in the rear wall, from which one can see the street. He is about to open the casement so that he may lean out to inspect the knocker, when LORD WESTON stops him.*)

WESTON (*still at the fireplace*): Don't open that window!

ROGER: But I cannot see otherwise, my lord, who it is.

WESTON: If you put your head out of that window they may shoot without waiting to ask questions.

LADY WESTON: But, Richard, it may be some perfectly innocent visitor.

(*The knocking is repeated.*)

ROGER: If I were to stand on a chair.... (*He brings a chair to the window and stands on it, but he is still not high enough to look down on whoever waits at the front door.*)

WESTON: Well? Well? Can you tell who it is?

ROGER: I am still not high enough, my lord.

LADY WESTON: Add the footstool, Roger.

(*Roger adds the footstool to the chair, and aided by LADY WESTON climbs on to the precarious object.*)

to foil: to frustrate or thwart the efforts of the assassin
(i.e. to kill himself by handling the rusty pistol is a poor way of outwitting the assassin)

LADY WESTON: Now, can you see anyone?

ROGER (*having seen, scrambling downing*): All is well, my lord.

(*He throws open the casement, and calls to someone below*) It is only Mr. Caesar. (*As this information is succeeded by a blank pause*) Shall I let him in?

WESTON: Who did you say?

ROGER: Mr. Caesar. You remember. The man you met on Tuesday at Hampton, my lord. He was to come to see you this morning about rose trees. You made a note of it.

WESTON (*taking the crumpled piece of paper from his pocket in a dazed way*): I made a note? 'Remember Caesar'. Is that my writing? Yes, it must be - Dear me!

LADY WESTON (*kindly*): I shouldn't have said it was the venomous scribbling of an illiterate. You had better go down and let Mr. Caesar in, Roger. Put the pistol away, Richard, dear; your visitor might misunderstand it. (*She speaks cheerfully, as to a child; it is obvious from her lack of surprise that excursions and alarms created by her husband over trifles are a normal part of existence for her*). And if you take Mr Spencer out of the water, I shall send Joel to take away the bucket. Perhaps **Mr. Brutus** would like some **cordial**?

WESTON: Mr. Caesar. (*He moves towards the bucket.*)

LADY WESTON: Of course. How could anyone forget a name like that? And now if you'll forgive me..... It's my busy morning.

WESTON (*arresting her as she is going out of the door*): Oh Frances! What was in the parcel, do you think?

LADY WESTON: That was your new velvet cloak, dear. I did try to tell you, you know.

(*The curtain comes down on LORD WESTON ruefully taking the first dripping book from the water*).

(Exit).

Elizabeth Mackintosh was born in Inverness, the daughter of Colin Mackintosh and Josephine. She attended Inverness Royal Academy and then Anstey Physical Training College in Erdington, a suburb of Birmingham. She taught at various schools in England and Scotland, but in 1926 she had to return to Inverness to care for her invalid father. There she began her career as a writer. Mackintosh's best-known books were written under the name of Josephine Tey. Josephine was her mother's first name and Tey, the surname of an English grandmother.

About a dozen one-act plays and another dozen full-length plays were written under the name of **Gordon Daviot**. How she chose the name of Gordon is unknown, but Daviot was the name of a scenic locale near Inverness where she had spent many happy holidays with her family. Only four of her plays were produced during her lifetime.



Excursions and alarms:(alarms and excursions) noise and bustle (as those made on the stage to represent battles etc.)

Mr. Brutus:She refers to the visitor as Mr. Brutus. (It was Brutus who led the conspirators in the assassination of Julius Caesar)

Cordial: beverage

Understanding the play:**I. Answer the following questions briefly.**

- a) What was Lord Weston's advice to Roger, his secretary?
- b) Why did Lord Weston suddenly declare that his life was in danger?
- c) Lord Weston tries to protect himself from his 'assassin'? What are the immediate steps taken by him?
- d) How did Lady Weston react to the 'death threat'?
- e) How does Lord Weston 'defuse' the 'infernal machine'?
- f) What was the truth about the crumpled piece of paper?
- g) Why did Lady Weston refer to Mr. Caesar as 'Mr. Brutus'?

II. Answer the questions given below the extracts.

- a) "What is the date to-day? Roger, I said what day of the month is it?"
 1. Who is the speaker?
 2. Why is the speaker keen to know what day it was?
 3. What impact does the day and date referred to have on the speaker?
- b) "You always wanted to be a great man and now you have got your wish".
 1. What was his wish?
 2. How had her husband's wish been granted?
 3. Comment on the speaker's tone as she says these words.
- c) "Let me handle the thing. My life is nothing. Yours is of great value to England".
 1. What is 'the thing' referred to here?
 2. Why did it pose a threat to life?
 3. Whose life is of 'great value' to England? In what way?
 4. Why does the speaker consider his life less important? What do these lines convey about the speaker?
- d) "Well, I think it is a poor way to foil an assassin."
 1. What was Lady Weston reacting to?
 2. Was she right in her assumption? Give a reason.
 3. Do you approve of Lady Weston's reaction to the situation?
- e) "I made a note? 'Remember Caesar' Is that my writing? Yes, it must be.
Dear me"
 1. What had Lord Weston made a note of?
 2. How had he described his writing earlier?
 3. What is ironical about it?

III. Appreciation:

- a) 1. "Remember Caesar is a light-hearted comedy". Working in a group, discuss the statement. Identify various aspects of the play that contribute to the humour
- title
 - plot
 - characterisation
2. After the discussion, write a paragraph of 150-200 words bringing out the humour in the play.

IV. Writing Skills:

- a) Given below are extracts from the play. Study each of these carefully and based on your inference write a character sketch of Lord Weston in about 150-200 words.

I did not become Lord Weston by twiddling my thumbs and hoping for favours.

The treason affair - I refused to be bribed. The Piracy - both sides hate me.

What does your 'beautiful carpet' matter when your husband's life is at stake. "You shock me".

Come out! Come out. Drop your weapon.

We do not know what satanic thing may happen.

Should I spend the rest of my life with a guard at my heels? A pretty figure I should cut.

Weston: "The venomous scribbling of an illiterate (Later)" Is that my writing?. "Yes, it must be."

- b) Lady Weston's reaction to the Lord Weston's predicament presents an interesting character study in contrast. Write a paragraph in about 150-200 words highlighting the contrast, giving relevant instances from the play.
- c) "Detail, my good Roger, attention to detail that is the beginning of greatness." Discuss how ironically, Lord, Weston lands himself in trouble by "paying attention to detail", in about 150-200 words.

V. Group Work: Speaking Skills

The play revolves around a 'perceived threat' and how Weston and Lady Weston react to it. Reverse their roles with a panic-stricken Lady Weston and a frivolous Lord Weston. In a small group, choose a piece of dialogue from the play and rewrite it to suit the changed roles. Share it by taking parts and reading your script aloud with suitable tone and expression.

The Monkey's Paw

by W.W. Jacobs

Warm up:

- a) Students are divided into two groups. Students debate the motion:

People have no control over the events in their lives. Each speaker gets to express his/her viewpoint for a minute. The teacher moderates the discussion with points being posted on the board for easy reference.

'The Monkey's Paw' is a macabre story. It is neatly contrived and is capable of inducing us to suspend our disbelief so long as we are in the world of make-believe. The dramatized version of the story has become very popular with amateur performers.

- b) Class discussion: Do you believe in the supernatural? Have you heard incidents/stories related to the supernatural? Share your story/incident with the class.

Now read and enact scene I of the play**Characters in the Play**

Mr. White

Mrs. White

Herbert

Sergeant- Major Morris

Mr. Sampson

(When enacting the play in class, use simple props)**Mr. White:** a muffler round his neck**Mrs. White:** an apron around her waist/
shawl around her shoulders**Herbert:** overalls/dungarees of a
factory worker (any colour)**Sergeant-Major Morris:** a coat/jacket, and a hat**Mr. Sampson:** black suit

(for Scene I) 3-4 chairs - a table, kettle, cups and saucers

**SCENE - I**

Scene: *The living-room of an old-fashioned cottage on the outskirts of Fulham. Set corner-wise in the left angle at the back is a deep window; further front, L., three or four steps lead up to a door. Further forward a dresser, with plates, glasses, etc. R.C. at back is an alcove with the street door fully visible.*

On the inside of the street door, a wire letter-box. On the right is a cupboard, then a fireplace. In the centre is a round table. Against the wall, L. back, is an old-fashioned piano. A comfortable armchair is on each side of the fireplace. There are other chairs. On the mantelpiece are a clock, old china figures, etc. An air of comfort pervades the room.

At the rise of the curtain, Mrs. White, a pleasant-looking old woman, is serving tea to Mr. White and Herbert and Sergeant-Major Morris (in his military coat). Mr. White's hair is ruffled; his spectacles are high up on his forehead. Herbert, is a fine young fellow. There is a shaded lamp on the table. The door is tightly shut. The curtains of the window are drawn; but every now and then the wind is heard whistling outside. The three are listening to Sergeant-Major Morris, even as Mrs. White pours out tea for them.

Mr. White: What was that you started telling me the other day about a monkey's paw, or something?

[He nudges Herbert, and winks at Mrs. White]

Sergeant: [*gravely*]: Nothing, Leastways, nothing worth hearing.

Mr. White: Ah - you was tellin' me-

Sergeant: Nothing. Don't go on about it. [*Puts his empty cup to his lips - then stares at it.*] What? Empty again? There! When I begin thinkin' o' the paw, it makes, me that absent-minded-

Mrs. White: [*rises and fills the cup*]: you said you always carried it on you.

Sergeant: So I do, for fear o' what might happen. [*Sunk in thought*] Ay!-ay!

Mrs. White: [*handing him his cup refilled*]; There,

[He sits again in the same chair.]

Mrs. White: What's it for?

Sergeant: You wouldn't believe me, if I was to tell you.

Herbert: I will, every word.

Sergeant: Magic, then! - Don't you laugh!

Herbert: I'm not. Got it on you now?

Sergeant: Of course.

Herbert: Let's see it.

Sergeant: Oh, it's nothing to look at. [*Hunting in his pocket*] Just an ordinary - little paw dried to a mummy. [*Produces it and holds it towards Mrs. White.*] Here.

Mrs. White: [*who has leant forward eagerly to see it, starts back with a little cry of disgust*]; Oh!

Herbert: Give us a look. [*Morris passes the paw to Mr. White, from whom Herbert takes it.*] Why, it's all dried up!

Sergeant: I said so. [*Wind*]

Mrs. White: [*with a slight shudder*]: Hark at the wind!

[She sits again in her old place.]

Mr. White: [*taking the paw from Herbert*]: And what might there be special about it?

Sergeant: [*impressively*]: That there paw has had a spell put upon it!

Mr. White: No?

[*In great alarm he thrusts the paw back into Morris's hand.*]

Sergeant: [*pensively, holding the paw in the palm of his hand*]: Ah! By an old fakir. And he wanted to show that fate ruled people. That everything was cut and dried from the beginning, as you might say. That there wasn't any gettin' away from it. [*He pauses solemnly.*] So he put a spell on this bit of a paw. It might ha' been anything else, but he took the first thing that came handy. Ah! He put a spell on it, and made it so that there people [*looking at them and with deep meaning*] could each have three wishes.

[*All but Mrs. White laugh rather nervously.*]

Mrs. White: Ssh! Don't!

Sergeant: [*more gravely*]: But - ! But, mark you, though the wishes were granted, those three people would have cause to wish they hadn't been.

Mr. White: But how could the wishes be granted?

Sergeant: He didn't say. It would all happen so naturally, you might think it a coincidence if so disposed.

Herbert: Why haven't you tried it, sir?

Sergeant: [*gravely, after a pause*]. I have.

Herbert: [*eagerly*]: You've had your three wishes?

Sergeant: [*gravely*]: yes.

Mrs. White: Were they granted?

Sergeant: [*staring at the fire*]: They were. [*A pause*].

Mr. White: Has anybody else wished?

Sergeant: Yes. The first owner had his three wish - [*Lost in recollection*]. Yes, oh yes, he had his three wishes all right. I don't know what his first two were, [*very impressively*] but the third was for death. [*All shudder*]. That's how I got the paw. [*A pause*].

Herbert: [*cheerfully*]: Well! Seems to me you've only got to wish for things that can't have any bad luck about 'em- [*He rises*]

Sergeant: [*shaking his head*]: Ah!

Mr. White: [*tentatively*]: Morris - if you've had your three wishes - it's no good to you, now - what do you keep it for?

Sergeant: [*still holding the paw; looking at it*]: Fancy, I s'pose. I did have some idea of selling it, but I don't think I will. It's done mischief enough already. Besides, people won't buy. Some of 'em think it's a fairy-tale. And some want to try it first, and pay after.

[*There is a nervous laugh from the others.*]

Mrs. White: If you could have another three wishes, would you?

Sergeant: [*slowly - weighing the paw in his hand, and looking at it*]: I don't know - I don't know - [*Suddenly, with violence, flinging it in the fire*] No! I'm damned if I would! [*Movement from all*]

Mr. White: [*rises and quickly snatches it out of the fire*]: What are you doing?

[*He goes R. C.*]

Sergeant: [*rising and following him and trying to prevent him*]: Let it burn! Let it burn, Father!

Mr. White: [*wiping it on his coat-sleeve*]: No. If you don't want it, give it to me.

Sergeant: [*violently*]: I won't! I won't! My hands are clear of it. I threw it on the fire. If you keep it, don't blame me, whatever happens. Here! Pitch it back again.

Mr. White: [*stubbornly*]: I'm going to keep it. What do you say, Herbert?

Herbert: [*L. C., laughing*]: I say, keep it if you want to. Stuff and nonsense, anyhow.

Mr. White: [*looking at the paw thoughtfully*]: Stuff and nonsense. Yes, I wonder - [*casually*] I wish - [*He was going to say some ordinary thing, like 'I wish I were certain.'*]

Sergeant: [*misunderstanding him; violently*]: Stop! Mind what you're doing. That's not the way.

Mr. White: What is the way?

Mrs. White: [*moving away, up R. C. to the back of the table, and beginning to put the tumblers straight, and the chairs in their places*]: Oh, don't have anything to do with it, John.

[*She takes the cups on the tray to the dresser, L., busies herself, there, rinsing them in a bowl of water on the dresser, and wiping them with a cloth.*]

Sergeant: That's what I say, marm. But if I warn't to tell him, he might go wishing something he didn't mean to. You hold it in your right hand, and wish aloud. But I warn you! I warn you!

Mrs. White: Sounds like The Arabian Nights. Don't you think you might wish me four pair o' hands?

Mr. White: [*laughing*]: Right you are, Mother! - I wish-

Sergeant: [*pulling his arm down*]: Stop it! If you must wish, wish for something sensible. Look here! I can't stand his. Gets on my nerves. Where's my coat?

[*He goes into the alcove.*]

[*Mr. White crosses to the fireplace and carefully puts the paw on the mantelpiece. He is absorbed in it to the end of the tableau.*]

Herbert: I'm coming your way, to the works, in a minute, Won't you wait?

[*He goes up C. and helps Morris with his coat.*]

Sergeant: [*putting on his coat*]: No. I want fresh air. I don't want to be here when you wish. And wish you will as soon's my back's turned, I know. I know. But I've warned you, mind.

Mr. White: [*helping him into his coat*]: All right, Morris. [*He gives him money.*] Don't you fret about us.

Sergeant: [*refusing it*]: No, I won't _____

Mr. White: [*forcing it into his hand*]: Yes, you will. [*He opens the door.*]

Sergeant: [*turning to the room*]: Well, good night all. [*To Mr. White*] Put it in the fire.

All: Good night.

[*Exit Sergeant. Mr. White closes the door, comes towards the fireplace, absorbed in the paw.*]

Mr. White: I wonder - [*He has the paw in his hand.*] I don't know what to wish for, and that's a fact. [*He looks about him with a happy smile.*] I seem to've got all I want.

Herbert: [*with his hands on the old man's shoulders*]: Old Dad! If you'd only cleared the debt on the house, you'd be quite happy, wouldn't you! [*Laughing*] Well - go ahead! - wish for the two hundred pounds: that'll just do it.

Mr. White: [*half laughing*]: Shall I? [*Cross to R. C.*]

Herbert: Go on! Here! - I'll play slow music.

[*He crosses to the piano.*]

Mrs. White: Don't 'ee, John. Don't have nothing to do with it!

Herbert: Now, Dad! [*He plays.*]

Mr. White: I will! [*He holds up the paw, as if half ashamed.*] I wish for two hundred pounds. [*Crash on the piano. At the same instant Mr. White utters a cry and lets the paw drop.*]

Mrs. White and Herbert: What's the matter?

Mr. White: [*gazing with horror at the paw*]: It moved! As I wished, it twisted in my hand like a snake.

Herbert: [*goes down R., and picks the paw up*]: Nonsense. Dad. Why, it's as stiff as a bone. [*Lays it on the mantelpiece.*]

Mrs. White: Must have been your fancy, Father.

Herbert: [*laughing*]: Well - ? [*Looking around the room*] I don't see the money; and I bet I never shall.

Mr. White: [*relieved*]: Thank God, there's no harm done! But it gave me a shock.

Herbert: Half-past eleven. I must get along. I'm on at midnight. [*He goes up C., fetches his coat, etc.*] We've had quite a merry evening.

Mrs. White: I'm off to bed. Don't be late for breakfast, Herbert.

Herbert: I shall walk home as usual. Does me good. I shall be with you about nine. Don't wait, though.

Mrs. White: You know your father never waits.

Herbert: Good night. Mother.

[*He kisses her. She lights the candle on the dresser, L., goes up the stairs and exits.*]

Herbert: [*coming to his father, R., who is sunk in thought*]: Good night, Dad, You'll find the cash tied up in the middle of the bed.

Mr. White: [*staring, seizes Herbert's hand*]: It moved, Herbert.

Herbert: Ah! And a monkey hanging by his tail from the bed-post, watching you count the golden sovereigns.

Mr. White: [*accompanying him to the door*]: I wish you wouldn't joke, my boy.

Herbert: All right, Dad. [*He opens the door.*] Lord! What weather! God night. [*Exit.*]

[*The old man shakes his head, closes the door, locks it, puts the chain up and slips the lower bolt, but has some difficulty with the upper bolt.*]

Mr. White: This bolt's stiff again, I must get Herbert to look to it in the morning.

[He comes into the room, puts out the lamp and crosses towards steps; but is irresistibly attracted towards the fire-place. He sits down and stares into the fire. His expression changes; he sees something horrible.]

Mr. White: *[with an involuntary cry]:* Mother! Mother!

Mrs. White: *[appearing at the door at the top of the steps with a candle]:* What's the matter?

[She comes down R.C.]

Mr. White: *[Mastering himself. He rises]:* Nothing - I - ha ha! - I saw faces in the fire.

Mrs. White: Come along.

[She takes his arm and draws him towards the steps. He looks back frightened towards the fireplace as they reach the first step.]

TABLEAU CURTAIN

I. Answer the following questions briefly:

- a) What does Sergeant Morris give Mr. White?
- b) What had he actually wanted to do with it? Why?
- c) Did Herbert believe what Sergeant Morris had told them? Which words tell us this?
- d) Did anyone make his/her wish before the paw was handed over to Mr. White?
- e) Why does Morris stop Mr. White from saying, 'I wish...?'
- f) What did Mr. White experience as he held the paw in his hand and wished?
- g) What does Mr. White see in the fire? Is it possible? Justify.

II. Answer in about 150 words.

- a) 'It moved! As I wished, it twisted in my hand, it twisted in my hand like a snake.'
'Nothing ... I ... haha! ... I saw faces in the fire'. How far did Herbert and Mrs. White believe Mr. White's remarks? Justify your answer by quoting from the text.
- b) Why did the fakir put the spell on the paw? What did he want to prove to the people? Did he do anything good to the world by doing this? Justify?

III. Speaking Skills:

- a) Working in pairs, imagine the following scene:
 - Mr. White's living room
 - Midnight; Herbert's gone to work
 - Mrs. and Mr. White seated on the armchairs, on each side of the fireplace; both watching faces in the fire with horror.

Role play Mrs. and Mr. White. Discuss what you are seeing and your plans to avert the impending disaster that might befall your household.

- b) Work in groups of four: One of you should act as Herbert and the other three as his friends at work. Two of the friends are superstitious and warn Herbert about the premonition, whereas the other one is happy-go-lucky, like Herbert. They are talking about Herbert's experience the previous evening at home.
- Convince Herbert to take some precautions before it is too late.
 - At the end of the conversation, write a message as Herbert to Mr. White, suggesting to him what precautions the family should take.

Now, enact Scene II

Mrs. White is still wearing an apron, but different from what she was wearing the previous evening. Mr. White is wearing a dressing gown. Sampson, the lawyer, wears the black suit and the postman wears a cap and carries a bag full of letters across his left shoulder.

SCENE-II

Scene: Bright sunshine. The table, which has been moved nearer the window, is laid for breakfast. Mrs. White is busy about the table. Mr. White is standing in the window looking off R. The inner door is open, showing the outer door.

Mr. White: What a morning Herbert's got for walking home!

Mrs. White [L.C.]: What's clock [She looks at clock on the mantelpiece.] Quarter to nine, I declare. He's off at eight. [She crosses to the fire].

Mr. White: Takes him half an hour to change and wash. He's just by the cemetery now.

Mrs. White: He'll be here in ten minutes.

Mr. White: [coming to the table]: What's for breakfast?

Mrs. White: Sausages. [At the mantelpiece] Why, if here isn't that dirty monkey's paw! [She picks it up, looks at it with disgust and puts it back. She takes some sausages in a dish from before the fire and places them on the table.] Silly thing! The idea of us listening to such nonsense!

Mr. White: [goes up to the window again]: Ay - the Sergeant - Major and his yarns! I suppose all old soldiers are alike-

Mrs. White: Come on, Father Herbert hates us to wait. [They both sit and begin breakfast].

Mrs. White: How could wishes be granted, nowadays?

Mr. White: Ah! Been thinking about it all night, have you?

Mrs. White: You kept me awake, with your tossing and bumbling-

Mr. White: Ay, I had a bad night.

Mrs. White: It was the storm, I expect. How it blew!

Mr. White: I didn't hear it. I was asleep and not asleep, if you know what I mean.

Mrs. White: And all that rubbish about its making you unhappy if your wish was granted! How could two hundred pounds hurt you, eh, Father?

Mr. White: Might drop on my head in a lump. Don't see any other way. And I'd try to bear that. Though, mind you, Morris said it would all happen so naturally that you might take it for a coincidence, if so

disposed.

Mrs. White: Well - it hasn't happened. That' all I know. And it isn't going to. [*A letter is seen to drop in the letter box.*] And how you can sit there and talk about it - [*There's a sharp postman's knock; she jumps to her feet.*] What's that?

Mr. White: Postman, 'o course.

Mrs. White: [*seeing the letter from a distance; in an awed whisper*]: He's brought a letter, John!

Mr. White: [*laughing*]: What did you think he'd bring? Ton o' coals?

Mrs. White: John - ! John - ! Suppose - ?

Mr. White: Suppose what?

Mrs. White: Suppose it was two hundred pounds!

Mr. White: [*Suppressing his excitement*]: Eh! - Here! Don't talk nonsense. Why don't you fetch it?

Mr. White: [*crosses and takes the letter out of the box*]: It's thick, John - [*She feels it*] - and - and it's got something crisp inside it.

[*She takes letter to Mr. White R.C.*]

Mr. White: Who - who's it for?

Mrs. White: You.

Mr. White: Hand it over, then. [*Feeling and examining it with ill-concealed excitement*] The idea! What a superstitious old woman you are! Where are my specs?

Mrs. White: Let me open it.

Mr. White: Don't you touch it. Where are my specs? [*Goes to R.*]

Mrs. White: Don't let sudden wealth sour your temper, John.

Mr. White: Will you find my specs?

Mrs. White: [*taking them off the mantelpiece*]: Here, John, here. [*As she opens the letter*] Take care! Don't tear it!

Mr. White: Tear what?

Mrs. White: If it was banknotes, John!

Mr. White: [*taking a thick, formal document out of the envelope and a crisp-looking slip*]: You've gone dotty - You've made me nervous. [*He reads.*] 'Sir, Enclosed please find receipt for interest on the mortgages of £200 on your house, duly received.'

[*They look at each other. Mr. White sits down to finish his breakfast silently. Mrs. White goes to the window.*]

Mrs. White: You thought there was banknotes in it.

Mr. White: [*injured*]: I didn't! I said all along-

Mrs. White: How Herbert will laugh, when I tell him!

Mr. White: [*with gruff good-humour*]: You're not going to tell him. You're going to keep your mouth shut.

Why, I should never bear the last of it.

Mrs. White: Serve you right. I shall tell him. You know you like his fun. See how he joked with you last night when you said the paw moved. [*She is looking through the window towards R.*]

Mr. White: So it did. It did move. That I'll swear to.

Mrs. White: [*abstractedly. She is watching something outside.*]: You thought it did.

Mr. White: I say it did. There was no thinking about it. You saw how it upset me, didn't you? [*She doesn't answer.*] Didn't you? - Why don't you listen? [*She turns round.*] What is it?

Mrs. White: Nothing.

Mr. White: [*turns back to his breakfast*]: Do you see Herbert coming?

Mrs. White: No.

Mr. White: He's about due. What is it?

Mrs. White: Nothing. Only a man. Looks like a gentleman. Leastways, he's in black.

Mr. White: What about him? [*He is not interested; goes on eating.*]

Mrs. White: He stood at the garden gate as if he wanted to come in. But he couldn't seem to make up his mind.

Mr. White: Oh, go on! You're full o' fancies.

Mrs. White: He's going - no; he's coming back.

Mr. White: Don't let him see you peeping.

Mrs. White: [*with increasing excitement*]: He's looking at the house. He's got his hand on the latch. No. He turns away again. [*Eagerly*] John! He looks like a sort of a lawyer.

Mr. White: What of it?

Mrs. White: Oh, you'll only laugh again. But suppose - suppose he's coming about the two hundred-

Mr. White: You're not to mention it again! - You're a foolish old woman - Come and eat your breakfast. [*Eagerly*] Where is he now?

Mrs. White: Gone down the road. He has turned back. Ho seems to have made up his mind. Here he comes! - Oh, John, and me all untidy! [*She crosses to the fire.*]

[*A knock is heard.*]

Mr. White: [*to Mrs. White, who is hastily smoothing her hair, etc.*]: What's it matter? He's made a mistake. Come to the wrong house. [*He crosses to the fireplace.*]

[*Mrs. White opens the door. Mr. Sampson, dressed from head to foot in solemn black, stands in the doorway.*]

Sampson: [*outside*]: Is this Mr. White's?

Mrs. White: Come in, sir. Please step in.

[*She shows him into the room; goes R., he is awkward and nervous.*]

Sampson: [*to Mr. White*]: Morning. My name is Sampson.

Mrs. White: [*offering a chair*]: Won't you please be seated? [*Sampson stands quite still up C.*]

Sampson: Ah - thank you - no, I think not - I think not. [*A pause.*]

Mr. White: [*awkwardly, trying to help him*]: Fine weather for the time o' year.

Sampson: Ah - yes - yes [*A pause; he makes a renewed effort.*] My name is Sampson - I've come-

Mrs. White: Perhaps you was wishful to see Herbert; he'll be home in a minute. [*Pointing*] Here's his breakfast waiting-

Sampson: [*interrupting her hastily*]: No, no! [*A pause*] I've come from the electrical works-

Mrs. White: Why, you might have come with him. [*Mr. White sees something is wrong, tenderly puts his hand on her arm.*]

Sampson: No - no - I've come - alone.

Mrs. White: [*with a little anxiety*]: Is anything the matter?

Sampson: I was asked to call-

Mrs. White: [*abruptly*]: Herbert! Has anything happened? Is he hurt? Is he hurt?

Mr. White: [*soothing her*]: There, there, Mother. Don't you jump to conclusion. Let the gentleman speak. You've not brought bad news, I'm sure, sir.

Sampson: I'm - sorry-

Mrs. White: Is he hurt? [*Sampson bows.*]

Mrs. White: Badly?

Sampson: Very badly.

Mrs. White: [*with a cry*]: John - ! [*She instinctively moves towards Mr. White.*]

Mr. White: Is he in pain?

Sampson: He is not in pain.

Mrs. White: Oh, thank God! Thank God for that! Thank - [*She looks in a startled fashion at Mr. White - realizes what Sampson means, catches his arm and tries to turn him towards her.*] Do you mean - ?

[*Sampson avoids her look; she gropes for her husband; he takes her two hands in his, and gently lets her sink into the armchair above the fireplace, then he stands on her right, between her and Sampson.*]

Mr. White: [*hoarsely*]: Go on, sir.

Sampson: He was telling his mates a story. Something that had happened here last night. He was laughing, and wasn't noticing and - and - [*hushed*] the machinery caught him-

[*A little cry from Mrs. White, her face shows her horror and agony.*]

Mr. White: [*vague, holding Mrs. White's hand*]: The machinery caught him - yes - and him the only child - it's hard, sir - very hard-

Sampson: [*subdued*]: The Company wished me to convey their sincere sympathy with you in your great loss-

Sampson: I was to say further - [*as if apologizing*] I am only their servant - I am only obeying orders-

Mr. White: Our - great - loss -

Sampson: [*laying an envelope on the table and edging towards the door*]: I was to say, the Company disclaim all responsibility, but, in consideration of your son's services, they wish to present you with a certain sum as compensation.

Mr. White: Our - great - loss - [*Suddenly, with horror*] How - how much?

Sampson: [*in the doorway*]. Two hundred pounds. [*Exit.*]

[*Mrs. White gives a cry. The old man takes no heed of her, smiles, faintly, puts out his hands like a sightless man, and drops, a senseless heap, to the floor. Mrs. White stares at him blankly and her hands go out helplessly towards him.*]

TABLEAU CURTAIN

I. Answer the following questions briefly:

- '... I was asleep and not asleep, ...' what state of mind of the speaker is indicated here? What / who is responsible for this state?
- Why do you think Sampson was not able to decide about entering White's house?
- Has Sampson brought good news to the White couple?
- What did the company wish Sampson to convey to Herbert's parents?
- '... he is not in pain'. What does Sampson mean by saying so?

II. Answer in about 150 words.

- The night following sergeant Morris' visit was restless for Mrs. and Mr. White as much as the next morning was full of expectations. What has the White couple been expecting? Did their expectations come true? Explain.
- "Our-great-loss-". What is the loss? How has it been caused? What would they do to make up the loss?
- Morris had said that the wish would be fulfilled so naturally that one might take it for a coincidence. How was Mr. White's wish for £200 granted?

SCENE-III

Night. On the table a candle is flickering at its last gasp. The room looks neglected. Mr. White is dozing fitfully in the armchair, Mrs. White is in the window peering through the blinds towards L.

[*Mr. White starts, wakes, looks around him.*]

Mr. White: [*fretfully*]: Jenny - Jenny.

Mrs. White: [*in the window*]: Yes.

Mr. White: Where are you?

Mrs. White: At the window.

Mr. White: What are you doing?

Mrs. White: Looking up the road.

Mr. White: [*falling back*]: What' the use, Jenny? What's the use?

Mrs. White: That's where the cemetery is; that's where we've laid him.

Mr. White: Ay - ay - a week today - what o'clock is it?

Mrs. White: I don't know.

Mr. White: We don't take much account of time now, Jenny, do we?

Mrs. White: Why should we? He'll never come home again. There's nothing to think about-

Mr. White: Or to talk about. [*A pause*] Come away from the window; you'll get cold.

Mrs. White: It's colder where he is.

Mr. White: Ay - gone for ever-

Mrs. White: And taken all our hopes with him-

Mr. White: And all our wishes-

Mrs. White: Ay, and all our - [*With a sudden cry*] John!

[*She comes quickly to him; he rises.*]

Mr. White: Jenny! For God's sake! What's the matter?

Mrs. White: [*with dreadful eagerness*]; The paw! The monkey's paw!

Mr. White [*bewildered*]: Where? Where is it? What's wrong with it?

Mrs. White: I want it! you haven't done away with it?

Mr. White: I haven't seen it - since - why?

Mrs. White: I want it! Find it! Find it!

Mr. White: [*groping on the matelpiece*]: Here! Here it is! What do you want of it?

[*He leaves it there.*]

Mrs. White: Why didn't I think of it? Why didn't you think of it?

Mr. White: Think of what?

Mrs. White: The other two wishes!

Mr. White: [*with horror*]: What?

Mrs. White: We've only had one.

Mr. White: [*tragically*]: Wasn't that enough?

Mrs. White: No! We'll have one more. [*Mr. White crosses to R.C. Mrs. White takes the paw and follows him.*] Take it. Take it quickly. And wish-

Mr. White: [*avoiding the paw*]: Wish what?

Mrs. White: Oh, John! John! Wish our boy alive again!

Mr. White: Good God! Are you mad!

Mrs. White: Take it. Take it and wish. [*With a paroxysm of grief*] Oh, my boy! My boy!

Ms. White: Get to bed. Get to sleep. You don't know what you're saying.

Mrs. White: We had the first wish granted - why not the second?

Mr. White: [*hushed*]: He's been dead ten days, and - Jenny! Jenny! I only knew him by his clothing - you were not allowed to see him then - how could you bear to see him now?

Mrs. White: I don't care. Bring him back.

Mrs. White: [*shrinking from the paw*]: I daren't touch it!

Mrs. White: [*thrusting it in his hand*]: Here! Here! Wish!

Mr. White: [*trembling*]: Jenny!

Mrs. White: [*fiercely*]: Wish. [*She goes on frantically whispering 'Wish'.*]

Mr. White: [*shuddering, but overcome by her insistence*]: - I - wish - my - son - alive again.

[*He drops it with a cry. The candle goes out. There is utter darkness. He sinks into a chair. Mrs. White hurries to the window and draws the blind back. She stands in the moonlight. A pause.*]

Mrs. White: [*drearly*]: Nothing.

Mr. White: Thank God! Thank God!

Mrs. White: Nothing at all. Along the whole length of the road not a living thing. [*She closes the blind.*] And nothing, nothing, nothing left in our lives. John.

Mr. White: Except each other, Jenny - and memories.

Mrs. White: [*coming back slowly to the fireplace*]: We're too old. We were only alive in him. We can't begin again. We can't feel anything now, John, but emptiness and darkness.

[*She sinks into armchair*]

Mr. White: 'Isn't for long, Jenny, There's that to look forward to.

Mrs. White: Every minute's long, now.

Mr. White: [*rising*]: I can't bear the darkness!

Mrs. White: It's dreary - dreary.

Mr. White: [*crosses to the dresser*]: Where's the candle?

[*Finds it and brings it to the table.*] And the matches? Where are the matches? We mustn't sit in the dark. 'Tisn't wholesome. [*He lights a match; the other candle-stick is close to him.*] There, [*Turning with the lighted match towards Mrs. White, who is rocking and moaning*] Don't take on so, Mother.

Mrs. White: I'm a mother no longer.

Mr. White: [*lights candle*]: There now; there now. Go on up to bed. Go on, now - I'm a coming.

Mrs. White: Whether I'm here or in bed, or wherever I am, I'm with my boy, I'm with-

[*A low single knock at the street door.*]

Mrs. White: [*starting*]: What's that!

Mr. White: [*mastering his horror*]: Arat. The house is full of'em.

[*There is a louder single knock; she starts up. He catches her by the arm.*]

Stop! What are going to do?

Mrs. White: [*wildly*]: It's my boy! It's Herbert! I forgot it was a mile away! What are you holding me for? I must open the door!

[The knocking continues in single knocks at irregular intervals, constantly growing louder and more insistent.]

Mr. White: *[Still holding her]:* For God's sake!

Mrs. White: *[struggling]:* Let me go!

Mr. White: Don't open the door! *[He drags her towards L. front.]*

Mrs. White: Let me go!

Mr. White: Think what you might see!

Mrs. White: *[struggling fiercely]:* Do you think I fear the child I bore! Let me go! *[She wrenches herself loose and rushes to the door which she tears open.]* I'm coming, Herbert! I'm coming!

Mr. White: *[cowering in the extreme corner, left front]:* Don't 'ee do it! Don't 'ee do it!

[Mrs. White is at work on the outer door, where the knocking still continues. She slips the chain, slips the lower bolt and unlocks the door.]

Mr. White: *[suddenly]:* The paw! Where's the monkey's paw?

[He gets on his knees and feels along the floor for it.]

Mrs. White: *[tugging at the top bolt]:* John! The top bolt's stuck. I can't move it. Come and help. Quick!

Mr. White: *[wildly groping]:* The paw! There's a wish left.

[The knocking is now loud, and in groups of increasing length between the speeches.]

Mrs. White: D'ye hear him? John! Your child's knocking!

Mr. White: Where is it? Where did it fall?

Mrs. White: *[tugging desperately at the bolt]:* John! The top bolt's stuck. I can't move it. Come and help. Quick!

Mr. White: *[wildly grouping]:* The paw! There's a wish left.

[The knocking is now loud, and in groups of increasing length between the speeches.]

Mrs. White: D'ye hear him? John! Your child's knocking!

Mr. White: Where is it? Where did it fall?

Mrs. White: *[tugging desperately at the bolt]:* Help! Help! Will you keep your child from his home?

Mr. White: Where did it fall? I can't find it - I can't find-

[The knocking is now tempestuous, and there are blows upon the door as of a body beating against it.]

Mrs. White: Herbert! Herbert! My Boy! Wait! Your mother's opening to you! Ah! It's moving!

Mr. White: God forbid! *[He finds the paw.]* Ah!

Mrs. White: *[slipping the bolt]:* Herbert!

Mr. White: *[has raised himself to his knees; he holds the paw high]:* I wish him dead. *[The knocking stops abruptly]* I wish him dead and at peace!

Mrs. White: *[flinging the door open simultaneously]:* Herbert - *[There is a flood of moonlight, but only emptiness. The old man sways in prayer on his knees. The old woman lies half swooning, wailing against the door-post.]*

William Wymark Jacobs (1863-1943), writer of short stories and one-act plays, was born in London. He grew up near the docks on the river Thames. At sixteen he became a clerk in the post office, and turned to writing as a hobby. Much of his work was written for periodicals. A gentle and distinctive humour pervades his writing. Realism and a sympathetic rendering of the working-class marks his work. Among his works are: *The Lady of the Barge and Other Stories*, *Many Cargoes*, *Salt Haven*, and *Snug Harbour*.



I. Understanding the play:

1. Answer the following questions briefly.

- a) Why is it colder where Herbert is?
- b) Where is Mrs. White looking for the monkey's paw?
- c) What according to Mr. White, could have made the first knock on the door?
- d) Why can Mrs. White not open the door?
- e) What is Mr. White's third wish?

2. Read the lines given below and answer the questions that follow.

- a) Mrs. W: Why didn't I think it? Why didn't you think of it?

Mr. W: Think of what?

Mrs. W: The other two wishes.

- i) What makes Mrs. White think about 'the other two wishes'?
 - ii) Do they use the two wishes? What was the consequence of their decision?
- b) 'Nothing at all. Along the whole length of the road not a living thing...'
- i) Who says these words?
 - ii) What/Who are they waiting for? Why?
- c) '...I wish him dead'.
- i) Who is 'I'? Whom does 'him' refer to?
 - ii) Why does the speaker make such a wish?

II. Speaking Skills:

- a) 'Should the sergeant have handed over the paw to someone?' Work in groups of five. Two members should support the argument and the other two should speak against it. The fifth member is the chairperson. The chairperson should report the observations and comments by the group to the class at the end of fifteen minutes.
- b) **Mobility** is one of the most important characteristics of a play. The 'Monkey's Paw' amply depicts this feature. Quoting examples from the play, explain movement of the story, characters, scene and locations.

III. Writing Skills:

- a) How does the monkey's paw ruin the White family?
- b) What apprehensions might Sergeant Morris have had in handing over the paw to anyone else? What was the basis of his apprehension?
- c) Read the following extracts from the play carefully and draw your inferences about the kind of person Herbert is.

Sergeant: You wouldn't believe me if I was to tell you.

Herbert: I will, every word

I'll play slow music

I shall be with you about nine. Don't wait through

Herbert! hates us to wait

I say, keep it if you want to, stuff and nonsense, anywhere

You'll find the cash tied up in the middle of the bed

- d) Attempt a character sketch of each of the following, in about 150 words. Quote from the play to support your answer.
 - i) Mrs. White
 - ii) Mr. White

Sample Questions

PROSE

Unit -1: WHAT'S YOUR DREAM?

1. Answer the following in about 40-50 words.
 - a) According to the beggar, how can one sustain a dream?
 - b) What do the 'pearls of wisdom' refer to in the story 'What's your Dream'? Do you think the narrator benefited by them?
 - c) How did the boy's meeting with the beggar help realise his dream?
 - d) How does the beggar define a dream? What was the boy's dream? What was the beggar's final advice to the boy in achieving it?
2. Answer the following in about 100 words.
 - a) 'An individual's avarice and ambition bring about his or her ruin'. Bring out the truth of this statement in the light of the story 'What's your Dream'?
 - b) What are the beggar's practical tips to achieve one's goal?

Unit -2: A DEVOTED SON

1. Answer the following in about 40-50 words.
 - a) The villagers felt that all Indian boys went abroad to marry an 'American girl'. How was Rakesh an exception?
 - b) Rakesh is being described as 'pearl amongst pearls'. Why is he described so?
2. Answer the following in about 100 words.
 - a) The Varmaji household wore a festive look when Rakesh topped the country. How did the villagers participate in this?
 - b) 'Old Varma nodded with `melancholy triumph'. Why did he become melancholic?
 - c) For a first - generation learner, Rakesh's success was meteoric. Elucidate.

Unit - 3: THE HUM OF INSECTS

1. Answer the following in about 40-50 words.
 - a) How is the hum of insects a pleasure to reminiscence?
 - b) What is the Noah's Ark? How can this world be turned into one, according to Robert Lynd?
 - c) Why is the hum of insects enchanting to humanity?

d) Why can't grown ups continue to submit themselves to the illusion in the garden?

2. Answer the following in about 100 words.

- a) The essay, 'The Hum of Insects' journeys from a lighthearted mood to a serious note. Explain how.
- b) Humanity has lost the capacity to enjoy the simple pleasures by life. Based on your understanding of the essay 'The Hum of Insects', suggest some ways in which one can recover this pleasure.
- c) How does Lynd change the a person's revulsion and fear towards insects?

Unit - 4: THE JUDGEMENT OF PARIS

1. Answer the following in about 50 words.

- a) Why did Robichon not suspect that the Marquis was not Quinquart in reality?
- b) What effect did Robichon's speech have on the audience?
- c) How did Robichon help himself by agreeing to help the Executioner?
- d) How did Quinquart prove himself worthy of Suzanne's hand?
- e) Why did Robichon and Quinquart decide they must distinguish themselves in a solemn role? What was the draw back of the plan?

2. Answer the following in about 100 words.

- a) 'Quinquart's duping of Robichon was more dramatic than Robichon's duping an audience'. Justify with reference to 'The Judgement of Paris'.
- b) Quinquart's performance was exemplary and therefore deserved to be awarded the palm without dissent. Justify with reference the events in the story , 'The Judgement of Paris'.
- c) How did Quinquart prove that he was the more versatile actor than Robichon?

Unit - 5: ON EDUCATION

1. Answer in about 50 words

- a) Why does Einstein highlight the importance of 'schools' in our contemporary society?
- b) What are Einstein's views on education based on ?
- c) The teacher plays a significant in shaping young minds. How ?

2. Answer in about 100 words

- a) What are the psychological forces that schools should strive to strengthen in young learners?
- b) "Education is that which remains if one has forgotten he learned in school". Based on your understanding of the statement, write a paragraph highlighting Einstein's views on the real purpose of education.
- c) How does Einstein strike a balance between individual development and development of society?

Unit - 6: I CAN PLAY SCHOOLS

1. Answer the following in about 50 words.
 - a) Write a pen-portrait of Anne, Marian's mother.
 - b) How did Freda's persistence help Anne get rid of her foolish longing?
 - c) To whom was Anne writing a letter? What thoughts were in her mind then?
2. Answer the following in about 100 words.
 - a) Bring out the significance of the title "I can Play Schools'.
 - b) Marian rapidly 'spoke on her fingers' asking her mother if she would rather have Freda than herself. How poignant is her question?

Unit - 7: THE LAST LETTER

1. Answer in about 40-50 words.
 - a) Why does Nehru call himself a 'dabbler'?
 - b) How should one view the past ?
 - c) What can we infer from the innumerable pictures from the gallery of history ?
2. Answer in about 100 words.
 - a) "To live in a world of thought and imagination is no sign of courage." Justify the statement.
 - b) We have a choice of living in the valleys or of climbing high mountains. Which according to Nehru, is the better option? Why?

POETRY**Unit - 1: a. The Darkling Thrush****1: b. Hope is the Thing**

1. Read the extracts given below and answer briefly the questions that follow
 - a) 'And Winter's dregs made desolate
The weakening eye of day'
 1. What is the season referred to here?
 2. Explain 'Winter's dregs'
 3. What does the poet mean by 'weakening eye of day'?
 4. Identify the poet's tone .
 - b) 'The land's sharp features seemed to be
The Century's corpse outleant,'
 1. How is the land described?

2. What is the poet speaking about?
3. Explain the following
 - a) 'century's corpse'
 - b) outleant
- c) "Hope" is the thing with feathers-
That perches in the soul"
 1. How does the poet describe 'hope'?
 2. Where is it perched?
 3. Explain the figure of speech .
- d) 'I've heard it in the chilliest land-
And on the strangest Sea'
 1. Name the poem and the poet.
 2. How does the bird brave hardships?
 3. Pick out the definite words of contrast in the lines given

2. Answer the questions in about 80 - 100 words

- a) Hardy blends the bleakness of the dying year with the thrush's song. Explain how he has achieved this in his poem.
- b) 'All of a sudden, it *heard* a voice coming from above.' How does Hardy bring about a change of tone in the poem here ?
- c) Why does Dickinson use a bird imagery to describe hope?
- d) Compare and contrast the attitude of the poets in the poems, 'Hope' and 'The Darkling Thrush'.

Unit - 2: Survivors

1. Answer the following in about 80 words.

- a) What does the poem highlight?
- b) What is the irony that Sassoon conveys through the poem?
- c) How does the poem expose the grim reality of a survivor's life?
- d) How does war affect the mental state of the survivors?
- e) 'War has nothing positive to it'. Comment with reference to the poem 'Survivors'.
- f) How does Sassoon refute the callous statement of non - combatants that they 'are longing to go out again'?
- g) According to Sassoon, war can make men 'broken and mad'. Give reasons.

2. Read the following extracts and answer the questions given below.

- a) 'They`ll soon forget their haunted nights; their cowed
Subjection to the ghosts of friends who died,

Their dreams that drip with murder; and they'll be proud
Of glorious war that shatter'd all their pride ...'

- i. Who does 'their' refer to?
 - ii. Explain 'cowed subjection to the ghosts of friends'.
 - iii. What does this compel them to do?
 - iv. Who do they subject meekly to? Why?
 - v. How has war shattered all their pride?
- b) 'Their dreams that drip with murder; and they'll be proud
Of glorious war that shatter'd all their pride ...
Men who went out to battle, grim and glad;
Children, with eyes that hate you, broken and mad.'
- i. Bring out the paradox in the above lines.
 - ii. Who do 'men' and 'children' refer to? Explain
 - iii. What do they dream of?
 - iv. What will they soon forget?

Unit - 3: At a Potato Digging

1. Read the extracts given below and answer briefly the questions that follow

- a) 'A mechanical digger wrecks the drill,
Spins up a dark shower of roots and mould.
Labourers swarm in behind, stoop to fill
Wicker creels.'
1. Name the poem and the poet
 2. Describe the scene portrayed ?
 3. How are humans presented here ?Why?
 4. Pick out two expressions that best describe human existence.
- b) 'Like crows attacking crow-black fields, they stretch
A higgledy line from hedge to headland'
1. Identify and explain the figure of speech.
 2. How does the poet depict the potato gatherers in these lines?
 3. What does the poet suggest by the expression 'higgledy line' ?
 4. Mention the tone and the image conjured by the poet.

- c) '... these knobbed and slit-eyed tubers seem
the petrified hearts of drills'
1. What does the poet refer to here?
 2. Explain "petrified hearts of drills"
 3. Why does the poet use the word 'petrified'?
 4. Mention the change in focus from stanza one to two.
- d) 'Mouths tightened in, eyes died hard,
faces chilled to a plucked bird.
In a million wicker huts
beaks of famine snipped at guts.'
1. What does the poet depict in line one?
 2. What does the image of 'a plucked bird' suggest?
 3. Explain the bird imagery used here.
 4. How does the poet intensify the vision of starvation?

2 Answer the following questions in 80 - 100 words

- a) Seamus Heaney in 'At a Potato Digging', depicts two different potato harvests. Explain.
- b) There is a vivid image of the power of the machine over land. Justify
- c) How does the poet suggest 'life-long' hunger and misery in the last few lines of the poem?
- d) Heaney describes the false hope of a sound new potato which rots and dies in the pit. Explain.

Unit - 4: Curtain

1. Answer the following in about 80 words.

- a) What kind of separation takes place in the poem 'Curtain'?
- b) How does 'two worlds' focus on the theme of the poem?
- c) How does the poet depict the benumbed state of the speaker after his/her separation from his/her beloved?
- d) Why does Spalding refer to 'Hamlet' and 'Soliloquies'?
Why does the poet use the word 'two' repeatedly?

2. Read the following and answer the questions given below.

- a) 'Incredulously the laced fingers loosen'
Slowly, sensation by sensation, from their warm interchange,
And stiffen like frosted flowers in the November garden'

 1. Name the poem and poet.

2. What is the theme of the poem?
 3. Whose fingers are referred to in the extract?
 4. With reference to the theme of the poem, what do the following expressions convey?
 - i) laced fingers loosen
 - ii) frosted flowers in the November garden.
 5. Why has the poet used the word 'incredulously'?
3. 'Goodbye.
- There is no touch now. The wave has broken
That for a moment charged the desolate sea.
There is a word, or two, left to be spoken'
Yet who would hear it? When so swiftly distance
Out measures time, engulfs identity?'
- a) Pick out a word which describes the theme?
 - b) Explain the line 'The wave ... desolate sea.
 - c) How has 'distance out measured time' for the two separated individuals?
 - d)
 - i) What is the identity referred to here?
 - ii) How has it changed?

Unit - 5: Ode: To Autumn

1. Read the extracts and answer the questions that follow:
 - a) 'Close bosom friend of the maturing sun.
Conspiring with him how to load and bless ...'
 1. Who are the two friends referred to here?
 2. Pick out the phrase that describes their closeness.
 3. Give the meaning of 'conspiring'. What do the 'conspirators' do?
 - b) 'Until they think warm days will never cease,
For summer has o'er-brimmed their clammy cells '
 1. Who does 'they' refer to?
 2. What do they think? Why?
 3. What meaning do the use of words like 'over brimmed' and 'clammy convey'?
 4. What is the impact of the given lines?
 - c) 'Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind;'

1. Who is being referred to as 'thee'?
 2. Where is she seated?
 3. How is she described?
 4. Identify the figure of speech in line 2.
- d) 'Where are the songs of Spring? Ay, where are they?
Think not of them, thou hast thy music too,-'
1. What does the poet wonder?
 2. Does he get an answer? If so what?
 3. What does the poet mean by 'thy music too'?
 4. How does he describe that music?
2. Answer the following in 80 words each.
- a) Describe in a paragraph 'the songs of spring'
 - b) What are the images evolved towards the end of the poem? Elaborate.
 - c) How does Keats in his description of autumn, build up an imagery of abundance, sometimes leading to satiety?
 - d) What wistful question does the poet ask in the poem? How does he describe, through various visual and sound images, the end of the season and the onset of winter?
 - e) How does the poet depict Autumn as a season of optimism with an underlying sadness?
 - f) What are the various static positions that Autumn could be found in?
 - g) What are the sounds of Autumn?
 - h) How does Keats blend happiness and sorrow to bring out the true essence of autumn in the poem 'Ode: To Autumn'?

Unit - 6: Hamlet's Dilemma

1. Read the extracts and answer the questions that follow:
- a) 'The heart ache and the thousand natural shocks
That flesh is heir to'
 1. What are the 'natural shocks'?
 2. What does 'flesh is heir' to mean?
 3. Is 'sleep' the best way to handle these shocks? Why/Why not?
 - b) "And enterprises of great pitch and moment with this regard their currents turn awry"
 1. Give the meanings of *pitch and awry*
 2. What weakens a person's action ?
 3. Is conscience a saviour or a malefactor? Explain

2. Answer in about 80 words

- a) What was Hamlet's dilemma?
- b) According to Hamlet what are the situations that force an individual to think of death as possible solution?
- c) According to the soliloquy, does anyone know of life after death?
- d) However resolute one may be what enfeebles one's resolution?

Unit - 7: A Walk by Moonlight

Answer the following in about 80 words each.

1. Describe the stages of awakening of the senses in the poem by Derozio.
2. What is life's meaning in everything that the poet found?
3. In your own words, narrate the incident which made his "heart so very light" and thought "it could have flown".
4. Derozio describes the night even as he personifies the moon. Explain the poetic device used here.

Read the extracts and answer the questions that follow.

1. 'There was a dance among the leaves

Rejoicing at her power,
Who robes for them of silver weaves
Within one mystic hour.'

- a. Who is the narrator here?
 - b. Whose power were the leaves responding to?
 - c. Explain the poetic device used in the phrase 'silver weaves'. How effective is it in this context?
 - d. Why is the hour 'mystical'?
2. 'When, like a thing that is not ours.

This earthliness goes by,
And we behold the spiritualness
Of all that cannot die.'

- a. Why do earthy things seem to pass one by?
- b. Why does the poet feel that nothing on earth belongs to us?
- c. What is his observation about being spiritual?
- d. Bring out the paradox in the given extract

DRAMA

Unit - 1: Remember Caesar

1. Read the following dialogues and answer the questions that follow.
 - a) "It is a death warrant. Do you know what day this is?"
 - 1) What is the cause of Lord Weston's anxiety?
 - 2) What does the 'death warrant' convey?
 - 3) Identify two aspects of 'coincidence' in the situation above.
 - b) "That was your new velvet cloak
I did try to tell you."
 - 1) What had Lady Weston tried to convey to Weston?
 - 2) Why did she find in her attempt?
 - 3) How does the velvet cloak heighten element of suspense in the role?

2. Answer in about 80 - 100 words.

- a) What precautions does Lord Weston take to protect himself from assassination?
- b) Why does Lady Weston make a mockery of her husband's fears?

Unit - 2: The Monkey's Paw

1. Read the dialogues from the play and answer the questions that follow:

- a) 'Herbert: I don't see the money; and I bet I never shall.'
 1. What money is Herbert referring to?
 2. In what context does it make the above comment. What was his mood?
 3. What was ironical about the statement?
- b) 'Mr. White: Ay, I had a bad night
Mrs. White: It was the storm I expect.' Was Mr. White's sleep disturbed because of the storm?
Give reasons for your answer.
- c) 'It's thick, John - and - and it's got something crisp inside'.
 - i) What is the reason for the excitement of the White couple?
 - ii) How did their excitement take a tragic turn later?
 - iii) Who / what do you think was responsible for the tragedy? Justify your answer.

2. Answer in about 80 - 100 words.

- a) Compare the circumstances under which Mr. White made the first and last wish.
- b) Why did Sergeant Morris warn the Whites about the paw? How did his fears come true?
- c) How is the play a reflection of human greed?

- d) Who made the third wish? What was it?
- e) Describe the circumstances that led to the making of the third wish?
- f) Does Herbert believe in the powers of the Monkey's Paw? Does it have any effect on him? Give reasons for your answer.
- g) Describe the change in Mr. White's attitude from the time he received the paw till he made the last wish.
- h) Was it fate or greed that was responsible for the tragedy in the White family. Justify with suitable instances from the play.
- i) Were all Mr. Whites's three wishes fulfilled as if they were co-incidences? Justify.



KNOW - AS YOU GROW



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Competency Focused Practice Questions

English (Volume 2) | Grade 12



Co-created by
CBSE Centre for Excellence in Assessment
and
Educational Initiatives

PREFACE

Assessments are an important tool that help gauge learning. They provide valuable feedback about the effectiveness of instructional methods; about what students have actually understood and also provide actionable insights. The National Education Policy, 2020 has outlined the importance of competency-based assessments in classrooms as a means to reform curriculum and pedagogical methodologies. The policy emphasizes on the development of higher order skills such as analysis, critical thinking and problem solving through classroom instructions and aligned assessments.

Central Board of Secondary Education (CBSE) has been collaborating with Educational Initiatives (Ei) in the area of assessment. Through resources like the [Essential Concepts document](#) and [A-Question-A-Day \(AQAD\)](#), high quality questions and concepts critical to learning have been shared with schools and teachers.

Continuing with the vision to ensure that every student is learning with understanding, Question Booklets have been created for subjects for Grade 10th and 12th. These booklets contain competency-based items, designed specifically to test conceptual understanding and application of concepts.

Process of creating competency-based items

All items in these booklets are aligned to the NCERT curriculum and have been created keeping in mind the learning outcomes that are important for students to understand and master. Items are a mix of Free Response Questions (FRQs) and Multiple-Choice Questions (MCQs). In case of MCQs, the options (correct answer and distractors) are specifically created to test for understanding and capturing specific errors/misconceptions that students may harbour. Each incorrect option can thereby inform teachers on specific gaps that may exist in student learning. In case of subjective questions, each question also has a detailed scoring rubric to guide evaluation of students' responses.

Each item has been reviewed by experts, to check for appropriateness of the item, validity of the item, conceptual correctness, language accuracy and other nuances.

How can these item booklets be used?

There are 279 questions in this booklet.

The purpose of these item booklets is to provide samples of high-quality competency-based items to teachers. The items can be used to–

- get an understanding of what good competency-based questions could look like
- give exposure to students to competency-based items
- assist in classroom teaching and learning
- get inspiration to create more such competency-based items

Students can also use this document to understand different kinds of questions and practice specific concepts and competencies. There will be further additions in the future to provide competency focused questions on all chapters.

The item booklets are aligned with the 2022-23 curriculum. However, a few questions from topic which got rationalized in 2023-24 syllabus are also there in the booklet which may be used as a reference for teachers and students.

Please write back to us to give your feedback.

Team CBSE

CONTENTS

1.	Chapter: Magazine Article (Writing)	1
	Answer Key & Marking Scheme	8
2.	Chapter: Notice (Writing)	22
	Answer Key & Marking Scheme	24
3.	Chapter: Analytical Paragraph (Writing)	33
	Answer Key & Marking Scheme	34
4.	Chapter: Speech (Writing)	35
	Answer Key & Marking Scheme	36
5.	Chapter: Poster (Writing)	37
	Answer Key & Marking Scheme	38
6.	Chapter: Formal Invitation (Writing)	40
	Answer Key & Marking Scheme	43
7.	Chapter: Debate (Writing)	53
	Answer Key & Marking Scheme	54
8.	Chapter: Advertisement (Writing)	55
	Answer Key & Marking Scheme	56
9.	Chapter: Formal Letter (Writing)	60
	Answer Key & Marking Scheme	70
10.	Chapter: Informal Letter (Writing)	89
	Answer Key & Marking Scheme	91
11.	Chapter: Formal Report (Writing)	92
	Answer Key & Marking Scheme	98
12.	Chapter: Reading comprehension	111
	Answer Key & Marking Scheme	143
13.	Chapter: Informal Invitation (Writing)	164
	Answer Key & Marking Scheme	166
14.	Chapter: The Interview	173
	Answer Key & Marking Scheme	175
15.	Chapter: Going Places	178
	Answer Key & Marking Scheme	180
16.	Chapter: The Tiger King	182
	Answer Key & Marking Scheme	184

17.	Chapter: The Third Level.....	186
	Answer Key & Marking Scheme	188
18.	Chapter: A Roadside Stand	190
	Answer Key & Marking Scheme	191
19.	Chapter: Journey to the End of the Earth.....	192
	Answer Key & Marking Scheme	193
20.	Chapter: Lost Spring.....	194
	Answer Key & Marking Scheme	196
21.	Chapter: The Last Lesson	198
	Answer Key & Marking Scheme	199
22.	Chapter: A Thing of Beauty.....	200
	Answer Key & Marking Scheme	201
23.	Chapter: Memories of Childhood	202
	Answer Key & Marking Scheme	203
24.	Chapter: Deep Water.....	205
	Answer Key & Marking Scheme	206
25.	Chapter: Keeping Quiet	208
	Answer Key & Marking Scheme	209
26.	Chapter: Reading comprehension	210
	Answer Key & Marking Scheme	214
27.	Chapter: Rattrap	217
	Answer Key & Marking Scheme	218
28.	Chapter: Indigo	221
	Answer Key & Marking Scheme	222
29.	Chapter: Poets and Pancakes.....	223
	Answer Key & Marking Scheme	224
30.	Chapter: On the face of It.....	226
	Answer Key & Marking Scheme	228
31.	Chapter: Memories of Childhood	234
	Answer Key & Marking Scheme	235

1. Chapter: Magazine Article (Writing)

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.1	<p>You are Arijeet/ Adrita. The COVID-19 pandemic has resulted in a temporary travel ban on international travel. Write an article in 120–150 words for the magazine <i>Voyage</i>, evaluating the impact of such a ban on the tourism industry of a developing nation like India. You may use the cues given below along with your own ideas.</p> <ul style="list-style-type: none"> • Effect on the economy • Effect on revenue generation • Effect on small-scale industries • Effect on the unemployment rate 	5
Q.2	<p>Video game addiction is defined as the uncontrolled use of video games in a way that causes problems in other areas of a person's life. Video game addiction is similar to other addictions in terms of the emotional, physical and mental effects it has on people.</p> <p>Write an article in 120–150 words for the magazine <i>New Generation</i> on video game addiction. You may use the cues given below along with your own ideas.</p> <ul style="list-style-type: none"> ◆ common signs of video game addiction ◆ probable causes of video game addiction ◆ negative effects of excessive video gaming ◆ ways to prevent video game addiction 	5
Q.3	<p>Body shaming refers to the act of making inappropriate and negative comments about another person's body shape or size. Body shaming is much more prevalent than we realise and can have adverse effects on a person's self-confidence and growth.</p> <p>Write an article in 120–150 words on the topic 'Stop Body Shaming' to be published in a leading magazine. You may use the cues given below along with your own ideas.</p> <ul style="list-style-type: none"> ◆ What is body shaming? (explain in your own words) 	5

	<ul style="list-style-type: none"> ◆ adverse effects of body shaming on young people ◆ the need to develop empathy and respect for others ◆ ways to deal with body shaming 	
Q.4	<p>You are Aman/Ananya. 'Equal Pay for Equal Play' is the new slogan in the sports sector after BCCI's (Board of Control for Cricket in India) recent historic announcement of removing pay disparity between the men's and women's cricket teams. Write an article in 120–150 words for the <i>New India</i> magazine, evaluating the impact of such an announcement for the nation. You may use the cues given below along with your own ideas.</p> <ul style="list-style-type: none"> • Impact on cricket • Impact on other sports • Impact on society • Impact on the female gender 	5
Q.5	<p>Animals rights organisations have often condemned the use of animals on movie sets. According to media reports, there have been instances of animals being injured or killed as a result of exhaustion or worm infestation while on set. In about 120–150 words, draft an article for the opinion column of a national newspaper on the theme of animal mistreatment and how the cinema industry can address the issue with concrete solutions.</p>	5
Q.6	<p>A recent survey by a website shows that about 55% of Indian adults sleep less than 6 hours every day. This is a worrying statistic as the scientifically recommended amount of sleep is 8–10 hours. The study notes that there is a direct relationship between sleep and mental health wherein both impact each other. As a columnist for a national daily, draft an article in 120–150 words on the importance of adequate sleep and the possible causes of poor sleep. You can use the following cues:</p> <ul style="list-style-type: none"> ◆ Sleep clears toxins, improves memory, regulates hormones ◆ Sleep maintains and builds immunity ◆ Poor sleep can be a result of stress and anxiety ◆ Eating unhealthy food or drinking caffeine can also affect sleep 	5
Q.7	<p>In March 2023, Goa witnessed raging forest fires. Being atypical for the coastal town, this occurrence brings attention to the real effects of climate change in</p>	5

	<p>India. In about 120–150 words, draft an article on climate change and its disastrous effects. You can use the following cues to build on your article.</p> <ul style="list-style-type: none"> ◆ Forest fires raged for more than six days and affected 418 hectares of forest land — equivalent to almost 17 cricket stadiums. ◆ The Western Ghats are home to more than 5,000 plants and around 630 species of animals. ◆ A lot of resources are needed to put out such fires. ◆ Globally, temperatures have increased and timelines for seasons have changed, like early onset of rains or delayed winters. 	
Q.8	<p>During the pandemic, a lot of misinformation regarding the prevention and cure of COVID-19 surfaced globally. Many people believed the misinformation without checking legitimate sources like the World Health Organisation (WHO).</p> <p>As a columnist for an online magazine, draft an article in 120–150 words discussing the nature of misinformation during the pandemic and the ways that it spread. Conclude the article by suggesting simple ways to identify and avoid misinformation as a consumer of information. You can use the following cues for the article.</p> <ul style="list-style-type: none"> ◆ Misinformation refers to any information which is scientifically inaccurate. ◆ Examples of misinformation include: inhaling camphor cures COVID-19, vaccines cause autism in children, face masks cause carbon-dioxide toxicity. ◆ Information on medical conditions is legitimate if medical experts and recognised organisations publish it. 	5
Q.9	<p>With advent of the internet, our attention span has reduced considerably. According to some studies, the average attention span has reduced from 12 seconds to 8 seconds, which is lower than a goldfish's attention span of 9 seconds. Some researchers believe that this is a natural evolution of the human brain to live in the information-technology age.</p> <p>Draft an article in 120–150 words for the opinion section of an e-magazine exploring the change in attention span and its effects, and noting suggestions for cultivating a more focused mind. You can use the following cues to build on your article.</p> <ul style="list-style-type: none"> ◆ We deal with multiple sources of information nowadays (virtual conversations/face-to-face interactions/social media posts/books and newspapers) 	5

	<ul style="list-style-type: none"> ◆ We are distracted easily (smartphones/laptops/tv accessible at almost all times) ◆ Meditation (focused breathing exercises) for at least 10 minutes daily significantly improves memory and focus. ◆ Reducing screen time also helps (and can be used consciously during our break times) 	
Q.10	<p>You are Zara/Glenn, a student interested in film studies. A recent discussion on people boycotting certain movies, because the actors of these films have acted in problematic ways, led you to think how boycotting films may cause more harm than good.</p> <p>Write an article in 120–150 words for your school's monthly magazine 'A Better World', evaluating the impact of such boycotts. You may use the cues given below along with your own ideas.</p> <ul style="list-style-type: none"> • Films are made through the work of not just actors but also hundreds of people working behind the scenes who get paid minimum wage. • People rob themselves of being able to experience a well-made art form. • The actors have already been paid for the project and boycotts do not really affect them. 	5
Q.11	<p>You are Tara Thomas of class XII, the Prefect of the Literary Society in your school. Write an article for your school magazine on the importance of students having exposure to different genres of literature. Mention what some different genres of literature are, why it is important to read and engage with all of them, and how this can help a student build perspective on the society they live in.</p>	5
Q.12	<p>You are Arun Raman of Class XII. You recently read an article on how creative thinking stimulates specific regions of the brain, and enables various parts of it to work together in order to produce a new idea, a piece of music, or a unique strategy in a game. Write an article in 120–150 words for your school magazine talking about the importance of including creative thinking activities in the school curriculum. Provide two examples of activities and mention simple ways that they can be included in the school's timetable.</p>	5
Q.13	<p>You are Anita Hassan, a student of Class XII. Your school is going to publish a special 'Friendship Day' edition of the monthly newsletter. Write an article in 120–150 words about friendship for the edition. You can talk about the role friendship plays in your life, the type of friend you have become over time, and the ways in which your relationship with friends has changed over the years.</p>	5

Q.14	<p>The recent development in the Artificial Intelligence industry has led to many job sectors. As Mia Mukherjee, write an article in about 120–150 words, for your school's magazine, discussing the pros and cons of using AI in schools, and in the workforce. You may use the cues given below along with your own ideas.</p> <p>Pros</p> <ul style="list-style-type: none"> • creation of new job opportunities in AI development, data analysis and AI ethics; • increases efficiency and productivity; • can analyse large volumes of data quickly with lower error rates <p>Cons</p> <ul style="list-style-type: none"> • can lead to job losses; • concerns about privacy breaches and data misuse; • lack of critical thinking and social skills required to form personal connections 	5
Q.15	<p>In recent years, there has been a rapid growth in sharing pictures through social media sites. These sites often include filters and editing software. Due to this, most people curate and edit any image they have before posting it on social media, to publicise a polished and perfect version of their lives. As Hena Faiyaz, write an article in about 120–150 words, for your local newspaper, detailing the impacts of this uncontrolled use of social media, and its effect on the mental health of the youth. You may use the cues given below along with your own ideas.</p> <ul style="list-style-type: none"> • growing concerns about how one looks; • social comparison; • doubting one's self-worth; • viewing a distorted reality; • pressure to conform to social norms and trends 	5
Q.16	<p>In today's fast-paced world, people are more stressed than ever. This includes students who are studying to prepare for the board exams and college entrance exams. Being stressed might indicate that something is important and can drive us to do our best, but it can be extremely harmful to our well-being if we are constantly stressed. As Vatsal Kumar, a Class XII student, write an article in 120–150 words on the importance of dealing with stress and how we can reduce its impact. You may include the following cues.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Research-proven methods to deal with stress include:</p> </div>	5

	<ul style="list-style-type: none"> ◆ taking breaks from watching screens and reading continuously ◆ sparing at least 30 minutes a day for creative activities or hobbies like art, music, dance, sports, etc. ◆ taking a walk in a park or a garden to spend time in nature ◆ taking conscious breaks to drink water and eat properly ensuring that your body is getting the required nutrition ◆ incorporating movement into your daily schedule by standing, stretching, walking, or exercising ◆ avoiding sitting for 7–8 hours at a stretch as it causes body pain and lethargy 	
Q.17	<p>You recently read about a study that revealed that India loses 40 percent of its water supply to leakages. Additionally, a leaky tap can waste up to 15 litres of water in a day. Many cities in India are facing a water crisis, when a simple solution could improve the situation: fixing leaky taps. As Madan Chauhan, write an article in 120–150 words on the problem of water wastage in India, urging readers to play their role in conserving water. You may include the following cues.</p> <p>Sources of water wastage:</p> <ul style="list-style-type: none"> ◆ tankers that supply water by road and leave trails of water behind during transportation ◆ public buildings and schools that have leaky manual taps ◆ malfunctioning flushes of toilets that keep releasing water if used ◆ damaged devices like water filters and coffee machines that keep releasing water when left switched on <p>Simple solutions at the individual level:</p> <ul style="list-style-type: none"> ◆ Actively report leaky taps in your school or any public building and follow up on its repairs. ◆ Turn off any taps, flushes, or devices manually if you see that they are not in use. ◆ Let people know that water is leaking (like the driver of the tanker, or the plumber in school) 	5

Q.18	The COVID lockdowns in 2020 and 2021 made students across ages attend school online. According to several educators, this led to significant difficulties for students both academically and socially. You are Anil Sequeira of Class XII, a student who attended school online for close to two years. Write an article in 120–150 words for your school magazine, talking about the difficulties faced by your batch through the online schooling experience, how the students kept themselves motivated through the lockdowns, and how it has been for the students to get back to in-person schooling.	5
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Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.1	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief [0.50 marks] ◆ Avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects for the format of an article (heading, byline, and body of the article) [0.50 marks] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.2	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief [0.50 marks] ◆ Avoids repetition of ideas and sentences [0.50 marks] 	5

	<ul style="list-style-type: none"> ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects for the format of an article (heading, byline, and body of the article) [0.50 marks] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.3	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief [0.50 marks] ◆ Avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p>	5

	<ul style="list-style-type: none"> ◆ Includes all aspects for the format of an article (heading, byline, and body of the article) [0.50 marks] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.4	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects for the format of an article (heading, byline, and body of the article) [1 mark] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics 	5

	<p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.5	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects of an article (heading, byline, and body of the article) [1 mark] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.6	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] 	5

	<p>◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <p>◆ Includes all aspects of an article (heading, byline, and body of the article) [1 mark]</p> <p>◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.7	<p><u>Content</u></p> <p>◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks]</p> <p>◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark]</p> <p>◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <p>◆ Includes all aspects of an article (heading, byline, and body of the article) [1 mark]</p>	5

	<p>◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.8	<p><u>Content</u></p> <p>◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks]</p> <p>◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark]</p> <p>◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <p>◆ Includes all aspects of an article (heading, byline, and body of the article) [1 mark]</p> <p>◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p>	5

	<i>Award 0 marks if there is more than one major error.</i>	
Q.9	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects of an article (heading, byline, and body of the article) [1 mark] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.10	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks] 	5

	<p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects for the format of an article (heading, byline, and body of the article) [1 mark] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.11	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects of an article (heading, byline, and body of the article) [1 mark] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p>	5

	<p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.12	<p><u>Content</u></p> <p>◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks]</p> <p>◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark]</p> <p>◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <p>◆ Includes all aspects of an article (heading, byline, and body of the article) [1 mark]</p> <p>◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5

<p>Q.13</p>	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects of an article (heading, byline, and body of the article) [1 mark] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	<p>5</p>
<p>Q.14</p>	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p>	<p>5</p>

	<p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects for the format of an article (heading, byline, and body of the article) [1 mark] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.15	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects for the format of an article (heading, byline, and body of the article) [1 mark] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p>	5

	<p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.16	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects of an article (heading, byline, and body of the article) [1 mark] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5

Q.17	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects of an article (heading, byline, and body of the article) [1 mark] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.18	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Covers all the main theme(s) of the given brief and avoids repetition of ideas and sentences [0.50 marks] ◆ Supports the main idea with appropriate data, accurate details, arguments and counter-arguments [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context and fulfills the word count requirement [0.50 marks] 	5

	<p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects of an article (heading, byline, and body of the article) [1 mark] ◆ Organises the article to present an introduction, body, and conclusion along with a smooth transition of ideas [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
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2. Chapter: Notice (Writing)

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.19	You are Rahee/Rishabh, secretary of the Career Counselling Cell of your school. Write a notice in about 50 words, informing the students about an upcoming interactive session on 'How to Succeed as a Digital Content Creator' by Kriti Kumar, a renowned YouTube influencer.	3
Q.20	You are Divyansh Arya/Vanshika Saraf, incharge officer of the Churu Nath Sanctuary. Recently, some officers have complained about incidents of elephant hunting in the sanctuary. Write a notice in about 50 words highlighting that elephants are an endangered species and hunting is a punishable offence.	3
Q.21	You are Susheel/Susheela, Secretary of Mandakini Apartments Residents Committee. The elevator in your building is out of order. Write a notice in not more than 50 words informing the residents of the building about it and urging them to use the staircase till the elevator is functional again. Mention all the necessary details.	3
Q.22	As the manager of a nature park, write a notice in about 50 words prohibiting visitors from consuming any food items or beverages in the premises and warning them against littering.	5
Q.23	You are Maisnam Kalita, a resident of Lakeview Heights, Tezpur, Assam. The Resident Welfare Association (RWA) is holding a meeting to discuss the guidelines on allowing pets in the society's park. Write a notice in about 50 words informing residents about the meeting and urging them to attend.	5
Q.24	You are Jobin Chatterjee, the president of the Environment Club in your school. The club is organising a screening of the award-winning documentary 'The Elephant Whisperers' after school hours on 12th August in honour of World Elephant Day. Write a notice in about 50 words inviting students to attend.	5
Q.25	As the captain of the swimming team of Bridge Public School, Uttarakhand, draft a notice in not more than 50 words informing students about a workshop on 'Swimming as Exercise' which includes a talk by a national record holder. You are Shaily Pallar.	5

Q.26	You are Aaron Mascarenhas, a grade XII student of Achiever's High School, Kerala. Your school is organising a flea market where students can barter second-hand items as part of Environment Sustainability Week. Draft a notice in about 50 words informing students about the event and urging them to bring items for exchange that they were not using anymore or were planning to dispose of.	5
Q.27	As the editor of the student's annual research journal at Maharana Pratap Public School, Rajasthan, draft a notice in about 50 words for the school notice board urging students to submit their research articles for review by a given deadline. Clearly state that students should include their topic, an abstract, and their sources of information in the article. You are Suman Zaidi.	5
Q.28	You are Raghav Kumar, a resident of Gauri Vihar, New Delhi. New swings will be installed in the residential playground due to which the gates will be closed between 9 a.m. and 2 p.m. every day from 7–11 March, 2024. Draft a notice in about 50 words informing residents of the same.	5
Q.29	You are Shelly Saluja, a student of Rose Valley School, Gandhinagar, Gujarat. Your school is organising a short story competition on 'Man and Nature' for students of Class X–XII. The five best entries will be selected for publication in the monthly newsletter. Draft a notice in about 50 words informing students about the competition and urging them to submit their entries by 8 April 2024. You can invent the other necessary details.	5
Q.30	You are Aravind Bala, a member of the dance club in your school. The club is organising dance performances for the annual Teachers' Day programme. Draft a notice in about 50 words informing students of Classes VIII–XII to audition for the performances.	5

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.19	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [0.25 marks] ◆ Answers the questions 'what', 'who', 'why', 'when' for the information required in the notice [0.25 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.25 marks] ◆ Fulfils the word count requirement [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all the elements of a notice (issuing authority, date of issue, title, body, signature) <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	3
Q.20	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [0.25 marks] ◆ Answers the questions 'what', 'who', 'why', 'when' for the information required in the notice [0.25 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.25 marks] ◆ Fulfils the word count requirement [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3

	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all the elements of a notice (issuing authority, date of issue, title, body, signature) <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.21	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [0.25 marks] ◆ Answers the questions 'what', 'who', 'why', 'when' for the information required in the notice [0.25 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.25 marks] ◆ Fulfils the word count requirement [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all the elements of a notice (issuing authority, date of issue, title, body, signature) <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	3

<p>Q.22</p>	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [1 mark] ◆ Answers the questions 'what', 'who', 'why', 'when' for the information required in the notice [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects of a notice [0.50 marks] ◆ Adheres to the requirements of a notice format [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	<p>5</p>
<p>Q.23</p>	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [1 mark] ◆ Answers the questions 'what', 'who', 'why', 'when' for the information required in the notice [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p>	<p>5</p>

	<ul style="list-style-type: none"> ◆ Includes all the elements of a notice (issuing authority, date of issue, title, body, signature) [0.50 marks] ◆ Adheres to the requirements of the format of a notice [0.50 marks] <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.24	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [1 mark] ◆ Answers the questions 'what', 'who', 'why', 'when' for the information required in the notice [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all the elements of a notice (issuing authority, date of issue, title, body, signature) [0.50 marks] ◆ Adheres to the requirements of the format of a notice [0.50 marks] <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p>	5

	<i>Award 0 marks if there is more than one major error.</i>	
Q.25	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [1 mark] ◆ Answers the questions 'what', 'who', 'why', 'when' for the information required in the notice [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all the elements of a notice (issuing authority, date of issue, title, body, signature) [0.50 marks] ◆ Adheres to the requirements of the format of a notice [0.50 marks] <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.26	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [1 mark] ◆ Answers the questions 'what', 'who', 'why', 'when' for the information required in the notice [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p>	5

	<p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all the elements of a notice (issuing authority, date of issue, title, body, signature) [0.50 marks] ◆ Adheres to the requirements of the format of a notice [0.50 marks] <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.27	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [1 mark] ◆ Answers the questions 'what', 'who', 'why', 'when' for the information required in the notice [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all the elements of a notice (issuing authority, date of issue, title, body, signature) [0.50 marks] ◆ Adheres to the requirements of the format of a notice [0.50 marks] <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics 	5

	<p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.28	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [1 mark] ◆ Answers the questions 'what', 'who', 'why', 'when' for the information required in the notice [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all the elements of a notice (issuing authority, date of issue, title, body, signature) [0.50 marks] ◆ Adheres to the requirements of the format of a notice [0.50 marks] <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.29	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [1 mark] ◆ Answers the questions 'what', 'who', 'why', 'when' for the information required in the notice [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] 	5

	<p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all the elements of a notice (issuing authority, date of issue, title, body, signature) [0.50 marks] ◆ Adheres to the requirements of the format of a notice [0.50 marks] <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.30	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [1 mark] ◆ Answers the questions 'what', 'who', 'why', 'when' for the information required in the notice [1 mark] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all the elements of a notice (issuing authority, date of issue, title, body, signature) [0.50 marks] ◆ Adheres to the requirements of the format of a notice [0.50 marks] <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p>	5

	<p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
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3. Chapter: Analytical Paragraph (Writing)

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.31	<p><i>Access to education can help to reduce the degree of discrimination that marginalised communities face. Education can help people get better jobs, gain financial stability and improve their status in society.</i></p> <p>Write a paragraph of 100–120 words to analyse the above opinion. You can think about what alternative explanations might weaken or support the opinion and include rationale/evidence that would strengthen or counter the opinion.</p>	5

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.31	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States a clear point of view in support of/countering the given argument [0.50 marks] ◆ Presents strong and valid points supported with examples or facts [1 mark] ◆ Uses engaging and persuasive vocabulary to present the points [0.50 marks] ◆ Avoids repetition of ideas and sentences [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents an introductory viewpoint, supporting details and concluding thoughts [0.50 marks] ◆ Maintains a logical flow in the ideas presented [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5

4. Chapter: Speech (Writing)

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.32	You are Gargi/Ganesh from Blooming Flowers International School. Your school is organising an event to celebrate the International Day of Education on January 24. You have been selected to deliver an opening speech on the topic 'Education Gives Us a Voice' before the commencement of other activities. Write a speech in 120–150 words sharing your views on the given topic.	5

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.32	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the main idea with a strong sense of purpose [0.50 marks] ◆ Presents focused points that support the main idea [0.50 marks] ◆ Incorporates relevant anecdotes, examples, and facts [0.50 marks] ◆ Manages to inform or persuade the reader [0.50 marks] ◆ Uses appropriate choices of words and expressions relevant to the main idea [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents viewpoints in an organised manner [0.25 marks] ◆ Starts with a proper address to the audience and ends with an appropriate conclusion [0.25 marks] ◆ Avoids deviating from the main topic [0.25 marks] ◆ Lays emphasis on the main idea in the concluding paragraph [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5

5. Chapter: Poster (Writing)

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.33	Some people in your area have been unkind to stray animals. You often see them hitting or mistreating the animals. Create a poster in not more than 50 words informing the people in your colony about a fundraising event to build an animal shelter. Mention relevant details.	3
Q.34	India celebrates June 19 as the National Reading Day in honour of P N Panickar, the Father of Library Movement in Kerala. Your school is planning to celebrate this day by organising a photo exhibition on P N Panickar and a quiz competition for reading enthusiasts. Create a poster in about 50 words informing your schoolmates about the event. You are Shweta/Shijith, the secretary of the reading club of your school.	3

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.33	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Relates to the main topic with a strong sense of purpose [0.25 marks] ◆ Answers the questions 'who', 'what', 'why', 'when', 'where' for the information in the poster [0.25 marks] ◆ Uses an appropriate tone relevant to the given topic and displays creativity by including details that capture the reader’s attention [0.25 marks] ◆ Uses an appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all aspects of a poster (title, message, issuing authority details, contact information) [0.50 marks] ◆ Uses a combination of text and graphics with a creative layout [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	3
Q.34	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Relates to the main topic with a strong sense of purpose [0.25 marks] ◆ Answers the questions 'who', 'what', 'why', 'when', 'where' for the information in the poster [0.25 marks] ◆ Uses an appropriate tone relevant to the given topic and displays creativity by including details that capture the reader’s attention [0.25 marks] 	3

	<p>◆ Uses an appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.25 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <p>◆ Includes all aspects of a poster (title, message, issuing authority details, contact information) [0.50 marks]</p> <p>◆ Uses a combination of text and graphics with a creative layout [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
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6. Chapter: Formal Invitation (Writing)

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.35	The cookery club in your school is organising a three-day-long food festival titled 'The Taste of India'. Write an invitation, in about 50 words, inviting the famous chef Tara Pandey to inaugurate the event. You are Amita/Akshay, the secretary of the club.	3
Q.36	Your school is organising a five-day acting workshop to train a group of selected students from the school. Write an invitation in about 50 words inviting the famous film director Saira Sen as the chief guest at the inaugural ceremony of the workshop. You are Vineeth/Vineetha, the secretary of the Arts Club of your school.	3
Q.37	The pressure on budding athletes to excel at academics while performing well in sports takes a toll on their mental health. Your school is organising a session on the mental well-being of athletes. Write an invitation in about 50 words inviting a renowned sports psychologist Adrita Banerjee as the chief guest for the session. You are Aditi/Aditya, secretary of the sports club of your school.	3
Q.38	June 12 is celebrated as the World Day Against Child Labour every year. To observe this day, your school has planned to organise an awareness session for parents and students on the topic 'Education: The Right Response to Child Labour'. Write an invitation in about 50 words inviting a renowned journalist Gowri Das, known for her efforts to raise awareness against child labour, to deliver a talk at the session. You are Ayush/Ayushi, the secretary of the social service club of your school.	3
Q.39	Your city, Calcutta is all set for the winter. The streets are decorated for New Year celebrations. Fairs are being organised and the circus is coming to town. This is also the time for delightful seasonal treats, including delicious sweets. Write an invitation, in about 50 words, inviting your pen pal who is visiting from Japan to come and join the merriment with you and your family. You are Shivam/Shivani.	5
Q.40	You are Dr Kaurav Pandit, a published researcher and professor of biology. You have received an invitation from the biology department of a medical university in Vellore, Tamil Nadu, to engage with students in a question-and-answer session	5

	regarding the latest developments in biotechnology. Respond to accept the invitation in about 50 words.	
Q.41	You are Sumati Banerjee, a best-selling fiction writer. You have received an invitation to a literature festival to be held on 24 January, 2024 in Jaipur, Rajasthan, for an author reading of your most recently published novel. Respond to accept the invitation in about 50 words.	5
Q.42	You are Ranya Lalmohan, an environmental lawyer. You have received an invitation from a liberal arts college in Sonapat, Haryana, to give a talk on 'Careers in Environmental Conservation' on 30th August, 2023 at 11 am in the university auditorium. Draft a response of acceptance in about 50 words.	5
Q.43	You are Jeeva Mathew, the Vice Head Boy of Blossom Public School, Odisha. The school is organising an annual day function for students of class X to XII on 3 December 2023. Write an invitation in about 50 words to your school principal inviting him/her as the guest of honour to start the event with a welcome speech.	5
Q.44	You are Suganya Muralidharan, a member of the events committee that is organising the passing out parade for the Indian Police Service (IPS) graduating officers in Hyderabad, Telangana. Draft an invitation in about 50 words inviting a retired senior police officer to give an inspiring opening speech at the event on 7th February, 2024 at 9 am.	5
Q.45	You are Lalitha Jayshree, an environment conservation activist. You have been invited by the Environment Protection Council of India to attend their round table discussions to formulate policy recommendations for the Ministry of Environment, Forest and Climate Change of India. These discussions will happen in the span of a week with daily sessions from 10 a.m.–4 p.m., starting on 10 March 2024. Draft an acceptance to the invitation in about 50 words.	5
Q.46	You are Harshpreet Kaur, a student of Pathankot International School, Punjab. Your school is organising a career fair for Students of Class XII. As a part of the initiative, the school wants to invite speakers who have done impactful work in different sectors to attend a 60-minute Q&A session with students about their career trajectory and work. Draft an invitation in 50 words inviting any eminent personality.	5
Q.47	You are Kiran Singh, a farmer residing in Bathinda, Punjab. You had been invited to Pathankot International School to attend a Q&A session on your work as a farmer for their career fair. However, someone in your family has fallen gravely	5

	ill and requires your full attention. In about 50 words, draft a formal response of rejection expressing your gratitude and apology.	
Q.48	You are Namita Jose, a famous architect in Mumbai, Maharashtra. You had been invited by Modern Maison, an interior designing company, for a grand dinner in Goa to celebrate their fifth year of running successfully. The event is to be held on 9 March 2024, 7 pm onwards. However, there is a family wedding on that day and you will be unable to travel to Goa. Draft a formal rejection to the invitation in about 50 words.	5

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.35	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.25 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [0.50 marks] ◆ Follows the correct format for a formal invitation (date in expanded form, presentation in third person, salutations) [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	3
Q.36	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.25 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3

	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [0.50 marks] ◆ Follows the correct format for a formal invitation (date in expanded form, presentation in third person, salutations) [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.37	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.25 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [0.50 marks] ◆ Follows the correct format for a formal invitation (date in expanded form, presentation in third person, salutations) [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p>	3

	<p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.38	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.25 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [0.50 marks] ◆ Follows the correct format for a formal invitation (date in expanded form, presentation in third person, salutations) [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	3
Q.39	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses an informal formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p>	5

	<ul style="list-style-type: none"> ◆ Includes all components of an informal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for an informal invitation (date, presentation in first person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.40	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for a formal invitation (date, presentation in first person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p>	5

	<i>Award 0 marks if there is more than one major error.</i>	
Q.41	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for a formal invitation (date, presentation in first person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.42	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p>	5

	<ul style="list-style-type: none"> ◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for a formal invitation (date in expanded form, presentation in third person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.43	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for a formal invitation (date in expanded form, presentation in third person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p>	5

	<i>Award 0 marks if there is more than one major error.</i>	
Q.44	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for a formal invitation (date in expanded form, presentation in third person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.45	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p>	5

	<ul style="list-style-type: none"> ◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for a formal invitation (date in expanded form, presentation in third person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.46	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for a formal invitation (date in expanded form, presentation in third person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p>	5

	<i>Award 0 marks if there is more than one major error.</i>	
Q.47	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for a formal invitation (date in expanded form, presentation in third person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.48	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p>	5

	<p>◆ Includes all components of a formal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark]</p> <p>◆ Follows the correct format for a formal invitation (date in expanded form, presentation in third person, salutations) [1 mark]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
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7. Chapter: Debate (Writing)

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.49	You are Manvi/Manav, a student of ABC International School. Your school has organised a debate on the topic 'We Do Not Have Control over Technology; It Is Already Controlling Us' in which you will be participating. Write your views in 120–150 words either for or against the statement.	5

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.49	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Takes a clear stand on the given topic [0.50 marks] ◆ Provides strong and valid arguments to support the stand [0.50 marks] ◆ Provides interesting examples and factual details to support the stand [0.50 marks] ◆ Avoids repetition of ideas and sentences [0.50 marks] ◆ Uses engaging and persuasive vocabulary to present the arguments [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents viewpoints in a clear and orderly manner [0.50 marks] ◆ Maintains consistency in viewpoints presented [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5

8. Chapter: Advertisement (Writing)

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.50	You are Drushti/Dhruv, a project coordinator at Edutour, Bangalore. Your company has organised a summer camp with an objective to create awareness and interest in self-defense. Draft an advertisement in about 50 words to be published in <i>Deccan Chronicle</i> , calling for applications. Provide relevant details.	3
Q.51	You are Heena/Harish, project coordinator at Shiksha Niketan NGO for children with special needs. You are looking for educators, proficient in sign language, to teach students with hearing impairment. Draft an advertisement in about 50 words to be published in the local newspaper inviting applications for the same. Provide relevant details.	3
Q.52	Mrs Lily Saha, a 61-year-old lady, has recently opened a bakery named <i>Glenary's</i> at 225B, Mall Road, Darjeeling. Draft a suitable advertisement in about 50 words promoting her bakery on a social media platform. To draw the readers' attention to the advertisement, include one or two interesting details that make the bakery stand out. You are Tanvi/Tanuj, co-founder of the bakery.	3
Q.53	Your friend Sanya has recently founded an architecture firm 'Archyogam' that specialises in a range of services like interior designing and furniture selection. The firm has rolled out 50% discounts along with free consultations for interior designs for the first fifty customers. Draft a suitable advertisement in about 50 words promoting her firm on a social media platform. You are Samarth/Srishti.	3
Q.54	You are Risha/Rishabh residing at Lotus Apartments in Bangalore. Your dog Sasha has recently given birth to five puppies. Draft an advertisement in not more than 50 words to be shared on social media platforms requesting people to adopt the puppies. Note that you want the pet adopters to have previous experience in keeping pets.	3
Q.55	You are Sneha/Sourav. Write an appealing and informative advertisement in 50 words for a house for sale. The property is a bungalow with a lawn and was once the home of an acclaimed poet.	5

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.50	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Clearly states the reason for the advertisement along with relevant details [0.25 marks] ◆ Uses a formal tone [0.25 marks] ◆ Presents information clearly and concisely [0.25 marks] ◆ Fulfils the word count requirement [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for an advertisement (heading in capital letters at the top, body, contact details, etc.) <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>LanguageMechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	3
Q.51	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Clearly states the reason for the advertisement along with relevant details [0.25 marks] ◆ Uses a formal tone [0.25 marks] ◆ Presents information clearly and concisely [0.25 marks] ◆ Fulfils the word count requirement [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	3

	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for an advertisement (heading in capital letters at the top, body, contact details, etc.) <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.52	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Clearly states the reason for the advertisement along with relevant details [0.25 marks] ◆ Uses an appropriate tone relevant to the given topic and displays creativity by including details that capture the reader’s attention [0.25 marks] ◆ Presents information clearly and concisely [0.25 marks] ◆ Fulfils the word count requirement [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Provides relevant details for an online advertisement (a catchy heading, body, contact details, location, etc.) <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	3

<p>Q.53</p>	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Clearly states the reason for the advertisement along with relevant details [0.25 marks] ◆ Uses a formal tone [0.25 marks] ◆ Presents information clearly and concisely [0.25 marks] ◆ Fulfils the word count requirement [0.25 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Provides relevant details for an online advertisement (a catchy heading, body, contact details, location, etc.) <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	<p>3</p>
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Q.55	<p><u>Content</u></p> <p>◆ Clearly states the reason for the advertisement along with relevant details [0.50 marks]</p> <p>◆ Uses a persuasive yet formal tone [0.50 marks]</p> <p>◆ Uses a catchy title for the advertisement [0.50 marks]</p> <p>◆ Presents information in a clear and concise manner [1 mark]</p> <p>◆ Adheres to the word count [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <p>◆ Follows the correct format for an advertisement (heading in capital letters at the top, body, contact details)</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.56	<p>You are Stuti/Shayan Chakraborty, residing in 76/4, Green Park, Delhi. You have been looking for a job and you recently came across the following job openings online. Write a letter to the hiring manager of the company in 120–150 words enquiring about the job role, salary, joining date, selection process along with any other relevant details.</p> <div data-bbox="295 719 1281 1697" style="text-align: center;"> </div> <p>Source (edited): '<i>Visit India Online</i>' – https://www.flickr.com/photos/visitindiaonline/15710092478/</p>	5
Q.57	<p>You are Heena/Hemant. You have recently graduated from college and are looking to apply for a job. In 120–150 words, write an application letter for a job of your liking, explaining your interest in the position and your experience. In</p>	5

	your letter, mention the supporting documents you will be including with your application.										
Q.58	As the president of the Residents' Welfare Association of your society, you have recently noticed the unrestricted presence of hawkers on the footpaths in your neighbourhood. Write a letter in 120–150 words to your local civic body to bring their attention to the issue. Provide a suggestion for regulating their presence such that their livelihoods are not hampered.	5									
Q.59	You want to enrol in a course on Public Policy and Governance. The professor teaching this course wants a statement of purpose from interested candidates expressing their reason for wanting to enrol in the course. As Jasmine/Jerry, write the letter of application in 120–150 words.	5									
Q.60	<p>You are Brijesh Pal, a volunteer at a non-profit organisation that works with private schools serving underprivileged communities. As a volunteer, you help the teachers in the classrooms to ensure that students get good education. However, you have noticed that the students in these schools have poor nutrition and often do not have the basic resources needed to study well.</p> <p>Write a letter to the editor of a national daily in about 120–150 words, sharing your views about what a good education entails and what readers can do to improve the situation. Use the cues given in the following table along with your own ideas to compose this letter.</p> <table border="1" data-bbox="252 1227 1300 1780"> <thead> <tr> <th>Problem</th> <th>Effects on students</th> <th>Possible Solutions</th> </tr> </thead> <tbody> <tr> <td>Poor nutrition</td> <td>Attention problems, fatigue, behaviour issues, sickness causing low attendance</td> <td>Set up a tiffin system: each reader can send a fixed number of meals for one child</td> </tr> <tr> <td>Lack of stationery</td> <td>No continuity in learning, struggle to explain and understand concepts, dull classrooms</td> <td>Set up a fund: readers can contribute money to help buy school supplies</td> </tr> </tbody> </table>	Problem	Effects on students	Possible Solutions	Poor nutrition	Attention problems, fatigue, behaviour issues, sickness causing low attendance	Set up a tiffin system: each reader can send a fixed number of meals for one child	Lack of stationery	No continuity in learning, struggle to explain and understand concepts, dull classrooms	Set up a fund: readers can contribute money to help buy school supplies	5
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Lack of stationery	No continuity in learning, struggle to explain and understand concepts, dull classrooms	Set up a fund: readers can contribute money to help buy school supplies									
Q.61	You are Mekhala Kalita, the founder of a social enterprise in Digboi, Assam, that provides financial opportunities to workers in rural areas by helping them sell their products to mainstream markets. You started the enterprise with the mission to empower local communities while preserving the natural environment.	5									

	<p>Write a letter to the editor of a national daily in about 120–150 words to make readers aware of your mission and urging them to go 'Vocal for Local' by buying locally-made products. Use the cues given below along with your own ideas to compose this letter.</p> <ul style="list-style-type: none"> ◆ Local communities ---> have specific indigenous skills ---> use the local resources sustainably ---> create products without harming the environment ◆ The enterprise ---> finds markets for specific products ---> scales up using local labour ---> creates more job opportunities 	
Q.62	<p>You are Saurabh Sindhi, a student of Panchavati High School in Mumbai, Maharashtra. Many of your peers have been complaining about back aches and neck pains while preparing for exams. Students often spend many hours studying without any physical breaks to stretch or move, sometimes even skipping meals and not consuming an adequate amount of water. All these adversely affect physical health.</p> <p>Write a letter to the editor of a national daily in about 120–150 words explaining the issue, its causes and urging students to pay attention to the problem before it becomes a medical condition. You can use the given prompt and your own ideas to add details in the letter.</p>	5
Q.63	<p>You are Manish Reddy, a resident of High Towers Apartments, Guntur, Andhra Pradesh. Your neighbour, Mrs Yamuna Prasad, has taken concrete actions towards sustainable waste disposal in the society by getting wet and dry waste dustbins installed on each floor of the apartment, conducting workshops to help residents know how to segregate waste, and putting up interactive posters to educate people.</p> <p>Write a letter to the editor of a national daily in about 120–150 words noting the importance of waste segregation and describing Mrs Prasad's efforts, highlighting how even small actions can make a big difference in protecting our environment.</p>	5
Q.64	<p>You are Jolly Sarma, residing in Bagdogra, West Bengal. While travelling to the airport with your family, you noticed that many cabs and autos at the Bagdogra International Airport do not ply by metre and quote their own fare for travel. This can be problematic as there is no standard way of calculating the fare and passengers may end up paying an unfairly high amount. Additionally, since the airport connects to several holiday destinations like Sikkim, Shillong, and Darjeeling, the high road travel cost may affect many travellers on a budget.</p> <p>Write a letter to the editor of a national daily in about 120–150 words describing the problem and suggesting your own solutions for it.</p>	5

Q.65	<p>You are Ranjana Kumar, a recent graduate of Indraprastha Technology University (ITU) with a Bachelor of Technology (BTech) degree in Engineering. The University's Artificial Intelligence for Good Lab (AIFGL) is looking to recruit part-time research assistants for a project. Read the following posting and write a letter in 120–150 words, applying for the position and expressing your interest.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Research Assistants Wanted at AIFGL</p> <p>AIFGL at ITU will be conducting a study on <i>ChatGPT and Its Impact on the Indian School Education System</i>. This is a 6-month project. Research Assistants (RAs) will be required to read up on research, travel for data collection, do data entry and basic data analysis, and assist with writing the research paper. RAs will receive a monthly stipend of Rs. 22,000.</p> <p>If interested, send a letter with your resume to:</p> <p>Dr. Akriti Dutta (Head, AI Technology Department, ITU), <i>Room 122, 1st floor, Block C,</i> <i>Indraprastha Technology University,</i> <i>Hatkhola, Kolkata, West Bengal - 700005</i></p> </div>	5
Q.66	<p>You are Rhea/Raheem, living in the Kinnaur district of Himachal Pradesh. Recently, on your way back from school, you came across a group of tourists littering near the bus stop. The incident upset you and you decided to speak about it to your mother, who then commented that these tourists were one of the primary sources of economic growth in Kinnaur.</p> <p>Write a letter in about 120–150 words to the editor of The Telegraph, Himachal Pradesh, giving them suggestions on incorporating responsible and sustainable tourism in the state. Use the cues given below, along with your own ideas to compose this letter.</p> <ul style="list-style-type: none"> ◆ imposing heavy fines on those who litter ---> using the fines to uplift local businesses ◆ banning certain 'unsustainable' materials such as plastic ◆ incorporating a state limit on tourists ---> tourists would have to register before visiting the state ---> the state can have a per-day limit on registrations 	5
Q.67	<p>You are Vineet Antony, an intern at the psychiatry ward of a hospital in your locality. You have noticed that the hospital does not have adequate facilities for psychiatric patients, and that the psychiatrists are not paid sufficiently. You want to raise funds from the public to benefit the hospital. Write a letter to the editor</p>	5

	<p>of a newspaper, requesting him to publish a fundraising ad free of charge. You may use the following cues to compose the letter.</p> <p>a) There are no Intensive Care Units (ICU)s for the psychiatric patients. b) Only a few nurses are trained to provide care to psychiatric patients. c) They do not have money for an ad; public funding will help immensely. d) The ad will show the poor conditions the hospital finds itself in. This would urge people to donate for a good cause.</p>	
Q.68	<p>You are Shobhita Das, an aspiring novelist. You recently saw the following advertisement from a publishing house, and are interested in applying. Write a letter to the relevant person expressing your interest in the internship, and stating your suitability for the position. You can also enquire about any relevant details that the advertisement has not covered.</p> <p><i>Voices</i>, a leading fiction publishing house in India, is looking for interns. Required skills: editing, research, report writing. Senior Secondary Degree required, age or gender no bar. Paid position for 2 months; work out of the Mumbai office. Responsibilities: edit fiction essays, research content area of essays, improve editing systems Interested? Send an email to: hires@Voices.org Location: B-47, Shahadra building, Kharghar, Mumbai - 410210</p>	5
Q.69	<p>You are Hansmita Ahmed, an aspiring chef who is a recent graduate of the Indian Institute of Culinary Excellence. While flipping through your favourite recipe book, you saw the following advertisement from a renowned restaurant. Write a letter to the relevant person stating your interest in applying for the open position, including your culinary specialities, and why you would be best suited for the role.</p> <p style="text-align: center;">The Merry-Go-Round Restaurant</p> <p>Open Positions: Pastry Chef, Sous-Chef Location: Mumbai Experience: 0–2 years Qualifications: Bachelor's degree in Hotel Management</p>	5

	<p>About the Role: Work under leading head chef, Manish Mathur at Mumbai's renowned restaurant. Start your career in the luxury food industry, where you will get an opportunity to learn and curate beautiful dishes and desserts and bring people's wildest gastronomic fantasies to life.</p> <p>How to Apply: Send your resume and a cover letter to the Manish Mathur.</p> <p>Location: C-46, The Merry-Go-Round Restaurant, Mumbai-400009</p>				
Q.70	<p>You are Sejal Sengupta, a biotech graduate of the National Institute of Technology. Recently, you came across a job posting on the National Geographic Channel's official website seeking volunteers for their three-month research programme in Tanzania.</p> <p>The programme offers the opportunity to study the local climate and the livelihood of Tanzania, to create an action plan ensuring food security and sustainable land management for the farmers of Tanzania. Write a letter to their Committee for Research and Exploration applying for the position and expressing your interest. Mention that you have attached your resume, experience letter, and cover letter in the application letter.</p>	5			
Q.71	<p>You are Madhumita Das, and have just completed your undergraduate studies in Journalism. You saw the given advertisement on a job portal, and wish to apply for the open position. Write a letter expressing your interest and applying for the position along with your bio-data, in 120-150 words.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Wanted</td> </tr> <tr> <td> <p>Sub-editor, Lifestyle and Culture</p> <p>The Indian Express is looking for a sub-editor to cover Lifestyle and Culture related news in Bangalore city.</p> <p>Experience: 0-2 years</p> <p>Qualifications: An undergraduate/postgraduate degree in English Literature, Journalism, Mass Media or Communications</p> </td> </tr> <tr> <td> <p>If you are interested in the position, send your CV along with a letter of interest to the editor of The Indian Express.</p> <p>Location: A-402, The Indian Express, Noida - 110025</p> </td> </tr> </table>	Wanted	<p>Sub-editor, Lifestyle and Culture</p> <p>The Indian Express is looking for a sub-editor to cover Lifestyle and Culture related news in Bangalore city.</p> <p>Experience: 0-2 years</p> <p>Qualifications: An undergraduate/postgraduate degree in English Literature, Journalism, Mass Media or Communications</p>	<p>If you are interested in the position, send your CV along with a letter of interest to the editor of The Indian Express.</p> <p>Location: A-402, The Indian Express, Noida - 110025</p>	5
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Q.72	<p>You are Sonali Rai, and have just completed your undergraduate studies in Music. You saw the given advertisement in a job portal of a music academy, and wish to apply for the open position. Write a letter to the Human Resources</p>	5			

	<p>Manager at Raga Academy of Music and Dance, along with your bio-data, expressing your interest in the advertised post. Answer in 120-150 words.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Wanted</td> </tr> <tr> <td style="padding: 5px;"> <p>Music Teacher</p> <p>Raga Academy of Music and Dance is looking for a music teacher for students aged 8-15 years</p> <p>Experience: 0-2 years</p> <p>Qualifications: An undergraduate/postgraduate degree in Music and exposure to both Carnatic and Hindustani schools of music</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>If you are interested in the position, send your CV along with a letter of interest to the Human Resources Manager.</p> <p>Location: #67, 10th Main Road, Mysuru-570009</p> </td> </tr> </table>	Wanted	<p>Music Teacher</p> <p>Raga Academy of Music and Dance is looking for a music teacher for students aged 8-15 years</p> <p>Experience: 0-2 years</p> <p>Qualifications: An undergraduate/postgraduate degree in Music and exposure to both Carnatic and Hindustani schools of music</p>	<p>If you are interested in the position, send your CV along with a letter of interest to the Human Resources Manager.</p> <p>Location: #67, 10th Main Road, Mysuru-570009</p>	
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<p>If you are interested in the position, send your CV along with a letter of interest to the Human Resources Manager.</p> <p>Location: #67, 10th Main Road, Mysuru-570009</p>					
Q.73	<p>Many people while travelling do not follow standard norms such as standing in queues, keeping one's surroundings clean, and maintaining a certain level of silence that shows respect for everyone's space. This leads others to have an unpleasant and unsafe experience. In 120–150 words, write a letter to the editor of a national daily describing the problem and examining the various unfavourable behaviours. Provide suggestions for how such behaviour can be improved. Use the following cues along with your own ideas to compose this letter. You are Arunima Pankaj, a concerned Indian citizen.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 10px;"> <p>◆ Examples of unfavourable behaviours:</p> <ul style="list-style-type: none"> » not maintaining proper queues » throwing rubbish on the floor » shoving or pushing while handling luggage » watching videos without earphones or talking loudly <p>◆ Consequences:</p> <ul style="list-style-type: none"> » causes chaos and anxiety » physical injuries due to luggage manhandling » dirty and unhygienic surroundings » disrupting the peace of the place </td> </tr> </table>	<p>◆ Examples of unfavourable behaviours:</p> <ul style="list-style-type: none"> » not maintaining proper queues » throwing rubbish on the floor » shoving or pushing while handling luggage » watching videos without earphones or talking loudly <p>◆ Consequences:</p> <ul style="list-style-type: none"> » causes chaos and anxiety » physical injuries due to luggage manhandling » dirty and unhygienic surroundings » disrupting the peace of the place 	5		
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Q.74	<p>You are Netra Samson, and have completed your undergraduate studies in Art and Design. You saw the given advertisement on the job portal of a publishing house, and wish to apply for the open position. Write a letter in 120–150 words to the Human Resources Manager at Enigma Publications, along with your bio-data, expressing your interest in the advertised post.</p>	5
Wanted		
<p>Graphic Designer</p> <p>Enigma Publications is looking for a graphic designer for its monthly newsletter</p> <p>Experience: 0–2 years</p> <p>Qualifications: An undergraduate/postgraduate specialisation in Digital Art, Design or Illustrations with proficiency in photo editing software.</p>		
<p>If you are interested in the position, send your CV along with a letter of interest to the Human Resources Manager at Enigma Publications, Thane, Mumbai-40080</p>		
Q.75	<p>You are Nellie Yuki, a Class XII student who likes to travel. Your favourite backpacking hostel updated its social media with the following advertisement. Write a letter in 120 –150 words, to the concerned person applying for the job position.</p>	5
Lostay is Looking for a Receptionist!		
<p>Who Are We?</p> <p>Lostay is a hostel situated in the lush valleys of Himachal Pradesh, dedicated to creating and hosting a community of like-minded travellers.</p> <p>Location: Bir, Himachal Pradesh</p> <p>Duration: Minimum 2 months</p> <p>Roles and Responsibilities:</p> <ul style="list-style-type: none"> - manage the front desk; - attend to guests; - plan fun activities (both indoors and outdoors); - manage social media <p>How to Apply: Send your CV and a detailed letter stating why you would be perfect for the role to Lostay, No.23, Kullu, Himachal Pradesh- 175101.</p>		

Q.76	<p>You are Neeti Sabrewal, a recent graduate with a Bachelor's of Arts (B.A.) in Psychology. You recently came across the following advertisement in the newspaper. As a student interested in conducting research and honing her data analytics skills, write a letter in 120–150 words applying for the mentioned post with your resume. Express your interest and suitability for the post.</p> <div style="border: 1px solid black; padding: 5px;"> <p>The Psychology Department of Gandharv University is looking for 3 Research Assistants (RA). Each RA will be working closely with a professor on their research project. Find the details below.</p> <p>Responsibilities: aid in research, analyse data (and aid in data collection in some cases), aid in grading students' papers, and hold discussion sessions for students who need support.</p> <p>Apply: by 27th September, 2024 with your resume</p> <p>Requirements: Bachelor's degree in Psychology, good academic writing skills, strong data analysis skills</p> <p>Paid position: Fixed salary of Rs. 25,000 per month</p> <p>Send your letter to: psychdept@gandharv-india.edu</p> </div>	5
Q.77	<p>You are Moana Mahsoom, a political science student studying in Class XII. You are planning on pursuing International Relations for your higher education. To gain some experience, you wanted to apply for a three-month internship at the UN Global Compact Network India. Write a letter in 120–150 words to the Head of HR at Global Compact Network, expressing your interest and stating your relevant experiences so far.</p> <p>You can use the following cues:</p> <ul style="list-style-type: none"> • president of the debate club; • regular participant of Model United Nations (MUNs); • editor-in-chief of the school's monthly magazine '<i>Parivartan</i>' 	5
Q.78	<p>You are Trijeet Chatterjee. You recently came across a 'zero-waste' company that creates products which do not leave any waste behind once consumed, such as plastic or non-biodegradable waste. You were extremely impressed and would like more people to think about how they can reduce their waste in simple ways by using specific products. Write a letter in 120–150 words to the editor of a national daily urging people to reduce waste. You can include the following points.</p> <ul style="list-style-type: none"> ◆ Carry your own cutlery that you can wash and reuse (like a foldable metal cup, metal straws, cutlery made of coconut shells, etc.). 	5

	<ul style="list-style-type: none">◆ Use soaps and shampoos that come in powdered form or in bars (rather than using plastic, bottled products).◆ Buy products sold in glass jars and bottles so the containers can be reused as storage jars.	
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Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.56	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p>Award the full allotted marks for each criteria that meets the stated expectations.</p> <p>Award half of the allotted marks for each criteria that needs improvement.</p> <p>Award 0 marks for each criteria that does not meet the stated expectations.</p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p>Award the full allotted marks if there are only one or two minor errors.</p> <p>Award half of the allotted marks if there is one major error.</p> <p>Award 0 marks if there is more than one major error.</p>	5
Q.57	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] 	5

	<ul style="list-style-type: none"> ◆ Invents the necessary details (job role, qualification requirements, organisation) [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter of application (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Mentions the correct documents for reference (college marksheets, resume or CV, recommendations) [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.58	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p>	5

	<p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p> <p>pls delete this</p> <p>Anshuli is unable to delete these fields</p> <p>someone delete this</p> <p>delete pls</p>	
Q.59	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Invents the necessary details (course name, qualification requirements, prior experience) [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations</i></p>	5

	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter of application (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Presents a clear beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p> <p>someone pls delete this - I am unable to.</p>	
Q.60	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] 	5

	<p>◆ Presents a smooth transition of ideas [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.61	<p><u>Content</u></p> <p>◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks]</p> <p>◆ Matches the brief given [0.50 marks]</p> <p>◆ Uses a formal tone [0.50 marks]</p> <p>◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <p>◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks]</p> <p>◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks]</p> <p>◆ Provides a clear sense of a beginning, middle and end [0.50 marks]</p> <p>◆ Presents a smooth transition of ideas [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p>	5

	<p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.62	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.63	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] 	5

	<p>◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <p>◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks]</p> <p>◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks]</p> <p>◆ Provides a clear sense of a beginning, middle and end [0.50 marks]</p> <p>◆ Presents a smooth transition of ideas [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.64	<p><u>Content</u></p> <p>◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks]</p> <p>◆ Matches the brief given [0.50 marks]</p> <p>◆ Uses a formal tone [0.50 marks]</p> <p>◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p>	5

	<ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.65	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p>	5

	<p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.66	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p>	5

	<i>Award 0 marks if there is more than one major error.</i>	
Q.67	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there is no error, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.68	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] 	5

	<p>◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <p>◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks]</p> <p>◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks]</p> <p>◆ Provides a clear sense of a beginning, middle and end [0.50 marks]</p> <p>◆ Presents a smooth transition of ideas [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.69	<p><u>Content</u></p> <p>◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks]</p> <p>◆ Matches the brief given [0.50 marks]</p> <p>◆ Uses a formal tone [0.50 marks]</p> <p>◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p>	5

	<ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.70	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] 	5

	<p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.71	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics 	5

	<p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.72	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.73	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] 	5

	<ul style="list-style-type: none"> ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.74	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p>	5

	<p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.75	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] 	5

	<ul style="list-style-type: none"> ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.76	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p>	5

	<p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.77	<p><u>Content</u></p> <p>◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks]</p> <p>◆ Matches the brief given [0.50 marks]</p> <p>◆ Uses a formal tone [0.50 marks]</p> <p>◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <p>◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks]</p> <p>◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks]</p> <p>◆ Provides a clear sense of a beginning, middle and end [0.50 marks]</p> <p>◆ Presents a smooth transition of ideas [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5

Q.78	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Expresses the intent of the letter with a strong sense of purpose [0.50 marks] ◆ Matches the brief given [0.50 marks] ◆ Uses a formal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context and fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of a formal letter (date, sender and receiver addresses, subject line, opening and closing salutations) [0.50 marks] ◆ Follows the correct format for a formal letter (date in expanded form, alignment of content, paragraph breaks) [0.50 marks] ◆ Provides a clear sense of a beginning, middle and end [0.50 marks] ◆ Presents a smooth transition of ideas [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
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10. Chapter: Informal Letter (Writing)

Q.No	Question	Marks
MULTIPLE CHOICE QUESTION		
	<p>Refer to the context below and answer the questions that follow.</p> <p>You are Amal. You would like to invite your childhood friend Samira, who lives in a different city, to come to stay with you and attend a play in which you are the lead performer.</p>	
Q.79	<p>Which of these sentences would be best suited to begin the invite with?</p> <p>A. Dear Samira, B. How are you? C. Ms. Samira, D. How have you been? E. Hello Ms. Samira, F. The play will only run for one week. G. Respected Samira, H. Your presence is expected at the play.</p>	1
Q.80	<p>Which of these would be the LEAST important detail for Amal to include in her invite?</p> <p>A. the awards that the director of her play has won B. the duration for which Samira can stay in her home C. the details of the trains or buses Samira could book D. the date by which she expects a response to the invite</p>	1
Q.81	<p>Which of these is most likely to be included in the body of the invite?</p> <p>A. It has been a long time since we last met. B. One must respond to an invite as soon as possible. C. I cordially invite you to spend a few days in my home. D. You should engage in the cultural experiences my city offers.</p>	1

Q.82	<p>If Samira accepts the invite, which of these would be true?</p> <p>A. Amal would get ready to face the music.</p> <p>B. Amal would start to have her head in the clouds.</p> <p>C. Amal would hope to be running around in circles.</p> <p>D. Amal would look forward to having a whale of a time.</p>	1
Q.83	<p>In which order will the following lines most likely be seen in Amal's invite?</p> <p>(i) I look forward to seeing you soon.</p> <p>(ii) I play the role of a powerful and temperamental queen.</p> <p>(iii) Please feel free to stay for a week.</p> <p>(iv) You can reach my home by the 4th of August, 2024.</p> <p>A. (i)-(ii)-(iv)-(iii)</p> <p>B. (ii)-(iv)-(iii)-(i)</p> <p>C. (iii)-(iv)-(i)-(ii)</p> <p>D. (iv)-(i)-(ii)-(iii)</p>	1

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.79	A. Dear Samira, How are you?	1
Q.80	A. the awards that the director of her play has won	1
Q.81	A. It has been a long time since we last met.	1
Q.82	D. Amal would look forward to having a whale of a time.	1
Q.83	B. (ii)-(iv)-(iii)-(i)	1

11. Chapter: Formal Report (Writing)

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.84	<p>Every year, a company called 'We Stand By You' organises a job fair for the differently abled. This year, more than sixty companies are participating in the fair. The renowned composer Mr Henry Hawking, who is partially deaf, is invited to inaugurate the job fair. You are Ritu/Suyash. Your newspaper 'The Voice' has deputed you to cover the inauguration ceremony. Use the given cues along with your own ideas to write a report on the same in 120–150 words.</p> <ul style="list-style-type: none"> • The arrangements made for candidates at the venue • The speech delivered by Mr Henry Hawking • The wide variety of jobs offered by various companies • The number of candidates that showed up on the first day of the job fair 	5
Q.85	<p>Your school's book club recently invited a well-known author. She talked about how reading fiction helps one develop emotional skills while reading non-fiction helps build practical knowledge and intelligence. As Meher Ray, draft a report covering the event for your school's monthly newsletter. Support your ideas with the cues given below.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> → purpose of the talk → who attended the talk → books that were discussed as examples → key messages or takeaways from the talk → post-talk resources and information given to attendees → what impact the talk would have on the attendees and their reading habits </div>	5
Q.86	<p>The tourism department of your state organised a workshop on 'Incorporating Diversity' where the attendees had to share interesting facts about their food, festivals, music, etc. The workshop ended with an event that showcased different aspects from various cultures. This included dance and musical performances and a dinner spread with items from different regions.</p> <p>As Praveen Gurung, draft a report covering the event for your school's newspaper. Support your ideas with the cues given below.</p>	5

	<ul style="list-style-type: none"> → purpose of the workshop → who attended the workshop → activities that took place → key messages or takeaways from the workshop → post-workshop resources and information given to attendees → what impact the workshop would have on the attendees and their environment 	
Q.87	<p>The Film Club in your school recently conducted a talk on 'Movies and Their Influence on Real Life' to discuss how movies impact the ways in which people think and live. The talk was addressed to students of Classes XI and XII. It was held on 21 January, 2024. As Ayesha Sherin, Secretary of the Film Club, draft a report covering the event for your school's newspaper. Support your ideas with the cues given below.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> → purpose of the talk → who attended the talk → aim of the talk + main points that were made (films give people impractical notions of happiness/unrealistic standards of beauty/can promote bad habits such/some films can inspire people to work harder/make people feel seen and heard) → primary takeaways from the talk → what impact the talk had on the attendees </div>	5
Q.88	<p>You are Meghana Ramesh. The Career Counselling Department in your school recently conducted a talk on 'Possible Career Options: Science, Commerce, Arts or Humanities' for all students of Classes XI and XII. You attended the event on 22 August, 2024. Draft a report covering the talk for your school's newspaper. Support your ideas with the cues given below.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <ul style="list-style-type: none"> → purpose of the talk → who attended the talk → aim of the talk + main points that were made → primary takeaways from the talk → post-talk references given to attendees → what impact the talk had on the attendees </div>	5

Q.89	<p>Your residential society recently organised a pottery-making workshop for residents. The workshop was held over two days, starting on 24th September, 2024. It accommodated ten residents of all ages. As a writer of your society's monthly newsletter, draft a report about the event. You can use the following cues.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Details about the event:</p> <ul style="list-style-type: none"> ◆ The fee per head was Rs. 3,000. ◆ All ten slots for registration filled up. ◆ Vessels were made using clay, baked in the oven and then decorated. ◆ The attendees learnt how to shape pots, bake clay pots, and glaze pots with a glassy coating. ◆ The attendees were allowed to keep the pots that they created. ◆ There was a lot of engagement and learning. </div>	5
Q.90	<p>The Communication Department of your school organised a workshop on Indian Sign Language (ISL). Sonali Shrivastava, a renowned sign language interpreter was invited to conduct basic training in ISL. She also shared other valuable insights about ISL that kept the attendees engaged, which included:</p> <ul style="list-style-type: none"> ◆ ISL is not recognised as an official language in India; ◆ only 304 certified interpreters across India; ◆ almost 18 million people deaf people in India; ◆ ISL was created and implemented as a formal training by Sibaji Panda, a deaf teacher, in 2001. 	5
Q.91	<p>Your school organised a welcome party on the 25th of July, 2024 for the new students who got admitted to Class XI. Write a report in 120–150 words, detailing the various events that were conducted, the response of the new students, and the different ways in which the teachers and students contributed to make the party a success. You are Amaira Bhat, a class XII student who was one of the organisers of the party.</p>	5
Q.92	<p>The residential society you live in organised a talent show for their residents on the 18th of August, 2024, to mark its tenth anniversary. You are Rahul Bhatia, one of the attendees of the show. Write a report in 120–150 words for the society's monthly newsletter, detailing various aspects of the event.</p>	5

Q.93	<p>Your school organised a night camp in the local forest for students of classes XI and XII to experience a meteor shower. A talk by famous Indian astronomer, G. Madhavan Nair on meteors, comets and astronomical patterns, preceded the viewing. After the event, a lot of students from different academic backgrounds showed interest in pursuing a career in astronomy. As Gunjan Mehta, draft a report about the event, in about 120 words. Support your ideas with the cues given below.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> → purpose of the event → who attended the event → topics that were discussed → key messages or takeaways from the event → post-event resources and information given to attendees → what impact the event would have on the attendees and their career choices </div>	5
Q.94	<p>You are Grace Pereira, a resident of Lawspet, Pondicherry. Your local Municipal Corporation held a cleanup drive on your nearest beach on 24th September 2024, which was attended by approximately 65 people. The event also included a free lunch, a variety of sustainable activities such as turning recycled materials into art, and an open podium for participating members to talk about issues concerning the garbage disposal systems on the beaches of Pondicherry. In about 120–150 words, draft a report covering the event for your local newspaper 'Pondi Everyday'.</p>	5
Q.95	<p>Your school recently organised a graduation and farewell event for the outgoing batch of Class XII students. The event included various programmes that left the students of Class XII feeling emotional and nostalgic. You are Brijesh Pal, the student editor of 'EduCreate', the school's monthly newsletter. Draft a report of the event in 120–150 words, using the following cues.</p> <ul style="list-style-type: none"> ◆ It was held in the auditorium. ◆ All the Class XII students were dressed in traditional attire. ◆ The programmes included a farewell speech by the Principal, dance and singing performances by the junior students, and a presentation of pictures and videos of the Class XII students. ◆ Pictures were clicked and a memento was gifted to students as the parting gift. 	5

Q.96	<p>Rampur, a district of Shimla, Himachal Pradesh, was recently devastated by heavy rains and consequent flooding. Multiple landslides and instances of entire roads being swept away have been reported. Close to 55 people lost their lives, 13 people continue to be reported as missing, and there have been massive damages to property and cattle. As Abhisara Dey, the editor of a national daily, draft a report in 120–150 words on the incident. You may create details as needed, in addition to the points mentioned.</p>	5
Q.97	<p>Your school organised a talk titled 'Ways to Bring International Students to Indian Universities', by a renowned educational counsellor, on the 21st of September, 2024. She provided context on how Indian universities are enhancing curricula and teaching methodologies in order to maintain international standards of education in India. As Mita Tyagi of Class XII, write a report in 120–150 words, covering various aspects of the talk for the school website. You may use the following cues while composing your report.</p> <p>What do International Universities Have:</p> <p>Foreign universities offer integrated courses and flexible semesters.</p> <p>Specific specialisations (Creative Writing, Applied Psychology) are available.</p> <p>Professors with years of research experience.</p> <p>What Indian Universities are Doing:</p> <p>The revamped NEP offers four year courses and more flexible specialisations.</p> <p>Several Science and Liberal Arts universities are opening Research and Development departments to increase research studies in India.</p> <p>Many universities are focussing on integrated learning (learning theatre along with Math, Physics and Music, History and Fiction and so on).</p>	5
Q.98	<p>Your school organised a 'Painting Nature' workshop for the students of Class X and XII, where students went into the garden and painted what they saw. The aim of the workshop was to help students connect with nature, assist them in managing academic stress, and give them a break from studies and the pressure of board examinations. As Amélie Padua, draft a report, in 120– 150 words, covering the workshop for your school's monthly newsletter. Support your ideas with the cues given below.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>→ purpose of the workshop</p> <p>→ who attended the workshop</p> <p>→ activities that took place</p> <p>→ location of the workshop</p> </div>	5

	<p>→ key messages or takeaways from the workshop</p> <p>→ what impact the workshop would have on the attendees and their environment</p>	
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Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.84	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error</i></p>	5
Q.85	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] 	5

	<ul style="list-style-type: none"> ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error</i></p>	
Q.86	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] 	5

	<p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error</i></p>	
Q.87	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] 	5

	<ul style="list-style-type: none"> ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.88	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p>	5

	<p>◆ <i>Uses correct grammar, spelling and other language mechanics</i></p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.89	<p><u>Content</u></p> <p>◆ Captures the reader’s attention with an interesting title [0.50 marks]</p> <p>◆ Expresses the main topic with a strong sense of purpose [0.50 marks]</p> <p>◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks]</p> <p>◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks]</p> <p>◆ Fulfils the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <p>◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks]</p> <p>◆ Presents information with the most important details appearing first [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5

<p>Q.90</p>	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 mark] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error</i></p>	<p>5</p>
<p>Q.91</p>	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks] 	<p>5</p>

	<ul style="list-style-type: none"> ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.92	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p>	5

	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.93	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 mark] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] 	5

	<p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error</i></p>	
Q.94	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p>	5

	<p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error</i></p>	
Q.95	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.96	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] 	5

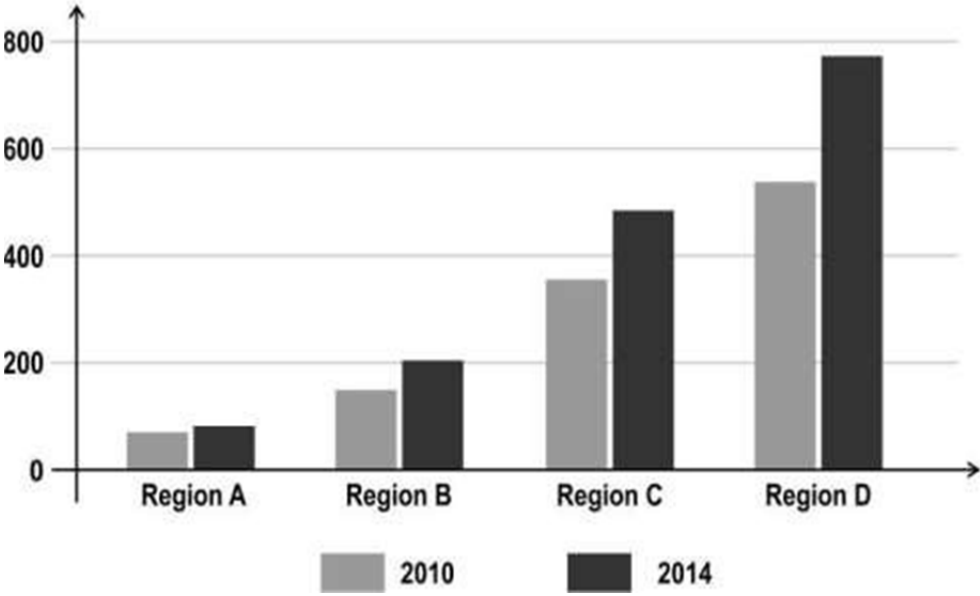
	<ul style="list-style-type: none"> ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.97	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p>	5

	<p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] ◆ Presents information with the most important details appearing first [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are no errors, or only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.98	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Captures the reader’s attention with an interesting title [0.50 marks] ◆ Expresses the main topic with a strong sense of purpose [0.50 marks] ◆ Answers the questions 'what', 'why', 'when', 'who' and 'where' for the information required [1 marks] ◆ Uses a formal tone and appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Follows the correct format for a report (title, reporting place and date, introductory paragraph, descriptive paragraph and concluding paragraph) [0.50 marks] 	5

	<p>◆ Presents information with the most important details appearing first [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error</i></p>	
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12. Chapter: Reading comprehension

Q.No	Question	Marks																														
MULTIPLE CHOICE QUESTION																																
	<p>Read the passage given below and answer the questions that follow.</p> <p>An Increase in the Tiger population in India</p> <p>The fourth quadrennial report on the status of tigers released by the Government of India revealed that the number of tigers in India increased by 74% between 2010 and 2018, and by more than 33% between 2014 and 2018.</p> <p>(1)</p> <p>Certain methodological changes along with tiger conservation programmes have contributed to the increase. The tiger population has been estimated in three phases, wherein phase three made extensive use of camera traps. The 2018 data has been lauded since 83% of the tiger population was individually camera trapped. Additionally, in this data, all tigers above the age of one have been included while in all the previous surveys (in 2010 and 2006), only tigers above 1.5 years of age were included. (2)</p> <p>The estimate of tiger population may not be accurate owing to the limitations in counting the highly secretive carnivore. Hence, the survey provided not a specific number but the range of tiger numbers i.e., between 2,603 and 3,346. This data has a possible error of 14%. Currently, India is home to 75% of the global tiger population. (3)</p> <p>To estimate the tiger population pragmatically (since tigers keep moving within forests and are not restricted to any one state), India's states have been classified into five different regions: Shivalik Hills and Gangetic plains, North East Hills and Brahmaputra Plains, Sunderbans, Central India and Eastern Ghats, and Western Ghats. The graph shows the region-wise distribution of India's tiger population. (4)</p> <div data-bbox="427 1458 1177 2083" style="text-align: center;"> <p>Region wise Tiger population in India (NTCA, 2019)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Region-wise Tiger Population in India (2006-2019)</caption> <thead> <tr> <th>Year</th> <th>North East hills & Brahmaputa Plains</th> <th>Shivalik hills & Gangetic plains</th> <th>Sunderbans</th> <th>Western Ghats</th> <th>Central Indian & Eastern Ghats</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>297</td> <td>412</td> <td>100</td> <td>0</td> <td>601</td> </tr> <tr> <td>2010</td> <td>353</td> <td>534</td> <td>148</td> <td>70</td> <td>601</td> </tr> <tr> <td>2014</td> <td>485</td> <td>688</td> <td>201</td> <td>76</td> <td>776</td> </tr> <tr> <td>2018</td> <td>646</td> <td>981</td> <td>88</td> <td>1033</td> <td>981</td> </tr> </tbody> </table> </div>	Year	North East hills & Brahmaputa Plains	Shivalik hills & Gangetic plains	Sunderbans	Western Ghats	Central Indian & Eastern Ghats	2006	297	412	100	0	601	2010	353	534	148	70	601	2014	485	688	201	76	776	2018	646	981	88	1033	981	
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Q.99	<p>Which of these is the meaning of the word '<u>lauded</u>' in paragraph 2?</p> <p>A. praised</p> <p>B. replaced</p> <p>C. controlled</p> <p>D. completed</p>	1															
Q.100	<p>Why is it a challenge to accurately estimate the total number of tigers present?</p> <p>A. People who are skilled at estimating without errors are few.</p> <p>B. Tigers are difficult to be spotted since they are good at hiding.</p> <p>C. Tigers are dangerous since they are prone to attacking humans.</p> <p>D. People find it difficult to keep up with the fast growing number of tigers.</p>	1															
Q.101	<p>The graph given below represents the status of tiger population of four different regions in India in 2010 and 2014. As per the passage, which of these regions does region A represent?</p> <p style="text-align: center;">Region wise Tiger Population in 2010 and 2014</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Region wise Tiger Population in 2010 and 2014</caption> <thead> <tr> <th>Region</th> <th>2010</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Region A</td> <td>~70</td> <td>~80</td> </tr> <tr> <td>Region B</td> <td>~150</td> <td>~200</td> </tr> <tr> <td>Region C</td> <td>~350</td> <td>~480</td> </tr> <tr> <td>Region D</td> <td>~550</td> <td>~780</td> </tr> </tbody> </table> <p>A. Sunderbans</p> <p>B. Western Ghats</p> <p>C. Shivalik Hills and Gangetic Plains</p> <p>D. North East Hills and Brahmaputra Plains</p>	Region	2010	2014	Region A	~70	~80	Region B	~150	~200	Region C	~350	~480	Region D	~550	~780	1
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Q.102	<p>Which of these factors contributed to the increase in the number of tigers in the fourth quadrennial report?</p> <p>(i) programmes designed to protect tigers</p> <p>(ii) a change in the category of tigers considered</p> <p>(iii) an improved methodological design to spot tigers</p> <p>(iv) a change in the total number of tigers above the age of one</p> <p>A. only (i) and (iii)</p> <p>B. only (iii) and (iv)</p> <p>C. only (i), (ii) and (iii)</p> <p>D. only (ii), (iii) and (iv)</p>	1		
Q.103	<p>Select the option that displays the correct cause-effect relationship.</p> <p>A.</p> <table border="1" data-bbox="365 1021 1321 1117"> <tr> <td style="text-align: center;">Cause</td> <td style="text-align: center;">Effect</td> </tr> </table>	Cause	Effect	1
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Q.104	<p>Based on the graph given, which of these regions showed a trend different from other regions between 2006 and 2010?</p> <p>A. Sunderbans</p> <p>B. Central India and Eastern Ghats</p> <p>C. Shivalik Hills and Gangetic Plains</p> <p>D. North East Hills and Brahmaputra Plains</p>	1														
Q.105	<p>Which of these does the phrase '<u>wildlife trafficking</u>' in paragraph 5 refer to?</p> <p>A. organized relocation of endangered wildlife to their natural habitats</p> <p>B. illegal gathering, transportation and distribution of protected wildlife</p> <p>C. continuous tracking of wildlife using modern monitoring technologies</p> <p>D. excessive crowding of wildlife in a particular area due to mismanagement</p>	1														

Q.106	<p>Based on the graph given, which of these regions has shown a 50 percent increase in tiger population between 2014 and 2018?</p> <p>A. Western Ghats</p> <p>B. Central India and Eastern Ghats</p> <p>C. Shivalik Hills and Gangetic Plains</p> <p>D. North East Hills and Brahmaputra Plains</p>	1
Q.107	<p>Which of these is true about the trend of tiger population in Shivalik plains and Gangetic plains?</p> <p>A. The tiger population has more than doubled between 2006 and 2018.</p> <p>B. The tiger population has shown a sharp increase between 2006 and 2010.</p> <p>C. The tiger population had dropped between 2010 and 2014 and showed a sharp increase between 2010 and 2018.</p> <p>D. The tiger population had increased between 2006 and 2010 and remained steady between 2010 and 2014.</p>	1
Q.108	<p>Based on the graph given, which of these regions showed the lowest growth rate of tiger population between 2014 and 2018?</p> <p>A. Western Ghats</p> <p>B. Shivalik hills and Gangetic Plains</p> <p>C. Central Indian and Eastern Ghats</p> <p>D. North East Hills and Brahmaputra Plains</p>	1
	<p>Read the passage and answer the questions.</p> <p>An Excerpt from 'A Piece of Chalk'</p> <p>I remember one splendid morning, all blue and silver, in the summer holidays when I reluctantly tore myself away from the task of doing nothing in particular, and put on a hat of some sort and picked up a walking-stick, and put six very bright-coloured chinks in my pocket. I then went into the kitchen (which, along with the rest of the house, belonged to a very square and sensible old woman in a Sussex village), and asked the owner and occupant of the kitchen if she had any brown paper. She had a great deal; in fact, she had too much; and she mistook the purpose and the rationale of the existence of brown paper. She seemed to have an idea that if a person wanted brown paper he must be wanting to tie up parcels; which was the last thing I wanted to do; indeed, it is a thing which I have found to be beyond my mental capacity. Hence, she dwelt very much on the varying qualities of toughness and endurance in the material. I explained to her that I only wanted to draw pictures on it, and that I did not</p>	

	<p>want them to endure in the least; and that from my point of view, therefore, it was a question, not of tough consistency, but of responsive surface, a thing comparatively irrelevant in a parcel. When she understood that I wanted to draw she offered to overwhelm me with note-paper, apparently supposing that I did my notes and correspondence on old brown paper wrappers from motives of economy. (1)</p> <p>I then tried to explain the rather delicate logical shade, that I not only liked brown paper, but liked the quality of brownness in paper, just as I liked the quality of brownness in October woods, or in beer, or in the peat-streams of the North. Brown paper represents the primal twilight of the first toil of creation, and with a bright-coloured chalk or two you can pick out points of fire in it, sparks of gold, and blood-red, and sea-green, like the first fierce stars that sprang out of divine darkness. All this I said (in an off-hand way) to the old woman; and I put the brown paper in my pocket along with the chinks, and possibly other things. I suppose every one must have reflected how primeval and how poetical are the things that one carries in one's pocket; the pocket-knife, for instance, the type of all human tools, the infant of the sword. Once I planned to write a book of poems entirely about the things in my pockets. But I found it would be too long; and the age of the great epics is past. (2)</p> <p>– G. K. Chesterton</p> <p>Glossary:</p> <p>square - old-fashioned</p> <p>peat - soil formed from dying plants</p> <p><i>Source (edited): 'A Piece of Chalk', Tremendous Trifles, G. K. Chesterton</i></p>	
Q.109	<p><i>...and she mistook the purpose and the rationale of the existence of brown paper.</i> (Paragraph 1)</p> <p>Which of these is the meaning of '<u>rationale</u>' in the sentence above?</p> <p>A. need</p> <p>B. record</p> <p>C. reason</p> <p>D. chance</p>	1
Q.110	<p>Which of these best describes the narrator of the passage</p> <p>A. argumentative</p>	1

	<p>B. elaborate</p> <p>C. objective</p> <p>D. ignorant</p>	
Q.111	<p>Which of these can aptly be concluded about the narrator from the first sentence of the passage?</p> <p>A. He enjoyed his time being idle.</p> <p>B. He suffered from a vision impairment.</p> <p>C. He wished to adopt a healthy lifestyle.</p> <p>D. He was particular about his appearance.</p>	1
Q.112	<p>Why did the narrator want to write poems about things in his pocket?</p> <p>A. He felt that they were interesting to write about.</p> <p>B. He felt that it would be easy to write about them.</p> <p>C. He knew that nobody had written about them before.</p> <p>D. He was inspired by the great epics that were written about them.</p>	1
Q.113	<p><i>...I did not want <u>them</u> to endure in the least; and that from my point of view, therefore, it was a question, not of tough consistency, but of responsive surface...</i> (Paragraph 1)</p> <p>What does '<u>them</u>' refer to in the statement above?</p> <p>A. parcels</p> <p>B. pictures</p> <p>C. note-paper</p> <p>D. brown paper</p>	1
Q.114	<p>Why did the narrator prefer brown paper to note-paper for drawing pictures?</p> <p>A. He loved the shade of brown colour in brown paper.</p> <p>B. He found brown paper to be cheaper than note-paper.</p> <p>C. He realised that brown paper lasted longer than note-paper.</p> <p>D. He considered himself to be too old-fashioned to use note-paper.</p>	1
Q.115	<p>Why did the woman offer note-paper to the narrator?</p> <p>A. to test whether he could draw on a smooth surface</p>	1

	<p>B. to get rid of the excess note-papers she had with her</p> <p>C. to show him that using it will help him make better drawings</p> <p>D. to provide him with a material better than brown paper to draw on</p>	
Q.116	<p>Which of the following describes the narrator's perception about tying up parcels?</p> <p>A. He liked to do it as the last task of the day.</p> <p>B. He agreed that the woman was good at it.</p> <p>C. He felt that he lacked the skills needed for it.</p> <p>D. He sensed that people are excited about it in general.</p>	1
Q.117	<p>Based on the excerpt, which of these can be definitely concluded about the narrator and the woman?</p> <p>A. They shared a passion for drawing.</p> <p>B. They knew nothing about each other.</p> <p>C. They disliked the company of each other.</p> <p>D. They had different viewpoints on matters.</p>	1
Q.118	<p>Which of the reader's senses does the author primarily appeal to in the first two sentences of paragraph 2?</p> <p>A. sight</p> <p>B. touch</p> <p>C. smell</p> <p>D. sound</p>	1
	<p>Read the passage given below and answer the questions that follow.</p> <p>The-Black-Throated-Jay</p> <p>The handsome black-throated jay is a bird that must be familiar to anyone who has visited a Himalayan hill station. Nevertheless, no one seems to have taken the trouble to write about it. Those who have compiled lists of birds usually dismiss it in their notes with adjectives such as "abundant," and "very common." It is remarkable that many popular writers have discoursed upon the feathered folk of the plains, while few have devoted themselves to the interesting birds of the hills. There seem to be two reasons for this neglect of the latter. Firstly, it is only the favoured few who can spend more than ten days at a time in the cool heights; most of us have to toil in the hot plains.</p>	

Secondly, the thick foliage of the mountain-side makes bird-watching a somewhat difficult operation. (1)

The black-throated jay is a handsome bird, more striking in appearance even than the jay of England. Its **crested** head is black. It is 23 to 30 inches long, more than half of which is the tail. Its back is a beautiful French grey, its wings are black and white with a bar of the peculiar shade of blue which is characteristic of the jay family and so rarely seen in nature or art. (2)

Black-throated jays go about in flocks. Probably the majority of the common birds of the Himalayas lead a sociable existence, like that of the birds of the plains known as "Seven Sisters". In a dense wood, every tree offers either insect or vegetable food so that a large number of birds can live in company without fear of starving each other out. In the plains, food is less abundant. Hence, most birds that dwell there are able to come together only at **roosting** time; during the day they are obliged to separate in order to find the **wherewithal** to feed upon. (3)

Like all sociable birds, the black-throated jay is very noisy. Birds have a language of a kind, a language composed entirely of interjections, a language in which only the simplest emotions—fear, joy, hunger, and maternal care—can be expressed. Now, when a considerable flock of birds is wandering through a dense forest, it is obvious that they would be very liable to lose touch with one another if they had no means of informing one another of their whereabouts. The result is that such a means has been developed. (4)

The black-throated jay is noisy even for a sociable bird. The sound which it seems to produce more often than any other is very much like the anger-cry of the common myna. Many Himalayan birds have rather discordant notes and in this respect, these mountains do not compare favourably with the Nilgiris where the **blithe** notes of the bulbuls are very pleasing to the ear. (5)

- *Douglas Dewar*

Glossary:

crested - a bird or an animal having upright feathers on the head
roosting- sleeping *wherewithal* - resources needed for something
blithe- cheerful

Source (edited): 'The Common Birds of the Western Himalayas', Birds of the Indian Hills, Douglas Dewar

Q.119	<p>According to the author, which of these is NOT a reason why very little has been written about the birds of the hills?</p> <p>A. The bird-watchers find it difficult to spot and identify birds in the hills.</p> <p>B. The majority of writers lack the privilege of experiencing a prolonged stay in the hills.</p> <p>C. The majority of writers live on the plains and are caught up in the struggles of daily life.</p> <p>D. The popular writers feel that the birds of the plains are more interesting than the birds of the hills.</p>	1
Q.120	<p>According to the passage, which of these characteristics can be considered unique to the jay family?</p> <p>(i) the sound that they produce</p> <p>(ii) their language and its nature</p> <p>(iii) their habit of travelling in groups</p> <p>(iv) the shade of blue on their body</p> <p>A. only (i)</p> <p>B. only (iv)</p> <p>C. only (ii) and (iii)</p> <p>D. only (ii) and (iv)</p>	1

Q.121	<p>Which of these best explains the meaning of the following sentence from paragraph 5?</p> <p><i>Many Himalayan birds have rather discordant notes, and in this respect these mountains do not compare favourably with the Nilgiris, where the blithe notes of the bulbuls are very pleasing to the ear.</i></p> <p>A. The sound of the birds of Nilgiris is better than the sound of the Himalayan birds</p> <p>B. The sound of the birds of both Himalayas and Nilgiris are not appealing to humans.</p> <p>C. The sound of the Himalayan birds and the birds of the Nilgiris cannot be compared.</p> <p>D. The sound of the Himalayan birds is difficult to interpret when compared to the birds of the Nilgiris.</p>	1
Q.122	<p>Which of these can be correctly inferred from paragraphs 3 and 4?</p> <p>A. Birds exhibit behavioural characteristics that suit their environment.</p> <p>B. Birds in the plains are shy in nature and prefer to fly alone during the daytime.</p> <p>C. Birds have the ability to navigate through thick forests without losing their way.</p> <p>D. Birds make sounds of different frequencies to express a wide range of emotions.</p>	1

Q.123	<p>Read the following sentences from the passage and choose the option that best describes the relationship between the two.</p> <p><i>(1) Like all sociable birds, the black-throated jay is very noisy.</i></p> <p><i>(2) The black-throated jay is noisy even for a sociable bird.</i></p> <p>A. (2) repeats the information in (1)</p> <p>B. (1) contradicts the information in (2)</p> <p>C. (2) elaborates on the point stated in (1)</p> <p>D. (1) states the cause of the statement in (2)</p>	1
Q.124	<p>Which of these is the main purpose of the passage?</p> <p>A. to compare and contrast the birds of the Himalayas and birds of the plains</p> <p>B. to help readers learn about a bird that is commonly found in the Himalayas</p> <p>C. to critically analyse the reasons for Himalayan birds being neglected by writers</p> <p>D. to imply that Himalayan birds are superior to birds from other parts of the world</p>	1
Q.125	<p>Which of these proverbs best captures the development of bird language as described in the passage?</p> <p>A. Practice makes perfect.</p> <p>B. A chattering bird builds no nest.</p> <p>C. Birds of a feather flock together.</p> <p>D. Necessity is the mother of invention.</p>	1
Q.126	<p>Which of these is closest to the meaning of the word '<u>discordant</u>' used in paragraph 5?</p> <p>A. rare</p> <p>B. harsh</p> <p>C. vague</p> <p>D. complex</p>	1
Q.127	<p>Which of the following writing styles best characterises paragraph 2?</p> <p>A. narrative</p> <p>B. reflective</p>	1

- C. persuasive
- D. descriptive

Q.128

Based on the description in the passage, which of these drawings represents a black-throated jay?

1



A.



B.



C.



D.

Read the passage below and answer the questions that follow.

Adoption in India and Its Status since 2013

Adoption in India is governed by the Juvenile Justice (Care and Protection of Children) Act, 2015. According to the relevant guidelines, the eligibility criteria for a Prospective Adoptive Parent (PAP)—an individual who intend to adopt a child—are the following. (1)

- (i) They should be physically, mentally, and emotionally stable, financially capable and should not have any life-threatening medical condition.
- (ii) Any PAP can adopt a child subject to the following:
 - a. the consent of both spouses is mandatory in case of a married couple
 - b. a single female can adopt a child of any gender
 - c. a single male is not eligible to adopt a girl child
- (iii) A couple should have at least two years of stable marital relationship to become eligible for adoption.
- (iv) The age of the PAP as on the date of registration shall be counted for deciding their eligibility to apply for children of different age groups. In case of couples, the composite age of PAPs shall be counted as given in the table below.

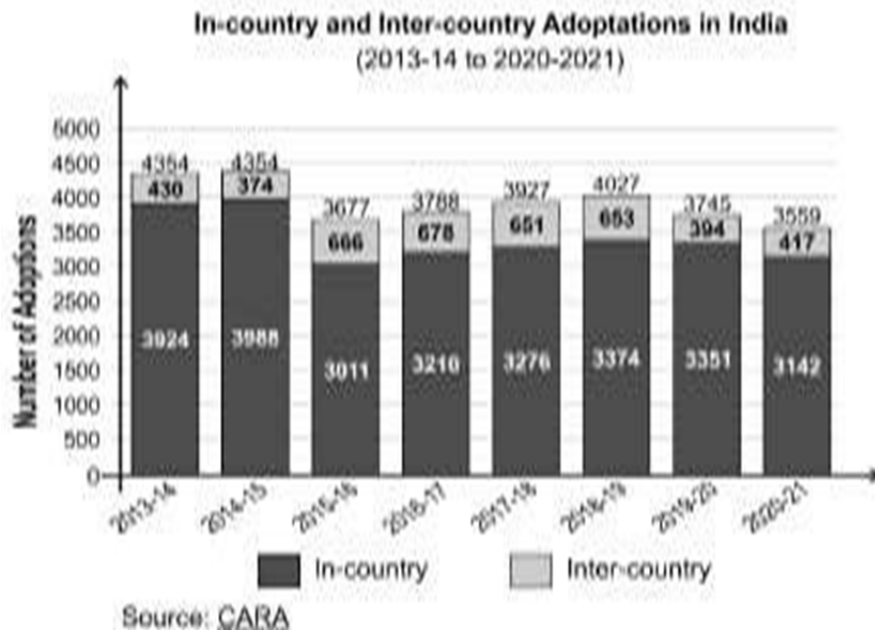
Age of the Child	Maximum composite age of prospective adoptive parents (couple)	Maximum age of single prospective adoptive parent
Up to 4 years	90 years	45 years
Above 4 and upto 8 years	100 years	50 years
Above 8 and upto 18 years	110 years	55 years

(v) The minimum age difference between the child and either of the PAPs should be at least twenty-five years.

(vi) The age criteria for PAPs shall not be applicable in the case of relative adoptions and adoption by a step-parent.

(vii) Couples with three or more children shall not be considered except in certain conditions. (2)

The graph given below gives details of the in-country adoptions and inter-country adoptions (adoptions by a person from another nation) that took place in India between 2013-14 and 2020-21.



Various estimates indicate that the number of orphaned and abandoned children in the country has increased since 2020 because of the COVID-19 pandemic. These children are at a high risk of becoming victims of trafficking and illegal adoptions. But the lengthy and complicated adoption process is a stumbling block in their rehabilitation. The government has made some amendments to increase the pace of adoptions. Whether these will reduce the delay in the adoption process and increase the adoption numbers remains to be seen. (3)

- Pavithra K M

Glossary :

composite - combined

rehabilitation - restoring someone to normal life

Source (edited): 'Data: Adoptions decreased in 2020-21 as number of Orphaned children increase on account of COVID-19' - <https://factly.in/adoptions-decreased-in-2020-21-as-number-of-orphaned-children-increase-on-account-of-covid-19/>

Q.129	<p>Which of these can be inferred from the table given in the passage?</p> <p>A. The younger parents should adopt younger children and older parents should adopt older children.</p> <p>B. The age of single prospective adoptive parents should be the half of prospective adoptive couples</p> <p>C. The youngest group of children will be adopted by relatively younger prospective adoptive parents.</p> <p>D. The youngest group of children have higher chances of being adopted by couples than single individuals.</p>	1
Q.130	<p>Based on point (v) in the passage, choose a suitable option to complete the sentence below.</p> <p><i>Couples can adopt a child if_____.</i></p> <p>A. one of them is at least 25 years older than the child</p> <p>B. both parents are at least 25 years older than the child</p> <p>C. both parents have completed at least 25 years of age</p> <p>D. there is an age difference of at least 25 years between the partners</p>	1
Q.131	<p>According to the passage, you CANNOT adopt a child if you are a_____.</p> <p>A. couple who already has three or more children</p> <p>B. 30-year-old male who wants to adopt a 1-year-old boy</p> <p>C. 30-year-old female who wants to adopt a 1-year-old girl</p> <p>D. married person who wants to adopt despite your spouse's opposition</p>	1
Q.132	<p>According to the graph, the trend in inter-country adoptions has been _____between 2013 and 2021.</p> <p>A. unvarying</p> <p>B. increasing</p> <p>C. fluctuating</p> <p>D. decreasing</p>	1
Q.133	<p>During which of the following time periods did the maximum number of inter-country adoptions take place in India?</p>	1

	<p>A. 2013-14</p> <p>B. 2014-15</p> <p>C. 2015-16</p> <p>D. 2018-19</p>													
Q.134	<p>Which of these can replace the word '<u>amendments</u>' in paragraph 4?</p> <p>A. sections</p> <p>B. changes</p> <p>C. schemes</p> <p>D. agreements</p>	1												
Q.135	<p>Which of the following CANNOT be a possible outcome of the amendments made with respect to the adoption process?</p> <p>A. a decrease in the chances of child trafficking</p> <p>B. a decrease in the number of children up for adoption</p> <p>C. a decrease in the number of adoptions that are illegal</p> <p>D. a decrease in the time involved in the adoption process</p>	1												
Q.136	<p>Which of these facts from the passage shows a cause-effect relationship?</p> <p>A.</p> <table border="1" data-bbox="359 1279 1286 1435"> <thead> <tr> <th>cause</th> <th>effect</th> </tr> </thead> <tbody> <tr> <td>the COVID-19 pandemic occurred</td> <td>an increase in the number of abandoned children</td> </tr> </tbody> </table> <p>B.</p> <table border="1" data-bbox="359 1547 1286 1704"> <thead> <tr> <th>cause</th> <th>effect</th> </tr> </thead> <tbody> <tr> <td>an estimate of total number of orphaned children taken</td> <td>a complicated and lengthy adoption process</td> </tr> </tbody> </table> <p>C.</p> <table border="1" data-bbox="359 1816 1286 1973"> <thead> <tr> <th>cause</th> <th>effect</th> </tr> </thead> <tbody> <tr> <td>the age of single prospective adoptive parent counted</td> <td>a composite age criteria for prospective adoptive parents</td> </tr> </tbody> </table> <p>D.</p>	cause	effect	the COVID-19 pandemic occurred	an increase in the number of abandoned children	cause	effect	an estimate of total number of orphaned children taken	a complicated and lengthy adoption process	cause	effect	the age of single prospective adoptive parent counted	a composite age criteria for prospective adoptive parents	
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Q.137	<p>Which of these does the expression '<u>stumbling block</u>' in paragraph 4 refer to?</p> <p>A. a unique feature of the rehabilitation process</p> <p>B. a stage that is involved in the rehabilitation process</p> <p>C. a barrier that causes difficulty in the rehabilitation process</p> <p>D. a hidden danger that is present in the rehabilitation process</p>	1				
	<p>Read the passage below and answer the questions that follow.</p> <p>A Beautiful Mind: Book Review</p> <p>How many of us, who are not practising mathematicians or mathematics students, have heard about a mathematician? It would probably just be a few of us. The reason for this is not the fact that mathematicians are not very famous in general. Rather, it is because of the common perception that what mathematicians do is abstract and insignificant in real-life. Another reason could be that we hardly have biographies of great mathematicians. Hence, Sylvia Nasar's book 'A Beautiful Mind'— later made into a movie of the same name — is indeed a great boon. (1)</p> <p>The book chronicles the journey of a brilliant mathematician, John Nash, through his years of creativity and mental turmoil. Nash was a highly eccentric and first-rate genius graduate student at Princeton University, then the world centre for mathematics, where he made fundamental contributions to one of the most important theories of rational human behaviour of our times, called the 'game theory'. It is ironic that a man who did this turned into a highly irrational being in his later life. (2)</p> <p>At the age of 31, Nash was diagnosed with schizophrenia. Since then, for more than three decades, one of the most brilliant minds of our times spent a ghostlike existence in the hallowed walls of the Princeton Mathematics Department. In 1994, he re-emerged by winning the prestigious Nobel Memorial Prize in Economic Sciences and rose to instant world fame. (3)</p> <p>Nash's story told in a poignant manner by Nasar is worth a read if you understand the anguish and turmoil that a human could experience in life. This award-winning biography is a drama about the mystery of the human mind, the creation of beauty, a triumph over incredible adversity and the healing power of pure love. It is fascinating and disturbing at the same time. The book can be aptly described as astonishing as it gives a vivid account of a genius's life and his work. It is a superbly written account of a man who has a dark madness that at times is illuminated by his most creative spirit. A mini classic in its own right, Nasar deserves kudos for managing to keep the book readable even for the non-mathematicians. (4)</p>					

	<p>The book is a must-read and can interest people from all walks of life. Even someone like a politician will enjoy the book, as Nash's theories are widely used in predicting election outcomes. In short, 'A Beautiful Mind' is a great book to read and John Nash is an even greater mortal to know about. I would highly recommend this book even to those who have watched the movie so that they can understand the bigger picture. (5)</p> <p>- Manjil P. Saikia</p> <p>Glossary:</p> <p>abstract - not practical</p> <p>schizophrenia - a serious mental disorder</p> <p>poignant - causing a feeling of sadness</p> <p>Source (edited): 'A Beautiful Mind: Book Review' - https://gonitsora.com/a-beautiful-mind-book-review/</p>	
Q.138	<p>Which of these reflects the author's opinion about mathematicians?</p> <p>A. They are spoken about only by other mathematicians.</p> <p>B. They are not as well-known as people from other areas.</p> <p>C. They have not made contributions that can be useful in everyday life.</p> <p>D. They are only a few in number since mathematics is a difficult subject to study.</p>	1
Q.139	<p>The author feels that it was ironic that Nash turned into an irrational person in his later years because_____.</p> <p>A. he was both creative and confused at the same time</p> <p>B. he was an unconventional person during his graduate days</p> <p>C. he had studied in one of the world's most prestigious universities</p> <p>D. he had contributed to formulating a theory based on logical behavior</p>	1
Q.140	<p>Which of these does the phrase '<u>ghostlike existence</u>' in paragraph 3 refer to?</p> <p>A. the years he took a break from his academic life</p> <p>B. the way that Nash looked due to his mental illness</p>	1

	<p>C. the period of time in Nash’s life when he went unnoticed</p> <p>D. the discomfort he felt within the walls of Princeton University</p>	
Q.141	<p>Select the option that suitably completes the dialogue with reference to paragraph 3.</p> <p><i>Naya: I never thought I would have to face these adversities. I feel lost and discouraged. I don’t think things will ever get better.</i></p> <p><i>Nila: I can understand your feelings but always remember that_____.</i></p> <p>A. life has its ups and downs</p> <p>B. preparation is the key to success</p> <p>C. we should never lose our humility</p> <p>D. the best thing in life is to be content</p>	1
Q.142	<p>Which of these underlined words gives the correct meaning of the word ‘hallowed’ found in paragraph 3?</p> <p>A. Visitors like the park near the pond as it is serene and <u>shady</u>.</p> <p>B. The <u>lofty</u> swimming pool is the highlight of the new resort that has come up in the town.</p> <p>C. Elderly people could not enjoy the exhibition since the walkway was quite <u>crowded</u>.</p> <p>D. People became very emotional as they visited the <u>sacred</u> ground where the martyrs were buried.</p>	1
Q.143	<p>What is the relationship between the following sentences from the passage?</p> <p><i>(1) Nash’s story told in a poignant manner by Nasar is worth a read if you understand the anguish and turmoil that a human could experience in life.</i></p> <p><i>(2) The book is a must-read and can interest people from all walks of life.</i></p> <p>A. (2) contradicts (1)</p> <p>B. (2) is independent of (1)</p> <p>C. (2) asserts the key idea in (1)</p> <p>D. (2) exemplifies the thought in (1)</p>	1
Q.144	<p>Given below are four different reviews of the book 'The Beautiful Mind'. Which of these contradicts the review of the book presented in the passage?</p>	1

	<p>A. This book is definitely going to leave a mark because it is not often that we come across biographies of eminent mathematicians.</p> <p>B. One might assume that the book would excite readers only at an intellectual level but it also appeals to our tender human emotions.</p> <p>C. Even though one might get inspired from Nash's story of overcoming life's challenges, the book could also leave the readers troubled and unsettled.</p> <p>D. The book excites its readers by maintaining its focus on the academic brilliance of Nash and not touching upon the emotional struggles that he faced.</p>	
Q.145	<p>Which of the these aspects of 'The Beautiful Mind' does the author find especially appealing?</p> <p>A. It helps politicians to participate in elections more effectively.</p> <p>B. It has won awards and has proven its greatness beyond any doubt.</p> <p>C. It helps people understand that madness and creativity are closely related.</p> <p>D. It can be understood even by people who lack a mathematical background.</p>	1
Q.146	<p>Which of these best describes the author's tone in the review given?</p> <p>A. formal</p> <p>B. nostalgic</p> <p>C. subjective</p> <p>D. argumentative</p>	1
Q.147	<p>The main purpose of paragraph 5 is to_____.</p> <p>A. show that John Nash's life is greater than what is depicted in the book</p> <p>B. claim that the movie based on Sylvia Nasar's book failed to do justice to the book</p> <p>C. motivate people to pay closer attention to the practicality of Nash's theories in everyday life</p> <p>D. highlight that the book is relatable and encourage people to read it to know about John Nash</p>	1
Free Response Question / Subjective Question		
	<p>Read the passage given below and answer the questions that follow.</p> <p>Volcanoes, not Asteroids, May Have Taken Out the Dinosaurs</p> <p>Dinosaurs died gradually from climate change caused by a series of severe</p>	

volcanic eruptions in the Deccan traps in India at the end of the Cretaceous period, says Gerta Keller, professor at Princeton University. This theory debunks the long-held notion that dinosaurs died due to climate change when a giant meteor hit the Yucatan region of Mexico. "The **Chicxulub impact** hit the Yucatan about 300,000 years before the mass extinction that included dinosaurs and therefore could not have caused it," Keller says. (1)

Research by volcanologists shows that lava eruptions in the Deccan were not continuous but occurred in **pulses**, with each pulse lasting about 10 to at most a 100 years, and the pulses were separated by short periods of quiescence. New results from eight subsurface cores drilled by the Oil and Natural Gas Corporation of India, a public-sector undertaking, in the Krishna-Godavari Basin of eastern India, reveal that at least nine lava flows mark the critical volcanic phase that ended in the mass extinction. This ending phase may have occurred over as little as 10,000 to 100,000 years. During each lava eruption, fire shot up in tall columns from fissures in the Earth's surface and lofted gases into the stratosphere while the oozing lava flow as sheets, or in rivers, up to 1046 kilometers across India, and formed the longest lava flows on Earth. "Their destructive nature is evident in the marine life record: the population of marine life decreased by about 50 percent after the first of these long lava flows," says Keller. "By the time of the last lava flow, the mass extinction was complete." The sulfur dioxide gas injected into the stratosphere converted to sulfate aerosols that caused climate cooling. The cooling lasted until the sulfate aerosols were washed out as acid rain and caused the ocean to acidify in the process. (2)

Keller doesn't disagree with scientists who believe that the Chicxulub impact affected the climate. The event would certainly have caused earthquakes, tsunamis, regional fires and injected huge quantities of sulfur dioxide into the stratosphere, causing cooling and acidification of the land and oceans. "The difference is that the quantity of gas injection from the main phase of Deccan eruptions was 30 to 100 times larger than the Chicxulub impact and occurred over a shorter geological period of time, with each pulse lasting about 10 years or more." (3)

Up until now, sceptics have doubted whether gas from Deccan-like eruptions can reach the stratosphere, but the relatively small 1783-1784 Laki eruption in Iceland revealed that even rather small eruptions loft gases into the stratosphere. Field research by Keller and her collaborators has revealed that the mass extinction coincided with the end of the main phase of Deccan eruptions, suggesting that volcanism killed dinosaurs. (4)

- *Author Unknown*

Glossary:

Chicxulub impact - an event marked by a huge explosion caused by a large asteroid

pulses - short bursts

Q.148	The passage mentions two differing views regarding the extinction of dinosaurs. Which global phenomenon is the underlying cause of dinosaurs' extinction in both these views? Answer in one sentence.	1
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Q.149	In 20–30 words, cite a point from the passage that shows that the lava flows from the deccan eruptions were extensive.	2
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Read the passage given below and answer the questions that follow.

An Increase in the Tiger population in India

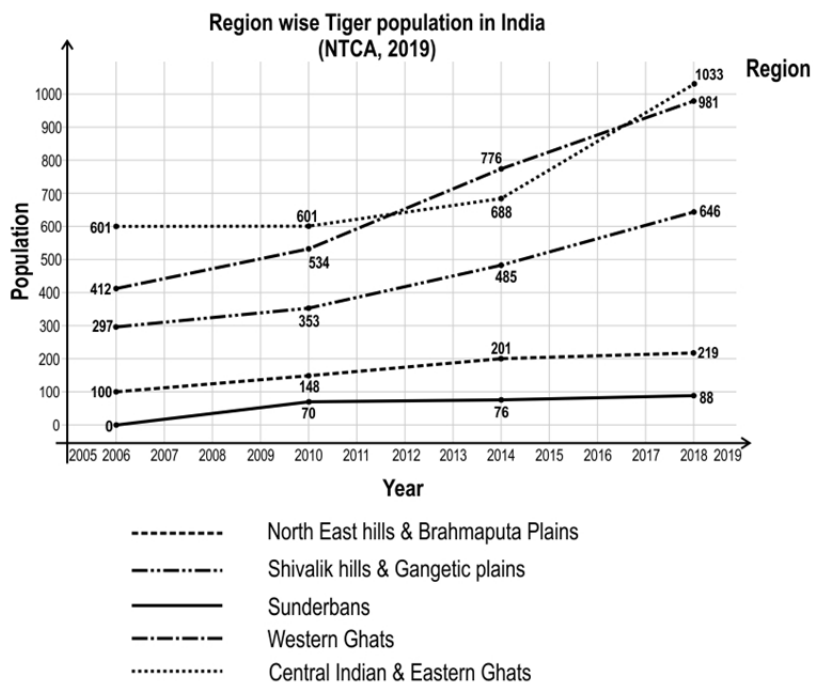
The fourth quadrennial report on the status of tigers released by the Government of India revealed that the number of tigers in India increased by 74% between 2010 and 2018, and by more than 33% between 2014 and 2018.

(1)

Certain methodological changes along with tiger conservation programmes have contributed to the increase. The tiger population has been estimated in three phases, wherein phase three made extensive use of camera traps. The 2018 data has been lauded since 83% of the tiger population was individually camera trapped. Additionally, in this data, all tigers above the age of one have been included while in all the previous surveys (in 2010 and 2006), only tigers above 1.5 years of age were included. (2)

The estimate of tiger population may not be accurate owing to the limitations in counting the highly secretive carnivore. Hence, the survey provided not a specific number but the range of tiger numbers i.e., between 2,603 and 3,346. This data has a possible error of 14%. Currently, India is home to 75% of the global tiger population. (3)

To estimate the tiger population pragmatically (since tigers keep moving within forests and are not restricted to any one state), India's states have been classified into five different regions: Shivalik Hills and Gangetic plains, North East Hills and Brahmaputra Plains, Sunderbans, Central India and Eastern Ghats, and Western Ghats. The graph shows the region-wise distribution of India's tiger population. (4)



	<p>The Sustainable Development Goal 15 of the United Nations stresses on sustainable management of forests, curbing biodiversity loss and reversing land degradation. Two specific goals towards this are prevention of threatened species from extinction and putting an end to wildlife trafficking. A significant increase in tiger population between 2010–2018 is, therefore, a step in the right direction. (5)</p> <p>- Pavithra K M</p> <p>Glossary:</p> <p>quadrennial - happening every four years</p> <p>pragmatically - realistically</p> <p>Source (edited): 'Tiger population in India increases by 74% in 8 years' - https://factly.in/tiger-population-in-india-increases-by-74-in-8-years%E2%82%AC/</p>	
Q.150	What does it mean when paragraph 2 states that '83% of the tiger population was individually camera trapped'? Answer in 20–30 words.	2
Q.151	<p>Rewrite the sentence below by replacing the underlined word with a word that means the same from paragraph 5.</p> <p><i>The coach feels that her players should be <u>controlling</u> their temper and displaying better sportsmanship.</i></p>	1
Q.152	Why does the author state that the increase in the tiger population between 2010–2018 is 'a step in the right direction'? Answer in 30–40 words.	2
Q.153	In a sentence, state one way in which each of us can contribute to the conservation of tigers.	2
Q.154	Why do you think it is important that we need to protect tigers? Answer in 20–30 words.	2
Q.155	<p>Complete the following statement with an appropriate inference from the passage.</p> <p><i>It is appropriate to refer to India as the Land of Tigers because _____.</i></p>	1
Q.156	According to the passage, the quadrennial reports reveal the status of tigers in India. In 20–30 words, state an advantage of these reports.	2
	<p>Read the passage and answer the questions.</p> <p>An-Excerpt-from-'A-Piece-of-Chalk'</p>	

	<p>I remember one splendid morning, all blue and silver, in the summer holidays when I reluctantly tore myself away from the task of doing nothing in particular, and put on a hat of some sort and picked up a walking-stick, and put six very bright-coloured chalks in my pocket. I then went into the kitchen (which, along with the rest of the house, belonged to a very square and sensible old woman in a Sussex village), and asked the owner and occupant of the kitchen if she had any brown paper. She had a great deal; in fact, she had too much; and she mistook the purpose and the rationale of the existence of brown paper. She seemed to have an idea that if a person wanted brown paper he must be wanting to tie up parcels; which was the last thing I wanted to do; indeed, it is a thing which I have found to be beyond my mental capacity. Hence, she dwelt very much on the varying qualities of toughness and endurance in the material. I explained to her that I only wanted to draw pictures on it, and that I did not want them to endure in the least; and that from my point of view, therefore, it was a question, not of tough consistency, but of responsive surface, a thing comparatively irrelevant in a parcel. When she understood that I wanted to draw she offered to overwhelm me with note-paper, apparently supposing that I did my notes and correspondence on old brown paper wrappers from motives of economy. (1)</p> <p>I then tried to explain the rather delicate logical shade, that I not only liked brown paper, but liked the quality of brownness in paper, just as I liked the quality of brownness in October woods, or in beer, or in the peat-streams of the North. Brown paper represents the primal twilight of the first toil of creation, and with a bright-coloured chalk or two you can pick out points of fire in it, sparks of gold, and blood-red, and sea-green, like the first fierce stars that sprang out of divine darkness. All this I said (in an off-hand way) to the old woman; and I put the brown paper in my pocket along with the chalks, and possibly other things. I suppose every one must have reflected how primeval and how poetical are the things that one carries in one's pocket; the pocket-knife, for instance, the type of all human tools, the infant of the sword. Once I planned to write a book of poems entirely about the things in my pockets. But I found it would be too long; and the age of the great epics is past. (2)</p> <p>– G.K.Chesterton</p> <p>Glossary: square- old-fashioned peat - soil formed from dying plants</p> <p>Source (edited): 'A Piece of Chalk', Tremendous Trifles, G. K. Chesterton</p>	
Q.157	<p>Select the response that best fits the following statement about the passage.</p> <p><i>The narrator intended to make a drawing of the landscape when he went out on the summer morning.</i></p>	1

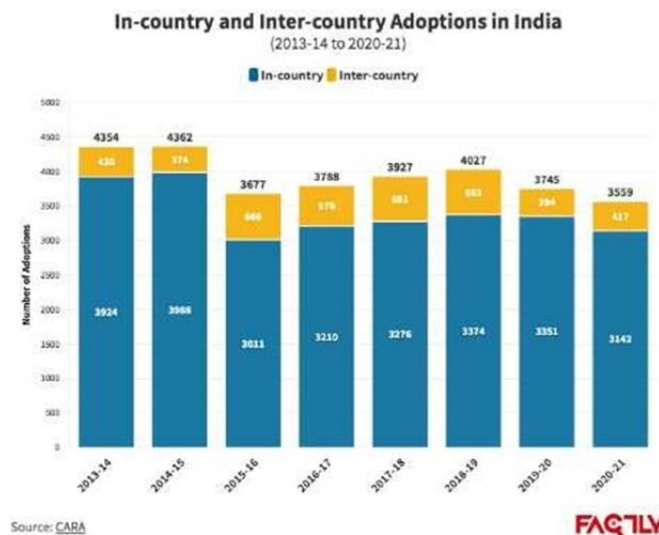
	<p>Responses:</p> <p>Yes - if the statement agrees with the information</p> <p>No - if the statement contradicts the information</p> <p>Not Given - if there is no information on this</p>	
Q.158	Based on the passage, how can the description of the woman as 'square and sensible' be justified? Answer in 60–90 words.	4
Q.159	<p>In accordance with the narrator's view, complete the sentence below by adding an appropriate comparison.</p> <p><i>...but liked the quality of brownness in paper, just as I liked the quality of brownness in October woods, or in beer, or in the peat-streams of the North, or in_____.</i></p>	1
Q.160	In 20–30 words, state any one trait of the narrator and justify it with an example.	2
Q.161	<p>Rewrite the sentence below by replacing the underlined word with a suitable word from paragraph 1.</p> <p><i>She works really hard to come up with architectural styles that can <u>withstand</u> the test of time.</i></p>	1
Q.162	<p>Whom does the narrator compare an artist to in the statement below? Explain your answer in 60–90 words.</p> <p><i>...and with a bright-coloured chalk or two you can pick out points of fire in it, sparks of gold, and blood-red, and sea-green, like the first fierce stars that sprang out of divine darkness. (Paragraph 2)</i></p>	4
Q.163	Provide a suitable alternative title to the passage. Answer in one sentence.	1
	Read the passage given below and answer the questions that follow.	
Q.164	<p>Rewrite the following sentence by replacing the underlined word with another word/phrase without changing the meaning.</p> <p><i>Those who have compiled lists of birds usually <u>dismiss</u> it in their notes with adjectives such as "abundant," and "very common." (paragraph 1)</i></p>	1
Q.165	Unlike the birds of the plains, why do the birds of the Himalayas tend to live mostly in flocks? Answer in 40–50 words.	3

Q.166	Which personality trait of the author can be inferred from paragraph 2? Support your answer with an example in 40–50 words.	3
Q.167	Identify a word from paragraph 4 to complete the following sentence suitably. <i>In general, food labels are too complicated and confusing and are _____ to mislead consumers.</i>	1
Q.168	In 20–30 words, state a point in your own words to challenge the following statement about the passage. <i>The author’s view that it is a challenge to learn about the birds of the hills is not valid because one can always cage these birds and study them closely.</i>	1
Q.169	Complete the following sentence with a short phrase based on your understanding of the passage. <i>We can say that jays are not unique to the Himalayas because_____.</i>	1
Q.170	How does human language differ from that of the language of the birds? State one point in 20–30 words.	2
Q.171	In paragraph 3, the writer mentions the 'fear of starving each other out'. In 20–30 words, state how birds could starve each other out.	2
	<p>Read the passage below and answer the questions that follow.</p> <p>Adoption in India and Its Status since 2013</p> <p>Adoption in India is governed by the Juvenile Justice (Care and Protection of Children) Act, 2015. According to the relevant guidelines, the eligibility criteria for a Prospective Adoptive Parent (PAP)—an individual who intend to adopt a child—are the following. (1)</p> <p>(i) They should be physically, mentally, and emotionally stable, financially capable and should not have any life-threatening medical condition.</p> <p>(ii) Any PAP can adopt a child subject to the following:</p> <ol style="list-style-type: none"> the consent of both spouses is mandatory in case of a married couple a single female can adopt a child of any gender a single male is not eligible to adopt a girl child <p>(iii) A couple should have at least two years of stable marital relationship to become eligible for adoption.</p> <p>(iv) The age of the PAP as on the date of registration shall be counted for deciding their eligibility to apply for children of different age groups. In case of</p>	

couples, the composite age of PAPs shall be counted as given in the table below.

Age of the Child	Maximum composite age of prospective adoptive parents (couple)	Maximum age of single prospective adoptive parent
Up to 4 years	90 years	45 years
Above 4 and upto 8 years	100 years	50 years
Above 8 and upto 18 years	110 years	55 years

The graph given below gives details of the in-country adoptions and inter-country adoptions (adoptions by a person from another nation) that took place in India between 2013-14 and 2020-21.



Various estimates indicate that the number of orphaned and abandoned children in the country has increased since 2020 because of the COVID-19 pandemic. These children are at a high risk of becoming victims of trafficking and illegal adoptions. But the lengthy and complicated adoption process is a stumbling block in their rehabilitation. The government has made some amendments to increase the pace of adoptions. Whether these will reduce the delay in the adoption process and increase the adoption numbers remains to be seen. (3)

- Pavithra K M

Glossary:

composite - combined

rehabilitation - restoring someone to normal life

Q.172 Why do you think it is important that a country has laws regarding the adoption process? Answer in 30–40 words.

2

Q.173	Why does the eligibility criteria specify that prospective adoptive parents should be emotionally stable? Answer 40–50 words.	3
Q.174	How does the author feel about the amendments meant to increase the rate of adoptions? Answer in one sentence.	1
Q.175	Select a suitable word from the eligibility criteria listed to complete the above sentence appropriately. <i>The students were required to have their parents' _____ to participate in the 10-kilometer hike.</i>	1
Q.176	What do you think could be a challenge associated with inter-country adoptions? Answer in one sentence.	1
Q.177	<i>The rules and regulations regarding adoptions in India include restrictions.</i> Based on the information in the passage, which of the following responses best fits the statement above? Responses: Yes - if the statement agrees with the information No - if the statement contradicts the information Not Given - if there is no information on this	1

Read the passage below and answer the questions that follow.

A Beautiful Mind: Book Review

How many of us, who are not practising mathematicians or mathematics students, have heard about a mathematician? It would probably just be a few of us. The reason for this is not the fact that mathematicians are not very famous in general. Rather, it is because of the common perception that what mathematicians do is abstract and insignificant in real-life. Another reason could be that we hardly have biographies of great mathematicians. Hence, Sylvia Nasar's book 'A Beautiful Mind' — later made into a movie of the same name — is indeed a great boon. (1)

The book chronicles the journey of a brilliant mathematician, John Nash, through his years of creativity and mental turmoil. Nash was a highly eccentric and first-rate genius graduate student at Princeton University, then the world centre for mathematics, where he made fundamental contributions to one of the most important theories of rational human behaviour of our times, called the 'game theory'. It is ironic that a man who did this turned into a highly irrational being in his later life. (2)

At the age of 31, Nash was diagnosed with schizophrenia. Since then, for more than three decades, one of the most brilliant minds of our times spent a ghostlike existence in the hallowed walls of the Princeton Mathematics Department. In 1994, he re-emerged by winning the prestigious Nobel Memorial Prize in Economic Sciences and rose to instant world fame. (3)

Nash's story told in a poignant manner by Nasar is worth a read if you understand the anguish and turmoil that a human could experience in life. This award-winning biography is a drama about the mystery of the human mind, the creation of beauty, a triumph over incredible adversity and the healing power of pure love. It is fascinating and disturbing at the same time. The book can be aptly described as astonishing as it gives a vivid account of a genius's life and his work. It is a superbly written account of a man who has a dark madness that at times is illuminated by his most creative spirit. A mini classic in its own right, Nasar deserves kudos for managing to keep the book readable even for the non-mathematicians. (4)

	<p>The book is a must-read and can interest people from all walks of life. Even someone like a politician will enjoy the book, as Nash’s theories are widely used in predicting election outcomes. In short, 'A Beautiful Mind' is a great book to read and John Nash is an even greater mortal to know about. I would highly recommend this book even to those who have watched the movie so that they can understand the bigger picture. (5)</p> <p>- Manjil P. Saikia</p> <p>Glossary:</p> <p>abstract - not practical</p> <p>schizophrenia - a serious mental disorder</p> <p>poignant - causing a feeling of sadness</p> <p><i>Source (edited): 'A Beautiful Mind: Book Review' - https://gonitsora.com/a-beautiful-mind-book-review/</i></p>	
Q.178	Describe Nash's personality as a university student in 20–30 words.	2
Q.179	In paragraph 1, why does the author of the review consider Sylvia Nasar’s book 'A Beautiful Mind' to be a 'great boon'? Support your answer with two points from the review in 40–50 words.	3
Q.180	In 20–30 words, describe a challenge that Nash would have likely faced after being diagnosed with schizophrenia?	2
Q.181	<p>What does the author of the review mean by the statement below? Answer in one sentence.</p> <p><i>It is a superbly written account of a man who has a dark madness that at times is illuminated by his most creative spirit. (Paragraph 4)</i></p>	1
Q.182	<p>Based on the information given in paragraph 5, which of the following responses best fits the statement below?</p> <p><i>When compared to the movie of the same name, the book 'A Beautiful Mind' gives a more detailed and broader perspective on Nash’s life.</i></p> <p>Responses:</p> <p>Yes - if the statement agrees with the information</p> <p>No - if the statement contradicts the information</p> <p>Not Given - if there is no information on this</p>	1


Q.183	<p><i>This award-winning biography is a drama about the mystery of the human mind, the creation of beauty, a triumph over <u>incredible adversity</u> and the healing power of pure love. (Paragraph 4)</i></p> <p>What does the phrase '<u>incredible adversity</u>' specifically refer to in the statement above?</p>	1
	<p>Read the passage given below and answer the questions that follow.</p> <p>The Black-Throated Jay</p> <p>The handsome black-throated jay is a bird that must be familiar to anyone who has visited a Himalayan hill station. Nevertheless, no one seems to have taken the trouble to write about it. Those who have compiled lists of birds usually dismiss it in their notes with adjectives such as "abundant," and "very common." It is remarkable that many popular writers have discoursed upon the feathered folk of the plains, while few have devoted themselves to the interesting birds of the hills. There seem to be two reasons for this neglect of the latter. Firstly, it is only the favoured few who can spend more than ten days at a time in the cool heights; most of us have to toil in the hot plains. Secondly, the thick foliage of the mountain-side makes bird-watching a somewhat difficult operation. (1)</p> <p>- Douglas Dewar</p> <p><i>Source (edited): 'The Common Birds of the Western Himalayas', Birds of the Indian Hills, Douglas Dewar</i></p>	
Q.184	<p>Rewrite the following sentence by replacing the underlined word with another word/phrase without changing the meaning.</p> <p><i>Those who have compiled lists of birds usually <u>dismiss</u> it in their notes with adjectives such as "abundant," and "very common." (paragraph 1)</i></p>	1

Answer Key & Marking Scheme

Q.No	Answers	Marks				
Q.99	A. praised	1				
Q.100	B. Tigers are difficult to be spotted since they are good at hiding.	1				
Q.101	A. Sunderbans	1				
Q.102	C. only (i), (ii) and (iii)	1				
Q.103	<p>D.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 50%;">Cause</th> <th style="text-align: center; width: 50%;">Effect</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Tigers roam within habitats that are spread across different Indian states.</td> <td style="padding: 5px;">Indian states are classified into different regions for estimating tiger population.</td> </tr> </tbody> </table> <p>Answer and Distractor Explanations:</p> <p>Option 4 is correct because the classification of Indian states to regions was made because of tigers' behavior of roaming within large areas that might spread across different states. Students choosing this have correctly understood this relationship between the two events stated. Option 1 is incorrect because making good use of camera traps is not a result of experiment being designed in three phases. Students choosing this may have failed to understand this. Option 2 is incorrect the doubling of tiger population between 2010 and 2018 is not caused by India being home to the majority populations of tigers present worldwide. Students choosing this may have failed to understand this. Option 3 is incorrect because it is not because the tiger population was increased that the quadrennial report was published. Students choosing this may have failed to understand this.</p>	Cause	Effect	Tigers roam within habitats that are spread across different Indian states.	Indian states are classified into different regions for estimating tiger population.	1
Cause	Effect					
Tigers roam within habitats that are spread across different Indian states.	Indian states are classified into different regions for estimating tiger population.					
Q.104	<p>B. Central India and Eastern Ghats</p> <p>Answer and Distractor Explanations:</p> <p>Option 2 is correct because according to the graph given in the passage, the total number of tigers in Central India and Eastern Ghats has remained the same (601). This trend is different from the trends shown by other regions mentioned in the options as they clearly show an increase in the tiger population between 2006 and 2010. Students choosing option 1 may have correctly made this inference. Options 1, 3 and 4 are incorrect as they all show an increase in the tiger population and hence, represent similar trends Students choosing these options may not have correctly made this inference.</p>	1				

Q.105	B. illegal gathering, transportation and distribution of protected wildlife	1
Q.106	B. Central India and Eastern Ghats	1
Q.107	A. The tiger population has more than doubled between 2006 and 2018.	1
Q.108	D. North East Hills and Brahmaputra Plains	1
Q.109	C. reason	1
Q.110	B. elaborate Answer and Distractor Explanations: Option 2 is correct because the narrator goes into deep details while describing the colour brown. He offers many examples and details, and describes the incident with the woman by noting the various thoughts and observations he had. Students choosing this option may have correctly inferred this. Options 1, 3 and 4 are incorrect because there is no evidence in the passage to suggest that he is argumentative, objective, or ignorant. In fact, he offers his own opinion and demonstrates a great depth of knowledge on some things.	1
Q.111	A. He enjoyed his time being idle.	1
Q.112	A. He felt that they were interesting to write about.	1
Q.113	D. brown paper Answer and Distractor Explanations: Option 4 is correct because the narrator refers to brown paper in the sentence quoted. Students choosing this may have correctly understood the reference made. Options 1, 2 and 3 are incorrect because though these things are mentioned in the given context of the passage, 'them' in the quoted sentence in the question do not refer to them. Students choosing these may not have understood this.	1

Q.114	A. He loved the shade of brown colour in brown paper. Answer and Distractor Explanations: Option 1 is correct because the beginning of paragraph 2 conveys this clearly. Students choosing this option may have rightly understood this. Options 2 and 3 are incorrect because though these describe characteristics of brown paper, the passage makes it clear that these are not reasons for the narrator's preference for brown paper. Students choosing these options may have failed to understand these points. Option 4 is incorrect the passage does not support this claim.	1
Q.115	D. to provide him with a material better than brown paper to draw on	1
Q.116	C. He felt that he lacked the skills needed for it.	1
Q.117	D. They had different viewpoints on matters.	1
Q.118	A. sight	1
Q.119	D. The popular writers feel that the birds of the plains are more interesting than the birds of the hills.	1
Q.120	B. only (iv)	1
Q.121	A. The sound of the birds of Nilgiris is better than the sound of the Himalayan birds. Answer and Distractor Explanations: Option 1 is correct because the tested sentence states that the Himalayan birds 'do not compare favourably' with the ones in the Nilgiris. Students choosing this option may have correctly understood that the meaning of this statement is similar to the statement in option 1. Option 2 is incorrect because the option states that the sound of the birds of both Himalayas and Nilgiris are not pleasing to the ears, and has a different meaning. Option 3 is incorrect because the tested sentence clearly compares the Himalayan birds and the birds of the Nilgiris. Option 4 is incorrect because the tested sentence does not mean that the sound of the Himalayan birds is difficult to understand when compared to that of the birds of the Nilgiris. Students choosing these options may not have understood the meaning of the tested sentence provided.	1
Q.122	A. Birds exhibit behavioural characteristics that suit their environment.	1
Q.123	C. (2) elaborates on the point stated in (1) Answer and Distractor Explanations:	1

	Option 3 is correct because (2) is adding on more details to the information in (1) that black-throated jays are noisy. Students choosing this option have correctly understood this. Options 1, 2 and 4 are incorrect because they do not correctly describe the logical relationship between the two sentences. Students choosing these may not have correctly understood the meaning conveyed by (1) and/or (2).	
Q.124	B. to help readers learn about a bird that is commonly found in the Himalayas	1
Q.125	D. Necessity is the mother of invention.	1
Q.126	B. harsh	1
Q.127	D. descriptive	1
Q.128	 <p>C.</p> <p>Answer and Distractor Explanations:</p> <p>Option 3 is correct because the image represents a bird with a crested head and a long tail as described in the passage. Students choosing this may have rightly understood these two features described. Option 1 is incorrect because it represents a bird with no crest and short tail. Students choosing this may not have correctly understood both the relevant features mentioned. Option 2 is incorrect because it represents a bird with a long tail but no crest. Students choosing this may not have rightly understood that the bird has a crest. Option 4 is incorrect because it represents a bird with a crest but which has a short tail. Students choosing this may not have rightly understood that the bird has a long tail.</p>	1
Q.129	<p>C.</p> <p>Answer and Distractor Explanations:</p> <p>Option 3 is correct because the table shows that the maximum age allowed for PAPs for adoption of children up to 4 years is 45 years (for single adoptive parent) and 90 years (for couples). Though this does not make sure that all younger parents 'will' adopt younger children, it makes sure that the youngest children will be adopted only by relatively younger parents. Students choosing this may have rightly made this inference. Option 1 is incorrect because the</p>	1

	<p>table merely gives the minimum age requirement to adopt each category of children and does not make a linear connection between the age group of children and a specific age of PAPs. Students choosing this may have failed to understand this. Option 2 is incorrect because the table does not portray any such relationship mentioned in the option. Students choosing this may have erroneously made a relation because of the visual structure of the table. Option 4 is incorrect because the table simply presents age criteria of both couples and single individuals as facts and does not indicate the probability of the youngest children being adopted by either couples or single individuals. Students choosing this may have failed to understand this</p> <p>The youngest group of children will be adopted by relatively younger prospective adoptive parents.</p>	
Q.130	<p>A. one of them is at least 25 years older than the child</p> <p>Answer and Distractor Explanations:</p> <p>Option 1 is correct because 'either' in point (v) means 'one of the adoptive parents' and hence, it rightly explains the meaning of the tested sentence. Students choosing this may have rightly understood this. Option 2 is incorrect because it does not correctly explain the meaning of the tested sentence. Students choosing this may not have rightly understood the usage of 'either of' in the given context. Option 3 is incorrect because 'twenty-five years' refers to 'the age difference between the child and the PAPs' and not the age of the parents. Students choosing this may not have understood this. Option 4 is incorrect because it does not correctly explain the meaning of the tested sentence. Students choosing this may not have rightly understood that the age difference involves the difference in the age of PAPs and the child and not between the partners.</p>	1
Q.131	D. married person who wants to adopt despite your spouse's opposition	1
Q.132	C. fluctuating	1
Q.133	C. 2015-16	1
Q.134	B. changes	1
Q.135	B. a decrease in the number of children up for adoption	1
Q.136	A.	1

Q.137	<p>C. a barrier that causes difficulty in the rehabilitation process</p> <p>Answer and Distractor Explanations:</p> <p>Option 3 is correct because it matches the meaning of the tested phrase in the context given in the passage. Students choosing this may have rightly understood the meaning of the tested phrase. Options 1, 2 and 4 are incorrect because they do not correctly describe the meaning of the phrase 'stumbling block'. Students choosing this may have failed to understand the correct meaning of the tested phrase.</p>	1
Q.138	<p>B. They are not as well-known as people from other areas.</p> <p>Answer and Distractor Explanations:</p> <p>Option 2 is correct because in paragraph 1, the author states that it is a 'fact' that mathematicians are not very famous in general. Students choosing this may have correctly understood this. Option 1 is incorrect because the passage just implies that only people from a mathematical background know about mathematicians. Students choosing this may have misunderstood the first sentence of paragraph 1 that states this. Option 3 is incorrect because paragraph 1 suggests this as a common perception that people have. Students choosing this may not have understood that it did not involve the author's viewpoint. Option 4 is incorrect because no part in the passage supports this claim. Students choosing this may have just gone by a general viewpoint that many students have.</p>	1
Q.139	<p>D. he had contributed to formulating a theory based on logical behavior</p> <p>Answer and Distractor Explanations:</p> <p>Option 4 is correct because in paragraph 2, the author states that 'it is ironic that a man who did this turned into a highly irrational being in his later life' where 'this' refers to the fact that he made a fundamental contribution towards a theory that involves rational human behavior. Students choosing this may have understood this clearly. Option 1 is incorrect because the author does not state or imply that he finds this ironical. Students choosing this may have misunderstood what the first sentence of paragraph 2 implies. Option 2 is incorrect because the fact mentioned does not contribute to the irony of the situation described. Students choosing this may have failed to understand the meaning and concept conveyed by expressions like 'irony' and 'unconventional'. Option 3 is incorrect because the author does not find this to be the reason for the irony he points out. Students choosing this may have been influenced by a bias that studying in prestigious universities can shape one into a logical being.</p>	1
Q.140	<p>C. the period of time in Nash's life when he went unnoticed</p>	1

Q.141	<p>A. life has its ups and downs</p> <p>Answer and Distractor Explanations:</p> <p>Option 1 is correct because paragraph 3 describes two phases in Nash's life, namely the phase where he battled through his mental illness and lived a life where he was hardly known, and the phase where he received well-deserved recognition and fame. Students choosing this may have understood that the expression in option 1 matches what paragraph 3 implies about life in general. Options 2, 3 and 4 are incorrect because they do not match the implication in paragraph 3.</p>	1
Q.142	<p>D. People became very emotional as they visited the <u>sacred</u> ground where the martyrs were buried.</p>	1
Q.143	<p>C. (2) asserts the key idea in (1)</p>	1
Q.144	<p>D. The book excites its readers by maintaining its focus on the academic brilliance of Nash and not touching upon the emotional struggles that he faced.</p> <p>Answer and Distractor Explanations:</p> <p>Option 4 is correct because it contradicts the author's view that the book contains 'anguish and turmoil that a human could experience in life' and talks about the 'mystery of the human mind'. Also, the author states that the book deals with both Nash's life and work. Students choosing this option may have rightly understood this. Option 1 is incorrect because it agrees with the author's statement in paragraph 1 that 'we hardly have biographies of great mathematicians' and hence the book is a 'great boon'. Students choosing this option may have failed to notice this. Option 2 is incorrect because it agrees with the author's views presented in paragraph 4. Students choosing this option may have failed to understand that references to emotions like 'pure love' include the portrayal of tender emotions. Option 3 is incorrect because it agrees with the author's view in paragraph 4 that the book is 'fascinating and disturbing at the same time'. Students choosing this option may have failed to understand this.</p>	1

Q.145	D. It can be understood even by people who lack a mathematical background.	1
Q.146	C. subjective	1
Q.147	D. highlight that the book is relatable and encourage people to read it to know about John Nash	1
Q.148	<p>Sample Answer: Climate change is the underlying cause of both the views mentioned in the passage regarding the extinction of dinosaurs.</p> <p>Content</p> <ul style="list-style-type: none"> ◆ Clearly states the underlying cause (climate change/the impact on climate) <p><i>Accept any other valid response supported by the text.</i></p>	1
Q.149	<p>Sample Answer: The passage states that the lava eruptions in the Deccan up to 1046 kilometers across India and formed the longest lava flows on Earth. This point agrees with the estimation that the lava flows from the deccan eruptions were quite extensive.</p> <p>Content</p> <ul style="list-style-type: none"> ◆ Cites a point of evidence in support of the proposition given (the lava spread up to 1046 kilometers/the lava flows spread across around 1000 kilometers/the longest lava flow from the Deccan Traps was considered to be the longest lava flows on Earth) <p><i>Accept any other valid responses supported by the text.</i></p> <p>Expression</p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.150	<p>Sample Answer: The statement that 83% of the tiger population was individually camera trapped means that 83% of the tigers that were identified through cameras that were set up in the tigers' natural habitats.</p>	2

	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains the meaning of the statement provided <p>(83% of individual tigers being captured in a camera installed/the images of 83% of the total tiger population caught and marked using specialized cameras)</p> <p><i>Accept any other similar response.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.151	<p>Sample Answer: The coach feels that her players should be <u>curbing</u> their temper and displaying better sportsmanship.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Rewrites the sentence using the suitable word (curbing) 	1
Q.152	<p>Sample Answer: The writer states this because the outcome contributes towards the success of the Sustainable Development Goal 15 established by the United Nations. The goal focuses on the prevention of threatened species. Since tigers are an endangered species, the increase in the tiger population is aligned to this goal.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains the rationale of the expression used with reference to the context in the passage <p>(tigers are an endangered species and hence increase in their numbers is aligned to Goal 15 by the UN/increase in tiger population is a progress in relation to Goal 15/increase in tiger population advances Goal 15 by the UN)</p> <p><i>Accept any responses directly supported by the text.</i></p> <p>Expression</p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p>	2

	<p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.153	<p>Sample Answer: We can contribute to the conservation of tigers by not purchasing products that are made from tigers or their parts.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States a meaningful way one can contribute to the conservation of tigers (monitoring our purchases/spreading awareness and sharing news about the tiger population/volunteering for tiger conservation programmes/donating for wildlife conservation projects/careful driving in the natural habitats of tigers) <p><i>Accept any other valid response supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.154	<p>Sample Answer: It is important that we protect tigers because failure to do so might lead to their extinction.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States why conservation of tiger population is important (tigers are too few in number and may become extinct if not protected/all species deserve to live on the planet in a safe environment/tigers play a significant role in maintaining the health and diversity of an ecosystem/protecting tigers results in protecting natural habitats/tigers prevent over-grazing by limiting herbivore numbers) <p><i>Accept any other valid answer.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2

Q.155	<p>Sample Answer: It is appropriate to refer to India as the Land of Tigers because <u>India is home to 75% of the tiger population in the world.</u></p> <p>Content</p> <ul style="list-style-type: none"> ◆ Completes the sentence with a reason from the text <p>(India is home to the largest number of tigers in the world/India has large number of tigers)</p> <p><i>Accept any other valid response.</i></p>	1
Q.156	<p>Sample Answer: The quadrennial reports help to regularly track the number of tigers in India and aid in formulating new programmes to conserve tigers.</p> <p>Content</p> <ul style="list-style-type: none"> ◆ Clearly states an advantage of quadrennial reports <p>(adapt existing methodologies to monitor tigers, if required/formulate efficient programmes to conserve tigers/make concentrated efforts on certain regions that require attention/have an accurate statistics of the tiger population)</p> <p><i>Accept any other valid answer.</i></p> <p>Expression</p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.157	<p>Sample Answer: Not Given</p> <p>Content</p> <ul style="list-style-type: none"> ◆ Select the correct option from the responses given <p>(Not Given)</p>	1
Q.158	<p>Sample Answer: The woman in the passage can be aptly described as a square based on the way she viewed the functionality of brown paper. She considered the sole purpose of brown paper to be of tying up parcels, which is the most conventional way of using brown paper. Also, the fact that she gave thought to the toughness and endurance of brown paper to best fit the tying of parcels and that she made an effort to save brown paper for future use shows that she is sensible.</p>	4

	<p><u>Content</u></p> <p>◆ Explains a reason for the woman being described as a square [1 mark] (the woman's view about brown paper/the woman finding it difficult to understand the reason why the narrator wanted to draw on brown paper)</p> <p>◆ Explains a reason for the woman being described as sensible [1 mark] (the woman thought about various qualities of brown paper to make it best for tying up parcels/the woman chose to save brown paper for future use/she offered note-paper to draw)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i></p> <p><i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	
Q.159	<p>Sample Answer: ...but liked the quality of brownness in paper, just as I liked the quality of brownness in October woods, or in beer, or in the peat-streams of the North, or in <u>earthen vessels</u>.</p> <p><u>Content</u></p> <p>◆ Completes the sentence with an appropriate comparison (earthen vessels/rich soil/owls)</p> <p><i>Accept any other valid response.</i></p>	1
Q.160	<p>Sample Answer: The narrator is very imaginative as it is evident from the way he describes the qualities of brown paper.</p> <p><u>Content</u></p> <p>◆ States a trait of the narrator [0.5 mark]</p>	2

	<p>(imaginative/observant/creative)</p> <p>◆ Provides a reason for the choice [0.5 mark]</p> <p>(imaginative because he sees brown paper as best fitting to draw/observant because he identifies various shades of brown/creative because he likes to draw)</p> <p><i>Accept any other valid answer supported by the text.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.161	<p>Sample Answer: She works really hard to come up with architectural styles that can <u>endure</u> the test of time.</p> <p><u>Content</u></p> <p>◆ Rewrites the given sentence by using a suitable word from the paragraph (endure)</p>	1
Q.162	<p>Sample Answer: The narrator compares an artist to a divine power or God in the statement given above. He feels that when an artist makes attractive drawings with colours like gold, red and green on brown paper, he is essentially demonstrating the same artistic creativity that a divine power or God showed when he created fiery stars out of the darkness that existed.</p> <p><u>Content</u></p> <p>◆ Clearly states the comparison made [1 mark] (divine power/Creator/God)</p> <p>◆ Explains the details of the comparison made [1 mark] (the colourful drawings made by artist being compared to the attractive stars created by God/the creativity involved in an artist's drawing being compared to that of the artistic creativity of the Creator/the colourful drawings on brown paper being compared to that of first instances of Creation in the darkness that served as a canvas)</p> <p><i>Accept any other valid answer supported by the text.</i></p>	4

	<p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i></p> <p><i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	
Q.163	<p>Sample Answer: 'An Artist's Musings' could be an alternative title to this passage.</p> <p><u>Content</u></p> <p>◆ Provides a suitable title for the excerpt given (The Beauty of Brown/A Wandering Mind/Shades of Perceptions)</p> <p><i>Accept any other valid response</i></p>	1
Q.164	<p>Sample Answer: Those who have compiled lists of birds usually <u>ignore</u> it in their notes with such adjectives such as "abundant," and "very common."</p> <p><u>Content</u></p> <p>◆ Gives an appropriate meaning of the word in the context given (ignore/put away/shrug off/overlook/disregard)</p> <p><i>Accept any other valid response.</i></p>	1
Q.165	<p>Sample Answer: In the Himalayas, there are a large number of trees that provide abundant sources of food for birds. Hence, birds can exist in flocks and still have access to sufficient amount of food sources. However, in the plains, the food sources are much less than the hills. So, birds mostly prefer to stay separately to avoid a situation where there will be a shortage of food.</p> <p><u>Content</u></p> <p>◆ Explains why the birds of the Himalayas tend to live mostly in flocks</p>	3

	<p>(presence of abundant sources of food in the Himalayas/lack of sufficient sources of food in the plains/difference in the availability of food sources in the hills and plains)</p> <p><i>Accept any variations of the given response.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> • Presents a logical connection between the ideas [0.50 marks] • Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.166	<p>Sample Answer: The details in paragraph 2 show that the narrator is very observant. He provides a vivid description of the appearance of the black-throated jay and notes that the shade of colour that the bird has is rarely seen in nature.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States a personality trait [1 mark] <p>(keenly interested in birds/observant/knowledgeable)</p> <ul style="list-style-type: none"> ◆ Provides a supporting example for the stated trait [1 mark] <p>(the narrator notes the unique features of the black-throated jay/draws comparisons with the jay of England)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3
Q.167	<p>Sample Answer: In general, food labels are too complicated and confusing and are <u>liable</u> to mislead consumers.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Selects a suitable word from the paragraph 	1

	(liable)	
Q.168	<p>Sample Answer: I disagree because one needs to observe birds in their natural habitat to learn about their characteristics accurately.</p> <p>Content</p> <p>◆ States a point to challenge the statement given</p> <p>(birds need to be observed in their natural habitats/the characteristics of birds can be accurately recorded only in natural environments)</p> <p><i>Accept any other valid response.</i></p>	1
Q.169	<p>Sample Answer: We can say that jays are not unique to the Himalayas because the writer mentions the jay of England.</p> <p>Content</p> <p>◆ Completes the sentence with an appropriate phrase</p> <p>(the writer mentions the jay of England/a reference to the jay of England is made in the passage)</p> <p><i>Accept any variations of the given responses.</i></p>	1
Q.170	<p>Sample Answer: Human language is made up of words that express complex emotions. On the other hand, bird language is composed entirely of interjections and can convey only basic emotions.</p> <p>Content</p> <p>◆ States one major difference between human language and bird language</p> <p>(human language is complex but bird language is simple/human language is composed of words and sounds but bird language is composed only of interjections/human language can convey complex feelings but bird language can convey only basic emotions)</p> <p><i>Accept any other valid response.</i></p> <p>Expression</p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2

Q.171	<p>Sample Answer: When birds live together in places where there are limited sources of food, it might lead to a shortage of food supply. Thus, when the birds that manage to find food consume them, they end up exhausting the limited supply and leaving the rest of the birds in the group to starve.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States how birds starve each other out <p>(some birds exhaust the food resources which results in other birds going hungry/a small population of birds use up the total supply of food)</p> <p><i>Accept any other valid answer.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.172	<p>Sample Answer: It is important because laws regarding adoption ensures transparency of the process and accountability of those involved. They ensure that the entire adoption process is controlled keeping in mind the best interests of the adopted children.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains the importance of adoption laws <p>(ensures transparency/serves in the best interests of adopted children/protects the rights of prospective adoptive parents)</p> <p><i>Accept any other valid answer</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.173	<p>Sample Answer: It is important that prospective adoptive parents are emotionally stable because this will help them maintain a balance in the way</p>	3

	<p>they express their emotions, thereby promoting the needed emotional development in children. Children who are brought up by emotionally stable parents feel safe, loved and secure as they grow up.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains the reason for the criteria <p>(ensure emotional well-being of adopted children/equips parents to fulfill the emotional needs of children/emotional stability needed to meet the challenges of parenthood)</p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.174	<p>Sample Answer: The author of the article is uncertain about whether the amendments would yield the intended results.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the author's view about the government amendments done to increase the rate of adoptions <p>(uncertain about the effectiveness/unsure about the effects of amendments)</p> <p><i>Accept any other valid response supported by the text.</i></p>	1
Q.175	<p>Sample Answer: The students were required to have their parents' <u>consent</u> to participate in the 10-kilometer hike.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Selects a suitable word <p>(consent)</p>	1
Q.176	<p>Sample Answer: In inter-country adoptions, there are high chances of having problems in communication since the adoptive parents and adopted children might not speak the same language.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States a challenge of inter-country adoptions 	1

	(challenges of not speaking the same language/cultural and racial barriers/more complicated process/more expensive/more waiting period) <i>Accept any other valid response.</i>	
Q.177	Sample Answer: Yes <u>Content</u> ◆ Selects a suitable response (Yes)	1
Q.178	Sample Answer: Nash was an exceptionally brilliant student during his graduate days at the university. While being a genius, he was also known to be having an unconventional and strange behaviour. <u>Content</u> ◆ Describes Nash's personality as a university student (Nash was a genius and had an eccentric behaviour/Nash made excellent academic contributions and had a unique personality) <i>Accept any other valid answer supported by the text.</i> <u>Expression</u> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <i>Award the full allotted marks if both the criteria have been met.</i> <i>Award half of the allotted marks if only one criteria has been met.</i> <i>Award 0 marks if none of the criteria have been met.</i>	2
Q.179	Sample Answer: The author of the review considers Sylvia Nasar's book 'A Beautiful Mind' to be a great boon because of two primary reasons. Firstly, it would help to bust a common misconception among people that mathematicians deal with abstract things. Secondly, there are very few biographies written about mathematicians in general. <u>Content</u> ◆ Describes two reasons for the author's view of the book as a 'great boon'. (helps people who aren't from a mathematics ground to get to know famous mathematicians/helps people to overcome their misconceptions about mathematicians/would be relevant since there are very less number of biographies about mathematicians)	3

	<p><i>Accept any variations of the given responses.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p>Award the full allotted marks if both the criteria have been met.</p> <p>Award half of the allotted marks if only one criteria has been met.</p> <p>Award 0 marks if none of the criteria have been met.</p>	
Q.180	<p>Sample Answer: Nash would have found the time period after his diagnosis very challenging. There are chances that the credibility of his academic contributions would have been questioned, thereby bringing him distress and discouragement.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains a challenge that Nash would have faced after being diagnosed with schizophrenia <p>(the credibility of his work could have been called to question/his contributions may have been neglected/might have hampered his social life/might have struggled with doing daily activities)</p> <p><i>Accept any other valid response.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.181	<p>Sample Answer: In the given statement, the author means that the eccentricities of Nash’s personality can be better understood if we understand and recognize the excellent creativity he possessed.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the meaning of the statement provided <p>(Nash's eccentricities was another side of his creative self/Nash's madness could be best interpreted when looked through the lens of his creative spirit)</p> <p><i>Accept any other valid response.</i></p>	1

Q.182	<p>Sample Answer: Yes</p> <p><u>Content</u></p> <p>◆ Provides a clear response from the options given (Yes)</p>	1
Q.183	<p>Sample Answer: The phrase 'incredible adversity' refers to the mental illness that Nash suffered.</p> <p><u>Content</u></p> <p>◆ States what the phrase specifically means in the context (the mental illness Nash suffered/schizophrenia that was diagnosed in Nash/the loneliness Nash suffered due to schizophrenia) <i>Accept any other valid response supported by the text.</i></p>	1
Q.184	<p>Sample Answer: Those who have compiled lists of birds usually <u>ignore</u> it in their notes with such adjectives such as "abundant," and "very common."</p> <p><u>Content</u></p> <p>◆ Gives an appropriate meaning of the word in the context given (ignore/put away/shrug off/overlook/disregard) <i>Accept any other valid response.</i></p>	1

13. Chapter: Informal Invitation (Writing)

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.185	Draft an invitation in about 50 words as Nimisha Ashokkumar, daughter of Srinivas and Nikitha Ashokkumar, inviting your cousin and her family to your parents' 25th anniversary celebration on 7th March, 2024, 7 pm onwards, at Rajshree Gardens, Chennai, Tamil Nadu.	5
Q.186	You are Surabhi, residing in Bangalore. Your friend, Shreya, is celebrating her birthday at her house on 2nd November, 2024, 11 am onwards, and has extended an invitation to you. Draft a reply of acceptance in not more than 50 words.	5
Q.187	You recently started a book club at Matilang Park, Shillong. Interested readers will assemble every Sunday morning to read together and discuss their books. Draft an invitation in about 50 words asking your friend to join the club at the park during the upcoming weekend. You are Janice from Shillong.	5
Q.188	You are Rishabh, residing in Mumbai. Your friend's parents, the Brancos, are organising a heritage walk in Goa to trace the Portuguese history of Goa as seen in the architecture of many houses, including their own family home. Your friend Nikhil Branco has invited you. Draft a reply of acceptance in about 50 words.	5
Q.189	You are Neelam, residing in Delhi. You are arranging a surprise birthday party for your 10-year-old sister with her favourite cartoon as the theme. Draft an invitation in about 50 words to all her friends to attend the party on 3rd October, 2024, 3 pm onwards at your house.	5
Q.190	You are Mary Singh, residing in Eco World Spa, Gurugram, Haryana. You are planning to move to Delhi for a job opportunity. To make the move easier, you are organising a sale of some of your items. Draft an informal invitation in about 50 words inviting interested residents to your home for the sale.	5
Q.191	You are Shahid Manham, a resident of Jal Vayu Heights, Noida, Uttar Pradesh. Your friend invited you to participate in a pottery-making workshop with him on 5 April 2023 at 5 pm. Draft a response of acceptance in about 50 words.	5

Q.192	Your are Jenny Lyngdoh, residing in Shillong, Meghalaya. Your cousin invited you to attend a concert with her on the weekend. However, you do not feel too well and would like to stay at home to recover. Draft a response of rejection explaining your reason in not more than 50 words.	5
Q.193	You are Neelohit Dey, residing in Darjeeling, West Bengal. Your friend's parents invited you for the tea harvesting day on their farmland, which includes tasting and enjoying various brewed items. Draft a response of acceptance in not more than 50 words expressing your excitement for the day.	5

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.185	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses an informal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of an informal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for an informal invitation (date, presentation in first person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.186	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses an informal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] 	5

	<p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of an informal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for an informal invitation (date, presentation in first person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.187	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses an informal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of an informal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for an informal invitation (date, presentation in first person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p>	5

	<p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.188	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses an informal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of an informal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for an informal invitation (date, presentation in first person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5

Q.189	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses an informal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of an informal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for an informal invitation (date, presentation in first person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.190	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses an informal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p>	5

	<ul style="list-style-type: none"> ◆ Includes all components of an informal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for an informal invitation (date, presentation in first person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.191	<p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the purpose of the invitation clearly [0.50 marks] ◆ Uses an informal tone [0.50 marks] ◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks] ◆ Fulfils the word count requirement [0.50 marks] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Includes all components of an informal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark] ◆ Follows the correct format for an informal invitation (date, presentation in first person, salutations) [1 mark] <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p>	5

	<p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.192	<p><u>Content</u></p> <p>◆ States the purpose of the invitation clearly [0.50 marks]</p> <p>◆ Uses an informal tone [0.50 marks]</p> <p>◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks]</p> <p>◆ Fulfils the word count requirement [0.50 marks]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Organisation</u></p> <p>◆ Includes all components of an informal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark]</p> <p>◆ Follows the correct format for an informal invitation (date, presentation in first person, salutations) [1 mark]</p> <p><i>Award the full allotted marks for each criteria that meets the stated expectations.</i></p> <p><i>Award half of the allotted marks for each criteria that needs improvement.</i></p> <p><i>Award 0 marks for each criteria that does not meet the stated expectations.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	5
Q.193	<p><u>Content</u></p> <p>◆ States the purpose of the invitation clearly [0.50 marks]</p> <p>◆ Uses an informal tone [0.50 marks]</p> <p>◆ Uses appropriate vocabulary that is relevant to the context [0.50 marks]</p>	5

◆ Fulfils the word count requirement [0.50 marks]

Award the full allotted marks for each criteria that meets the stated expectations.

Award 0 marks for each criteria that does not meet the stated expectations.

Organisation

◆ Includes all components of an informal invitation: name(s) of the invitee(s), name(s) of the host(s), occasion, date, time and venue [1 mark]

◆ Follows the correct format for an informal invitation (date, presentation in first person, salutations) [1 mark]

Award the full allotted marks for each criteria that meets the stated expectations.

Award half of the allotted marks for each criteria that needs improvement.

Award 0 marks for each criteria that does not meet the stated expectations.

Language Mechanics

◆ Uses correct grammar, spelling and other language mechanics

Award the full allotted marks if there are only one or two minor errors.

Award half of the allotted marks if there is one major error.

Award 0 marks if there is more than one major error.

14. Chapter: The Interview

Q.No	Question	Marks
Multiple Choice Question		
Q.194	<p>Based on this line from 'The Interview', select the word that best describes Lewis Carroll.</p> <p><i>It was his horror of being lionized which made him thus repel would be acquaintances, interviewers, and the persistent petitioners for his autograph...</i></p> <p>A. humble B. resilient C. eccentric D. influential</p>	1
Q.195	<p>Select the option that shows the correct relationship between (1) and (2) from 'The Interview'.</p> <p>(1) There are some people who make extravagant claims about the interview being a source of truth and a form of art.</p> <p>(2) "These days, more than at any other time, our most vivid impressions of our contemporaries are through interviews," Denis Brian has written.</p> <p>A. (1) is the cause of (2). B. (1) is not related to (2). C. (2) is the criticism of (1). D. (2) is supplementary to (1).</p>	1
Q.196	<p>Based on 'The Interview', why does Umberto Eco identify himself as a university professor who writes novels on Sundays?</p> <p>A. to distinguish himself from other writers B. to overshadow his success as a novelist C. to emphasise his commitment to academia D. to highlight the importance of his scholarly work</p>	1

Q.197	In 'The Interview,' Umberto Eco discusses the concept of interstices. Which of these is an example of an interstice as described by him? A. reading a book in a cosy corner during a rainstorm B. driving a car on a long journey while listening to music C. arriving early to your doctor's appointment to find out he is delayed taking a break from work to enjoy a cup of coffee and reflect on the day's events	1
Free Response Question / Subjective Question		
Q.198	In 'The Interview', we learn that Kipling strongly condemned interviews, yet he had previously interviewed Mark Twain. In 20–30 words, state a possible reason for such a contradiction.	2
Q.199	The author of 'The Interview' states that the interview had been invented about 130 years ago. In 40–50 words, describe one way in which an interview conducted in the year 2024 would be different from one conducted when it was first invented.	3
Q.200	<i>Consider there are six billion people on this planet. The Name of the Rose sold between 10 and 15 million copies. So in a way I reached only a small percentage of readers.</i> How does Umberto Eco's perspective on the readership of his novel 'The Name of the Rose' reflect his personality? Answer in 20–30 words based on 'The Interview'.	2
Q.201	Based on Umberto Eco's experiences and insights in 'The Interview', describe in 40–50 words how you would make an academic essay more engaging for regular readers.	3

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.194	A. humble	1
Q.195	D. (2) is supplementary to (1).	1
Q.196	C. to emphasise his commitment to academia	1
Q.197	C. arriving early to your doctor's appointment to find out he is delayed	1
Q.198	<p>Sample Answer: One possible reason for this contradiction could be that Kipling's view on interviews changed over time owing to an unpleasant personal experience or a negative impact on his personal life.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains a possible reason for Kipling's contradictory approach to interviews (his views on interviews may have changed over time due to experience/he may have preferred to be the interviewer instead of the interviewee/he may have made an exception only to interview Mark Twain/he may have held conflicting beliefs which is a part of the complexities of human nature) <p><i>Accept any other valid response.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2

Q.199	<p>Sample Answer: When interviews were first invented, they were typically conducted in person, face-to-face, without the aid of any recording devices or multimedia platforms. In contrast, modern interviews in 2024 may involve remote video conferencing, audio/video recording, and the utilisation of various media channels for dissemination and wider reach.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Describes one point of difference between interviews conducted 130 years ago and interviews in 2024 <p>(technologically advanced interviews with audio and video recording versus face-to-face interviews without authentic recording means/remote interviews allowing for increased accessibility versus in-person interviews limited to geographical boundaries/interviews shared across a wide variety of media platforms such as television, radio, podcasts, social media versus interviews shared via print media)</p> <p><i>Accept any other valid responses.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	3
Q.200	<p>Sample Answer: Umberto Eco's perspective on the readership of 'The Name of the Rose' shows that he is self-aware. He is mindful of the vast number of potential readers he did not reach.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Describes Umberto Eco's personality based on his perspective on the readership of his novel <p>(self-aware and mindful of the vast number of potential readers he did not reach/demonstrates humility in acknowledging that he reached only a small percentage of readers worldwide even if the number seems significant)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p>	2

	<p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.201	<p>Sample Answer: Influenced by Umberto Eco's insights, I would make my academic essay interesting by including narrative elements like storytelling and personal anecdotes. This approach, as shown by Eco in his own work, helps engage readers by making the essay more interesting and relatable and ensures better understanding.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Describes two techniques to include in an academic essay to make it more accessible based on insights from Umberto Eco <p>(narrative elements/personal anecdotes/presenting research as a story of trial and error)</p> <p><i>Accept any other valid responses.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3

15. Chapter: Going Places

Q.No	Question	Marks
Multiple Choice Question		
Q.202	<p>Which word best describes Sophie from 'Going Places'?</p> <p>A. diligent</p> <p>B. escapist</p> <p>C. dependable</p> <p>D. perfectionist</p>	1
Q.203	<p>In the story, 'Going Places', why did Sophie's throat tighten on watching her family perform household chores?</p> <p>A. The scene showed her how impossible her dreams were.</p> <p>B. The steam from the stove made it difficult for her to breathe.</p> <p>C. She was overwhelmed by the amount of work her parents did.</p> <p>D. She felt her family circumstance would scare Danny Casey away.</p>	1
Q.204	<p>Which of these uses the same literary device as seen in the underlined line from 'Going Places'?</p> <p><i>"Promise you'll tell no one?" Sophie said.</i></p> <p><i>"Nothing to tell is there?"</i></p> <p><i>"Promise, Geoff — <u>Dad'd murder me.</u>"</i></p> <p><i>"Only if he thought it was true."</i></p> <p><i>"Please, Geoff."</i></p> <p>A. I saw the sun and the rain make a painting against the sky.</p> <p>B. The world is a big, blue globe and I am just a small person.</p> <p>C. The cupcakes were so tasty, I could eat a hundred of them.</p> <p>D. I saw the curtains dancing in the wind and it made me smile.</p>	1

	<p>Read the extract given below and answer the questions that follow.</p> <p>Now I have become sad, she thought. And it is a hard burden to carry, this sadness. Sitting here waiting and knowing he will not come I can see the future and how I will have to live with this burden. They of course will doubt me, as they always doubted me, but I will have to hold up my head remembering how it was. Already I envisage the slow walk home, and Geoff's disappointed face when I tell him, "He didn't come, that Danny." And then he'll fly out and slam the door. "But we know how it was," I shall tell myself, "Danny and me." It is a hard thing, this sadness.</p>	
Q.205	<p>Which word can replace 'envisage' in the extract?</p> <p>A. dread B. loathe C. picture D. hesitate</p>	1
Q.206	<p>Why does Sophie declare her sadness as a burden?</p> <p>A. because people would think she was a liar B. because she realised she was fooling herself C. because she had already imagined a life with Danny D. because she would never recover from Danny's rejection</p>	1
Q.207	<p>Which of the following instances from the extract is a fact and NOT an opinion?</p> <p>A. <i>It is a hard thing, this sadness.</i> B. <i>waiting and knowing he will not come</i> C. <i>They of course will doubt me...</i> D. <i>then he'll fly out and slam the door.</i></p>	1
Free Response Question / Subjective Question		
Q.208	<p>In the story, 'Going Places', what do Sophie and Geoff's reactions to the United match reveal about each of them? Answer in 40–50 words.</p>	3
Q.209	<p>Mention two points that the story 'Going Places' teaches us about celebrity culture and worship. Answer in 100–120 words.</p>	4

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.202	B. escapist	1
Q.203	A. The scene showed her how impossible her dreams were.	1
Q.204	C. The cupcakes were so tasty, I could eat a hundred of them.	1
Q.205	C. picture	1
Q.206	A. because people would think she was a liar	1
Q.207	B.... <i>waiting and knowing he will not come</i>	1
Q.208	<p>Sample Answer: Watching the United match made Sophie proud of Danny, a football player she adored and had allegedly met a few days ago. His performance in the match led to United winning the game. Geoff, on the other hand, was happy because his favourite team, United, won the match. Their individual reactions of pride and happiness show their differing interests in and commitment to the player and the game.</p> <p><u>Content</u></p> <p>◆ States what Sophie and Geoff's reactions to the United match reveal about them</p> <p>(Sophie felt pride/showed interest in a player versus the game/ a man she adored, and had allegedly met a few days ago, played well which ultimately led to their team winning/Geoff was happy because his favourite team had won a match/their individual reactions of pride and happiness show their differing interests in and commitment to the player and the game)</p> <p><i>Accept any other valid response supported by the story.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks]</p> <p>◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3

Q.209	<p>Sample Answer: In the story, Sophie is obsessed with an Irish footballer named Danny Casey and lies to her friends and family about meeting him. The story, which is presented from Sophie's point of view, makes the readers almost believe that she really met the famous footballer. This shows us how worshipping celebrities can sometimes make people lie and therefore, hurt their friends and family. It also shows how one may measure their own worth based on their association with a celebrity.</p> <p><u>Content</u></p> <p>◆ States two points about what the story teaches about celebrity culture and worship [2 marks]</p> <p>(leads to dishonesty/unsafe situations/hurt the people around us/people can become obsessive/imagine relationships with people they have never met)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i></p> <p><i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	4
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16. Chapter: The Tiger King

Q.No	Question	Marks
Multiple Choice Question		
Q.210	<p>Which proverb accurately describes the story of 'The Tiger King'?</p> <p>A. Our fate is written in the stars, but we hold the pen to our story.</p> <p>B. A person often meets his fate on the road he took to avoid it.</p> <p>C. Fate may steer us, but we determine how we sail.</p> <p>D. Fate is a river, and we are the navigators.</p>	1
Q.211	<p>At the end of the story 'The Tiger King', what ULTIMATELY led to the Maharaja's death?</p> <p>A. his inability to let go of his obsession with tigers</p> <p>B. his fight against the astrologers in his kingdom</p> <p>C. his incompetence towards running his state</p> <p>D. his hatred towards the tiger population</p>	1
Q.212	<p>What does the word 'hindsight' mean in the given sentence from 'The Tiger King'?</p> <p><i>"This account is only a rumour rife in Pratibandapuram. But with <u>hindsight</u>, we may conclude it was based on some truth."</i></p> <p>A. an expectation</p> <p>B. an afterthought</p> <p>C. a common knowledge</p> <p>D. a prediction of events</p> <p>Read the extract given below and answer the questions that follow.</p> <p>"I have killed the hundredth tiger. My vow has been fulfilled," the Maharaja was overcome with elation.</p> <p>Ordering the tiger to be brought to the capital in grand procession, the Maharaja hastened away in his car.</p> <p>After the Maharaja left, the hunters went to take a closer look at the tiger. The tiger looked back at them rolling its eyes in bafflement. The men realised that the tiger was not dead; the bullet had missed it. It had fainted from the shock of the bullet whizzing past. The hunters wondered what they should do.</p>	1

	They decided that the Maharaja must not come to know that he had missed his target. If he did, they could lose their jobs. One of the hunters took aim from a distance of one foot and shot the tiger. This time he killed it without missing his mark.	
Q.213	Which incident from the given extract CANNOT take place in real life? A. <i>Ordering the tiger to be brought to the capital in grand procession...</i> B. <i>the hunters went to take a closer look at the tiger.</i> C. <i>The tiger looked back at them rolling its eyes in bafflement.</i> D. <i>The hunters wondered what they should do.</i>	1
Q.214	How did the hunters' decision affect the Maharaja's fate? A. It helped the Maharaja become a better ruler and father. B. It led to the fulfilment of the astrologer's prophecy. C. It prevented the king from boasting about his kill. D. It led to the death of the last tiger in the province.	1
Q.215	Which of these best describes the tiger's reaction in the given extract? A. annoyance B. uneasiness C. resentment D. desperation	1
Free Response Question / Subjective Question		
Q.216	The upbringing of the Maharaja and all other crown princes was greatly influenced by British culture. Why did this happen? Justify your answer in 40–50 words with an example from 'The Tiger King'.	3
Q.217	Imagine you were a minister in the Maharaja's court when he made the vow to kill a hundred tigers. In 100–150 words describe how you would advise the Maharaja against this decision.	4

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.210	B. A person often meets his fate on the road he took to avoid it.	1
Q.211	A. his inability to let go of his obsession with tigers	1
Q.212	B. an afterthought	1
Q.213	C. The tiger looked back at them rolling its eyes in bafflement.	1
Q.214	B. It led to the fulfilment of the astrologer's prophecy.	1
Q.215	A. annoyance	1
Q.216	<p>Sample Answer: Ever since the Maharaja was a child, he was exposed heavily to English culture such as being attended to by an English nanny and watching English films exclusively. The reason for the same was the princely states' relationship with the British and the influence of colonial rule on their lifestyle. In the process, they ignored and became unaware of their own culture.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States how the Maharaja was influenced by British culture [1 mark] (being attended to by an English nanny/being fed English cow's milk/ watching English films exclusively/being tutored by an Englishman) ◆ States the reason for the same [1 mark] (colonial mindset/relationship with the Britishers/trying to impress the British/not being aware and immersed in their own culture) <p><i>Accept any other valid response supported by the story.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3

Q.217	<p>Sample Answer: If I were a minister in the Maharaja's court, I would have advised him to not pay heed to the astrologers' ramblings. I would try and convince him that the astrologers were making predictions without any evidence. I would remind him that he was an intellectual man who had a kingdom to run and tell him that he shouldn't waste his time on futile pursuits.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the advice given to the Maharaja to convince him to do things differently <p>(make him believe that the astrologers were lying/make him realise that he was more powerful than any animal/ make him see his strength/ask him to use his intellect/ask him to pay attention to more important matters at hand)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are two minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i></p> <p><i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	4
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17. Chapter: The Third Level

Q.No	Question	Marks
Multiple Choice Question		
Q.218	<p>In 'The Third Level', based on <i>when</i> Louisa joined the search for the third level, which of these is true?</p> <p>A. She is a loving wife who wants to support her husband.</p> <p>B. She is a practical person who prefers facts over speculation.</p> <p>C. She is a curious person who is always willing to explore new possibilities.</p> <p>D. She is a dreamer who believes in mysteries and the power of imagination.</p>	1
Q.219	<p><i>Why, Sam was my psychiatrist.</i></p> <p>In 'The Third Level', which literary technique has been used to make an impactful ending?</p> <p>A. irony</p> <p>B. flashback</p> <p>C. suspense</p> <p>D. hyperbole</p>	1
Q.220	<p>Complete the analogy.</p> <p><i>Grand Central Station is to the third level as _____.</i></p> <p>A. a library is to a book</p> <p>B. a maze is to a puzzle</p> <p>C. a mountain is to a cave</p> <p>D. a key is to a treasure chest</p> <p>Read the extract given below and answer the questions that follow.</p> <p>Sometimes I think Grand Central is growing like a tree, pushing out new corridors and staircases 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</p>	1

	<p>Square, and maybe another to Central Park. And maybe — because for so many people through the years Grand Central <i>has</i> been an exit, a way of escape — maybe that’s how the tunnel I got into... But I never told my psychiatrist friend about that idea.</p>	
Q.221	<p>What purpose do the ellipses serve in the extract?</p> <p>A. to indicate a change in topic or subject</p> <p>B. to emphasise the continuation of events</p> <p>C. to show a sense of hesitation or uncertainty</p> <p>D. to create a sense of urgency and excitement</p>	1
Q.222	<p>The author compares the Grand Central Station to a tree because it's evolving and growing. What else can it be compared to?</p> <p>A. to technology</p> <p>B. to population</p> <p>C. to a skill</p> <p>D. to a city</p>	1
Q.223	<p>What is the significance of highlighting the word 'has' in the extract?</p> <p>A. It indicates Grand Central Station's age.</p> <p>B. It emphasises the enduring importance of Grand Central Station.</p> <p>C. It emphasises the historical changes within Grand Central Station.</p> <p>D. It hints at Grand Central Station's role in the city's transportation history.</p>	1
Free Response Question / Subjective Question		
Q.224	<p>In 'The Third Level', the author uses a blend of reality and fantasy. While reality makes it relatable for the readers, what impact does fantasy have? Answer in 40–50 words.</p>	3
Q.225	<p>Based on 'The Third Level', describe two adjustments you would need to make if you were to visit the third level of Grand Central Station, apart from dealing with the currency change. Answer in 100–120 words.</p>	4

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.218	B. She is a practical person who prefers facts over speculation.	1
Q.219	A. irony	1
Q.220	C. a mountain is to a cave	1
Q.221	C. to show a sense of hesitation or uncertainty	1
Q.222	D. to a city	1
Q.223	B. It emphasises the enduring importance of Grand Central Station.	1
Q.224	<p>Sample Answer: In 'The Third Level', the fantasy of time travel sparks the readers' imagination, making the story interesting, full of mystery, and emotionally relatable. The reader can empathise with Charley's desire to escape to a simpler time, and the fantasy of the third level allows him to do just that.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains the impact of using fantasy elements <p>(fantastical elements spark imagination and curiosity/make it interesting/emotionally relatable)</p> <p><i>Accept any other valid responses.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3

Q.225	<p>Sample Answer: If I were to visit the third level of Grand Central Station, I would need to prepare for more than just dealing with the currency change. Adapting my attire to the late 19th century would be crucial, from suits with specific lapel sizes to the right style of hat. I would have to adjust to gaslight instead of electric lights. Communication would be personal and direct, given the absence of smartphones and the internet. Navigating the city using horse-drawn carriages and walking longer distances would be the norm. I would also have to adapt to the limited goods and services available in that era. Most importantly, understanding and adhering to the social norms and customs of the late 1800s would be essential.</p> <p><u>Content</u></p> <p>◆ States two adjustments one would need to make when visiting the third level [2 marks]</p> <p>(attire - wear 19th-century clothing/ gaslight - adapt to dimmer lighting/ communication - no smartphones, rely on personal interactions/transportation - use horse-drawn carriages, walk more/limited goods - deal with fewer products and services/social norms - understand and follow 1894 etiquette)</p> <p><i>Accept any other valid answers supported by the text.</i></p> <p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i></p> <p><i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	4
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18. Chapter: A Roadside Stand

Q.No	Question	Marks
Multiple Choice Question		
Q.226	<p>Which of these sentences contains ALL the literary devices that the following line from 'A Roadside Stand' has?</p> <p><i>A roadside stand that too pathetically pled,</i></p> <p>A. That shop was my heaven; it had everything I ever needed.</p> <p>B. The daisies were delighted to be sold to the children at the market.</p> <p>C. William moved like a whirlwind and bought everything that he wanted.</p> <p>D. It was a desert: an unhappy department store without any customers.</p>	1
Free Response Question / Subjective Question		
Q.227	<p>In the below line from 'A Roadside Stand', why has the word 'polished' been used to describe the traffic? Answer in one sentence.</p> <p><i>The polished traffic passed with a mind ahead,</i></p>	1

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.226	B. The daisies were delighted to be sold to the children at the market.	1
Q.227	<p>Sample Answer: The word 'polished' has been used to describe the traffic to refer to the new and shiny cars that were being driven by the rich.</p> <p>Content</p> <p>◆ States why 'polished' has been used to describe the traffic (to indicate that the cars driven by the rich were new and shiny/to indicate that the people in the cars are 'polished' and rich)</p> <p>Accept any other interpretation supported by the text.</p>	1

19. Chapter: Journey to the End of the Earth

Q.No	Question	Marks
Multiple Choice Question		
Q.228	Which of these questions is answered by the text 'The Journey to the End of the Earth'? A. How did humans contribute to the rapid changes in the ecosystem? B. When did climate change start becoming an immediate concern? C. Why is Antarctica in the southern most part of Earth? D. What is the origin of the word Antarctica?	1
Q.229	Why does the speaker call the teenagers 'idealistic' towards the end of the chapter? A. They had a clear course of action after the expedition. B. They held the kind of hope that comes with being young. C. Their access to policy makers made them more confident. D. Their practical education enabled them to believe in change.	1
Free Response Question / Subjective Question		
Q.230	in 20–30 words describe one primary emotion felt by the speaker during her expedition to Antarctica in 'Journey to the End of the Earth'.	2

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.228	A. How did humans contribute to the rapid changes in the ecosystem?	1
Q.229	B. They held the kind of hope that comes with being young.	1
Q.230	<p>Sample Answer: The speaker felt a sense of awe during her expedition to Antarctica as it provided extensive historical context to understanding the origin of the world.</p> <p>Content</p> <ul style="list-style-type: none"> ◆ Describes one emotion felt by the speaker based on the text [1 mark] <p>(awe due to historical context/wonder at how far she had come/amazement at the connections among all living beings on Earth/excitement and fear at the expanse of white before her eyes/admiration for geological processes/realisation that climate change was an urgent threat)</p> <p>Accept any other valid response supported by the text.</p> <p>Expression</p> <ul style="list-style-type: none"> ◆ Presents a logical connection between ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</p>	2

20. Chapter: Lost Spring

Q.No	Answers	Marks
Multiple Choice Question		
Q.231	<p><i>But promises like mine abound in every corner of his <u>bleak</u> world.</i></p> <p>Which of these has the same meaning as 'bleak' as used in the above sentence from 'Lost Spring'?</p> <p>A. unfair</p> <p>B. chaotic</p> <p>C. isolated</p> <p>D. hopeless</p>	1
Q.232	<p>Which of these options best captures the author's point of view in the following lines from 'Lost Spring'?</p> <p><i>"I will learn to drive a car," he answers, looking straight into my eyes. His dream looms like a mirage amidst the dust of streets that fill his town Firozabad, famous for its bangles.</i></p> <p>A. Saheb's understanding of the world is limited to what he has seen in his hometown.</p> <p>B. Saheb's determination is in contrast to how indifferent the adults of Firozabad are.</p> <p>C. Saheb's dismal situation makes it unlikely that his fantasy will ever come true.</p> <p>D. Saheb's sense of hope despite his reality shows how courageous he is.</p>	1
Free Response Question / Subjective Question		
Q.233	<p>How does the following line from 'Lost Spring' tie into its theme of being 'stories of stolen childhood'? Explain your answer in 40–50 words.</p> <p><i>The steel canister seems heavier than the plastic bag he (Saheb) would carry so lightly over his shoulder.</i></p>	3

Q.234	<p><i>The old woman beside her...still has bangles on her wrist, but no light in her eyes.</i></p> <p>Why does the old woman from 'Lost Spring: II' lack 'light in her eyes' despite working with colourful bangles? Answer in 40–50 words by providing two reasons based on the text.</p>	3
Q.235	<p><i>Years of mind-numbing toil have killed all initiative and the ability to dream.</i></p> <p><i>In the above line from 'Lost Spring', why has bangle-making been described as 'mind-numbing toil'? Answer in 40–50 words.</i></p>	3

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.231	D. hopeless	1
Q.232	C. Saheb's dismal situation makes it unlikely that his fantasy will ever come true.	1
Q.233	<p>Sample Answer: This line shows how quickly children from poor backgrounds have to grow up for financial reasons. They don't have the luxury of having a carefree childhood, free of responsibilities. Thus, it ties into the 'stories of stolen childhood' theme.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States how the line ties into the theme of 'stories of stolen childhood' <p>(this line shows how quickly children from poor backgrounds have to grow up for financial reasons/they don't have the luxury of having a carefree childhood, free of responsibilities/it reveals the loss of dreams that happens due to the burden of reality/childhood is marked by freedom and doing what one wants to do, but this line shows that children like Saheb cannot be their own masters even in childhood)</p> <p><i>Accept any other valid response.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p>	3
Q.234	<p>Sample Answer: The old woman lacks 'light in her eyes' as even though she has been making bangles for ages, she still has insufficient income to have a full meal. She comes from a poor family and oppressed caste because of which she is left with very few options to pursue other opportunities.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Mentions two reasons why the old woman lacks 'light in her eyes' based on instances from the text [2 marks] <p>(due to her hard life over the years/lack of options/does not know how to do anything else/her life is riddled with poverty and lack of opportunities/for a long time, she has been doing a a job that hurts her eyes/her life does not give her sufficient reasons to be interested or excited/becoming a bride or having a husband did not give her any privileges/her hard work has not yielded in any results)</p>	3

	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	
Q.235	<p>Sample Answer: Bangle-making has been described as 'mind-numbing' because it is very mechanical work which requires no thinking or creativity from the makers. It has been described as 'toil' because it is physically demanding work in unfavourable conditions.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Locates supporting detail for bangle-making being 'mind-numbing' [1 mark] (mechanical work/does not require thinking or creativity/hands move automatically to complete the task) ◆ Locates supporting detail for bangle-making described as 'toil' [1 mark] (hard work/long hours of work/physically demanding/work that has completely exhausted them/conditions of work are extreme and unfavourable) <p><i>Accept any other valid interpretation supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	3

21. Chapter: The Last Lesson

Q.No	Answers	Marks
Multiple Choice Question		
Q.236	<p><i>The order has come from Berlin to teach only German in the schools of Alsace and Lorraine.</i></p> <p>What does the above line say about the Prussian government's ruling policy?</p> <p>A. They wanted to instil fear in the hearts of the people.</p> <p>B. They wanted to recruit young minds into the German army.</p> <p>C. They wanted to eliminate all access to the French language.</p> <p>D. They wanted to turn the people of France against their culture.</p>	1
Q.237	<p><i>...showing their respect for the country <u>that was theirs no more.</u></i></p> <p>What does the underlined phrase from 'The Last Lesson' tell us about the villagers?</p> <p>A. they had accepted the fate of their nation</p> <p>B. they felt overwhelmed by their circumstances</p> <p>C. they tried to show resilience against the Prussians</p> <p>D. they wished they had learned French when they could</p>	1
Free Response Question / Subjective Question		
Q.238	In 20–30 words, state how language can act as a means to unite a population through an example from the story 'The Last Lesson'.	2

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.236	C. They wanted to eliminate all access to the French language.	1
Q.237	A. they had accepted the fate of their nation	1
Q.238	<p>Sample Answer: In 'The Last Lesson', the villagers never bothered to pay attention to the French language, until the new government made it illegal. It was then they got together to realise their loss. In the end, French united the population.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States an example from the story that shows how language united the people of Alsace [1 mark] <p>(brought them together in the classroom/made them realise the importance of language/united them against the Prussians)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2

22. Chapter: A Thing of Beauty

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.239	<p><i>A thing of beauty is a joy for ever: Its loveliness increases; it will never Pass into nothingness; but still will keep A bower quiet for us,</i></p> <p>Why does the poet refer to 'a bower' in these lines from 'A Thing of Beauty'. Answer in 20–30 words.</p>	2

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.239	<p>Sample Answer: The poet refers to 'a bower' because it is similar to a thing of beauty. Just as a beautiful thing comforts people, a bower offers people a safe and comfortable resting place.</p> <p><u>Content</u></p> <ul style="list-style-type: none">◆ States why the poet refers to a bower (it is similar to a thing of beauty, the bower provides people with a safe and comfortable resting place) <p><i>Accept any other valid response supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none">◆ Presents a logical connection between ideas [0.50 marks]◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2

23. Chapter: Memories of Childhood

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.240	Based on your reading of 'Memories of Childhood: We Too are Human Beings', mention one character trait that best describes <i>Annan</i> . Support your response with evidence from the text, in 20–40 words.	2
Q.241	Do you think 'Memories of Childhood' is an appropriate title for the chapter? State YES or NO, along with a reason for your response in 100–120 words.	4

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.240	<p>Sample Answer: Annan was a mature person. This can be said as he chose not to react mindlessly to the injustice meted out to his community, and instead focussed his efforts on studying and making a mark for himself.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Mentions one character trait of Annan [0.50 marks] (intelligent/mature/perceptive/aware/goal-oriented/observant/aware) ◆ Supports the trait with evidence from the text [0.50 marks] (intelligent as he knows what his community is subjected to, and how to respond to it/mature as he explains the situation patiently to his sister, and does not react mindlessly to the injustice the community faces/perceptive as he knows why certain questions are being asked of him/aware as he is conscious of what is happening around him/goal-oriented as he knows where his time and efforts must be spent) <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.241	<p>Sample Answer: Yes, I think the title is appropriate because the chapter talks about key events in the childhoods of both Bama and Zitkala-Sa that have shaped and influenced the kind of adults they have become. Through these individual experiences, they understood what discrimination was, and the ways in which it was practiced. These 'memories' also brought self-awareness to them, and allowed them to understand their place in the worlds they inhabited. As these memories were crucial turning points that determined the ways in which they perceived the world, the title is fitting.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States whether the title is appropriate and provides a reason for their opinion (2 marks) 	4

(Yes, their strongest memories from childhood could be these instances that shaped them/highlights how different memories can be for different people/No, these are more nightmares than mere memories as they frighten, and possibly traumatise them for life /'memories' is too light a word to address the indignities they were subjected to)

Accept any other response supported by the text.

Organisation

◆ Presents a logical connection between the ideas

Award the full allotted marks if the criteria has been met.

Award 0 marks if the criteria has not been met.

Language Mechanics

◆ Uses correct grammar, spelling and other language mechanics

Award the full allotted marks if there are two minor errors or one major error.

Award half of the allotted marks if there are three to four minor errors or two major errors.

Award 0 marks if there are more than four minor errors or more than two major errors.

24. Chapter: Deep Water

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.242	Which literary device has been used in the line below from 'Deep Water'? What effect does it have on the reader? Answer in 40–50 words. <i>I screamed, but only the water heard me.</i>	3
Q.243	Based on your reading of 'Deep Water', describe how childhood memories impacted Douglas as an adult. Answer in 40–50 words.	3
Q.244	Read the quote given below. Justify it with reference to 'Deep Water' in 20– 30 words. <i>Fear is a reaction. Courage is a decision.</i> - <i>Winston Churchill</i>	2
Q.245	Which of these first caused the author of 'Deep Water' to develop a fear of water in his childhood? A. His mother left him alone by a river. B. A bully pushed him underwater at the YMCA pool. C. His mother would warn him of drownings in the Yakima river. D. He went to the ocean with his father and the waves knocked him down.	1

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.242	<p>Sample Answer: Personification has been used in the given line as water has been described as being able to 'hear' the author's screams. For the reader, it emphasises the fact that the author was alone while he was drowning and only the inanimate object he was surrounded by was able to hear him.</p> <p><u>Content</u></p> <p>◆ Identifies the literary device used [1 mark] (personification/the water is described as being able to 'hear' the author's screams/imagery/auditory imagery is used in describing the author's screams)</p> <p>◆ Analyses the effect of the literary device [1 mark] (personification was used to emphasise the fact that the author was alone while he was drowning/to make clear that only the inanimate object he was surrounded by could hear him/to reinforce and describe the overall terror felt by the author/imagery was used to evoke the image of fear and terror felt by the author)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <p><u>Expression</u></p> <p>◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3
Q.243	<p>Sample Answer: Powerful childhood memories deeply impacted Douglas as an adult. William Douglas stayed away from water for years after he had a traumatic experience in a pool as a child. His fear of water haunted him across various activities he would attempt, such as fishing and boating. A fear that began when he was just three years old, became something he carried with him into adulthood.</p> <p><u>Content</u></p> <p>◆ Describes how powerful childhood memories impacted Douglas's adulthood (powerful childhood memories deeply impacted his adult behaviour/William Douglas stayed away from water for years after he had a traumatic experience in a pool as a child/his fear of water haunted him across various activities he</p>	3

	<p>would attempt such as fishing and boating/a fear that began when he was just three years old, became something he carried with him into adulthood)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	
Q.244	<p>Sample Answer: The statement is justified because William Douglas's fear of water was an instinctual reaction that began as a child. He made a conscious decision to overcome the fear, which shows his courage.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Justifies the statement about the text <p>(William Douglas's fear of water began as a reaction to a traumatic experience he went through as a child/he consciously made several attempts to overcome his fear of water/he conquered his fear of water and showed courage in facing his fear)</p> <p><i>Accept any other valid response supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.245	D. He went to the ocean with his father and the waves knocked him down.	1

25. Chapter: Keeping Quiet

Free Response Question / Subjective Question		
Q.246	<p><i>Adi is constantly on his phone updating his life on social media to increase the number of followers he has.</i></p> <p>What advice would Pablo Neruda give to Adi based on the poem 'Keeping Quiet'? Answer in 20–30 words.</p>	2

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.246	<p>Sample Answer: Neruda would advise Adi to take a break from social media and his phone. He would urge Adi to introspect and spend more time with himself, rather than engaging with countless people through social media.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States the advice that Pablo Neruda would give (take a break from the phone/take a break from social media/take time to introspect/engage with your own self rather than countless others on social media/focus on what is important/enjoy taking a pause, being still and keeping quiet) <p><i>Accept any other valid interpretation supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met. Award half of the allotted marks if only one criteria has been met. Award 0 marks if none of the criteria have been met.</i></p>	2

26. Chapter: Reading comprehension

Q.No	Question	Marks
Multiple Choice Question		
	<p>Read the passage given below and answer the questions that follow. Volcanoes, not Asteroids, May Have Taken Out the Dinosaurs</p> <p>Dinosaurs died gradually from climate change caused by a series of severe volcanic eruptions in the Deccan traps in India at the end of the Cretaceous period, says Gerta Keller, professor at Princeton University. This theory debunks the long-held notion that dinosaurs died due to climate change when a giant meteor hit the Yucatan region of Mexico. "The Chicxulub impact hit the Yucatan about 300,000 years before the mass extinction that included dinosaurs and therefore could not have caused it," Keller says. (1)</p> <p>Research by volcanologists shows that lava eruptions in the Deccan were not continuous but occurred in pulses, with each pulse lasting about 10 to at most a 100 years, and the pulses were separated by short periods of quiescence. New results from eight subsurface cores drilled by the Oil and Natural Gas Corporation of India, a public-sector undertaking, in the Krishna-Godavari Basin of eastern India, reveal that at least nine lava flows mark the critical volcanic phase that ended in the mass extinction. This ending phase may have occurred over as little as 10,000 to 100,000 years. During each lava eruption, fire shot up in tall columns from fissures in the Earth's surface and lofted gases into the stratosphere while the oozing lava flow as sheets, or in rivers, up to 1046 kilometers across India, and formed the longest lava flows on Earth. "Their destructive nature is evident in the marine life record: the population of marine life decreased by about 50 percent after the first of these long lava flows," says Keller. "By the time of the last lava flow, the mass extinction was complete." The sulfur dioxide gas injected into the stratosphere converted to sulfate aerosols that caused climate cooling. The cooling lasted until the sulfate aerosols were washed out as acid rain and caused the ocean to acidify in the process. (2)</p> <p>Keller doesn't disagree with scientists who believe that the Chicxulub impact affected the climate. The event would certainly have caused earthquakes, tsunamis, regional fires and injected huge quantities of sulfur dioxide into the stratosphere, causing cooling and acidification of the land and oceans. "The difference is that the quantity of gas injection from the main phase of Deccan eruptions was 30 to 100 times larger than the Chicxulub impact and occurred over a shorter geological period of time, with each pulse lasting about 10 years or more." (3)</p> <p>Up until now, sceptics have doubted whether gas from Deccan-like eruptions can reach the stratosphere, but the relatively small 1783-1784 Laki eruption in Iceland revealed that even rather small eruptions loft gases into the stratosphere. Field research by Keller and her collaborators has revealed that the mass extinction coincided with the end of the main phase of Deccan eruptions,</p>	

	<p>Suggesting that volcanism killed dinosaurs. (4)</p> <p>- <i>Author-Unknown</i></p> <p>Glossary:</p> <p><i>Chicxulub impact</i> - an event marked by a huge explosion caused by a large asteroid</p> <p><i>pulses</i> - short bursts</p>	
Q.247	<p>Choose the option that arranges the following events in the correct chronological order.</p> <p>(i) the first lava eruption that occurred in the Deccan region</p> <p>(ii) the mass extinction of dinosaurs and many other species</p> <p>(iii) the climate change caused by the volcanic eruptions in India</p> <p>(iv) the drilling of subsurface cores in the Krishna-Godavari Basin</p> <p>A. (ii) - (iv) - (iii) - (i)</p> <p>B. (iv) - (ii) - (i) - (iii)</p> <p>C. (iii) - (iv) - (i) - (ii)</p> <p>D. (i) - (iii) - (ii) - (iv)</p>	1
Q.248	<p>What does the word '<u>quiescence</u>' mean as used in paragraph 2?</p> <p>A. change</p> <p>B. inactivity</p> <p>C. confusion</p> <p>D. disturbance</p>	1
Q.249	<p>Which of the following events took place during the time of the first lava eruption in the Deccan?</p> <p>(i) the acidification of oceans</p> <p>(ii) the formation of lava sheets</p> <p>(iii) the mass extinction of species</p> <p>(iv) the release of fire from fissures</p> <p>A. only (ii) and (iv)</p> <p>B. only (iii) and (iv)</p> <p>C. only (i), (ii) and (iii)</p>	1

	D. only (ii), (iii) and (iv)	
Q.250	<p>Why does the author refer to the 1783-1784 Laki eruption in the passage?</p> <p>A. to criticize the viewpoint that diverges from the findings of Keller’s research</p> <p>B. to propose an alternative way of exploring the properties of the stratosphere</p> <p>C. to acknowledge a drawback in the field research done by Keller and her team</p> <p>D. to show that there are findings to corroborate the new theory proposed by Keller</p>	1
Q.251	<p>Which of these best describes the author’s tone in the passage?</p> <p>A. sarcastic</p> <p>B. concerned</p> <p>C. awestruck</p> <p>D. compelling</p>	1
Q.252	<p>Which of these statements is true about the final stage of volcanic eruptions in the Deccan?</p> <p>A. They occurred over a relatively small period of time.</p> <p>B. They occurred as a continuous flow without any interruptions.</p> <p>C. They resembled the eruptions in Iceland in terms of magnitude.</p> <p>D. They released an insignificant amount of gases into the atmosphere.</p>	1
Q.253	<p>Which of these can be another suitable title of the passage?</p> <p>A. Reinventing the Life and Characteristics of Extinct Species</p> <p>B. The Current Theory of Dinosaur’s Extinction Looks to India</p> <p>C. The Chicxulub Impact and its Environmental Consequences</p> <p>D. Understanding Major Mass Extinctions that Shaped the Earth</p>	1
Q.254	<p>Which of the following does NOT reflect Gerta Keller’s viewpoint on the Chicxulub impact?</p> <p>A. It contributed to climate change.</p> <p>B. It caused the emission of sulphur dioxide.</p> <p>C. It caused acidification of land and oceans.</p> <p>D. It led to the phenomenon of mass extinction.</p>	1

Q.255	Based on the passage, choose an option to aptly complete the sentence below. <i>The research by Keller and her collaborators showed that the _____ of mass extinction and the Deccan eruptions overlapped with each other.</i> A. time period B. primary cause C. destructive effects D. main characteristics	1
Q.256	What is the relationship between statements (1) and (2) from the passage? <i>(1) This theory debunks the long-held notion that the dinosaurs died due to climate change when a giant meteor hit the Yucatan region of Mexico.</i> <i>(2) "The Chicxulub impact hit the Yucatan about 300,000 years before the mass extinction that included the dinosaurs and therefore could not have caused it," Keller says.</i> A. (2) revises the claim in (1) B. (2) challenges the claim in (1) C. (2) summarises the claim in (1) D. (2) elaborates on the claim in (1)	1
Free Response Question / Subjective Question		
	Read the passage given below and answer the questions that follow.	
Q.257	Cite a point of evidence which shows that the lava eruptions in the Deccan caused great damage to Earth's ecosystem. Answer in one sentence.	1
Q.258	According to Greta Keller, how did the effect caused by the Chicxulub impact differ from that of Deccan eruptions? Answer in 20–30 words.	2
Q.259	In 30–40 words, state a point of evidence from the passage to show India's contribution to Keller's research work on Deccan eruptions.	2
Q.260	Which phrase from paragraph 4 captures the statement given below? <i>The theory proposed by Greta Keller was based on observations from a real, natural environment and not a controlled environment.</i>	1

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.247	D. (i) - (iii) - (ii) - (iv)	1
Q.248	B. inactivity	1
Q.249	A. only (ii) and (iv)	1
Q.250	<p>D. to show that there are findings to corroborate the new theory proposed by Keller</p> <p>Answer and Distractor Explanations:</p> <p>Option 4 is correct because the reference about 1783-1784 Laki eruption is used to strengthen an important claim that forms the primary part of Keller's theory that climate change caused by volcanic eruptions killed dinosaurs. Students choosing this may have understood this correctly. Options 1, 2 and 3 are incorrect because they do not accurately describe the purpose of the reference made. Students choosing 1 may have been influenced by the expression 'sceptics have doubted'. Students choosing 2 may have been influenced by the reference to the stratosphere in the same sentence. Students choosing 3 may have gone by a random choice.</p>	1
Q.251	D. compelling	1
Q.252	A. They occurred over a relatively small period of time.	1
Q.253	B. The Current Theory of Dinosaur's Extinction Looks to India	1
Q.254	<p>D. It led to the phenomenon of mass extinction.</p> <p>Answer and Distractor Explanations:</p> <p>Option 4 is correct because Keller believes that Chicxulub impact did not lead to mass extinction . Students choosing this may have understood this rightly. Option 1 is incorrect because, as stated in paragraph 3, Keller believes Chicxulub impact contributed to climate change. Students choosing this may have failed to understand this. Options 2 & 3 are incorrect because, as stated in paragraphs 3 and 4, Keller believes that Chicxulub impact caused the events described in the options. Students choosing this may have failed to understand this.</p>	1

Q.255	<p>A. time period</p> <p>Answer and Distractor Explanations:</p> <p>Option 1 is correct because paragraph 4 states that 'the mass extinction coincided with the end of the main phase of Deccan eruptions'. Students choosing this have rightly understood that the reference is to the time period. Options 2, 3 and 4 are incorrect because none of these matches the meaning of the statement made in the passage.</p>	1
Q.256	<p>D. (2) elaborates on the claim in (1)</p> <p>Answer and Distractor Explanations:</p> <p>Option 4 is correct because (2) explains a primary reason for the claim made in (1). Students choosing this may have correctly understood this logical connection. Options 1, 2 and 3 are incorrect because they do not describe the correct logical connection between the sentences. Students choosing these options may have failed to understand the meaning and the purpose of one or both of the statements given.</p>	1
Q.257	<p>Sample Answer: The first of the long lava eruptions in the Deccan caused a decrease in marine life by about 50 percent, thereby damaging Earth's ecosystem.</p> <p>Content</p> <p>◆ States the impact that lava eruptions had on Earth's ecosystem (destruction of marine life/extinction of dinosaurs/climate change/acidification of oceans/acidification of land)</p> <p><i>Accept any other valid response supported by the text.</i></p>	1
Q.258	<p>Sample Answer: The difference between the effect caused by the Chicxulub impact and the Deccan eruptions comes primarily from the quantity of gas injection that took place. The gas injection from the main phase of Deccan eruptions was 30 to 100 times larger than the Chicxulub impact.</p> <p>Content</p> <p>◆ Explains the primary difference in the effect caused by the Chicxulub impact and the Deccan eruptions (the quantity of gas injection during Chicxulub impact was significantly more than that of Deccan eruptions/the time period of Deccan eruptions was comparatively shorter)</p> <p><i>Accept any other valid answer supported by the text.</i></p>	2

	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	
Q.259	<p>Sample Answer: The passage states that the drilling in the Krishna-Godavari Basin of eastern India was done by a central public sector called the Oil and Gas Corporation of India. This shows that the Government of India had assisted Keller and her team in their research work on Deccan eruptions.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States a point of evidence to show India's assistance (the involvement of the Oil and Gas Corporation of India/the role of a central public sector called the Oil and Gas Corporation of India/the contribution of the Oil and Gas Corporation of India that operates under the Government of India) <p><i>Accept any other valid answer supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.260	<p>Sample Answer: field research</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Identifies the correct word that fits the given context (field research) 	1

27. Chapter: Rattrap

Q.No	Question	Marks
Free Response Questions/Subjective Questions		
Q.261	In the story 'The Rattrap', explain what the rattrap symbolises with an example from the story. What can you infer about the nature of human suffering from this symbol? Answer in 120–150 words.	5
Q.262	Do the following statements about life apply to the peddler in 'The Rattrap'? Why or why not? Do you think you are similar to the peddler in this regard? Answer in 120–150 words. <i>We are responsible for our own lives; every choice we make shapes the life we lead.</i>	5

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.261	<p>Sample Answer: The rattrap in the story symbolises things or material benefits that human beings desire. These material things often inspire greed as we become ready to go to any length to possess them. We tend to be short-sighted and overlook the consequences in our quest to get these benefits. This results in us getting trapped in a vicious cycle that we find hard to get out of. For example, in the story, the crofter's money becomes the peddler's rattrap after he steals it. Stealing forces him to escape, which causes him to get lost in the forest. What this shows about human suffering, I think, is that desire that makes us greedy eventually leads to negative consequences. If we are happy with what we have, we would never enter the inescapable cycle of suffering and material benefits would not make us act in ways that eventually cause suffering.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Explains the symbolism of the rattrap [1 mark] (desirable things in life/temptations/generosity of people) ◆ Supports the explanation with an example from the text [1 mark] (the crofter's shelter, food and/or money becomes the peddler's rattrap/the ironmaster's hospitality/the ironmaster's kind insistence to the peddler to join them for dinner) ◆ Infers the text's perspective on human suffering [1 mark] (desire and greed lead to suffering/contentment with our natural state can help us avoid suffering/humans inherently suffer because we have desires that blind us) <p><i>Accept any other valid interpretation supported by the text.</i></p> <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p>	5

	<p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.262	<p>Sample Answer: I think the given statement about life does not apply to the peddler from 'The Rattrap'. Such a statement would apply to people who have the privilege of choice in their lives. The peddler was a poor man, and though there is no background story about why he ended up becoming a peddler, it is possible that he was born into a poor family. A person like that has little to no choice in life because he has to survive in the world. When survival is the aim, one's choice automatically comes down to the option that will keep one alive.</p> <p>I think I am different from the peddler in this regard as I do have choices in my life and some freedom to do what I want. Therefore, I think I do shape my life with every choice I make.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States an opinion regarding the prompt [0.50 marks] (yes/I agree/it applies/no/I disagree/it does not apply) ◆ Analyses the statement and justifies the opinion [1.50 marks] (yes: the peddler could have found a job and honestly earned more money/the peddler could have ignored the crofter's money/the peddler could have been honest and upfront with the ironmaster/the peddler could have chosen to see the world with compassion; no: the peddler was poor and the poor do not always have the privilege of choice/one cannot always control the circumstances that life throws one in/sometimes the choices are not very different so one might have ended up in the same place anyway) <p><i>Accept any other logically relevant response.</i></p> <ul style="list-style-type: none"> ◆ Compares or contrasts own situation with the peddler's [1 mark] (I think I am the same the peddler as I do not have freedom of choice/I think I am different from the peddler in this regard because I can choose) <p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p>	5

	<p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
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28. Chapter: Indigo

Q.No	Question	Marks
Free Response Question / Subjective Question		
Q.263	<p>Read the following line from 'Indigo' and answer the question that follows.</p> <p><i>“They thought, amongst themselves, that Gandhi was totally a stranger, and yet he was prepared to go to prison for the sake of the peasants...”</i></p> <p>In 40–50 words, state the significance of this event to the sharecroppers' court case and to India's freedom from British rule.</p>	3

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.263	<p>Sample Answer: The event is significant because it influenced the Indian lawyers to be more committed to helping the peasants. They were ready to go to jail for the cause. This eventually led to the court case being dropped, and the Indigo sharecroppers being compensated to some extent. For India, this was the first time that civil disobedience against the British was successful.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Identifies the importance of the event in the story to the court case [1 mark] (court case got dropped/sharecroppers were compensated/sharecroppers got 25 per cent of their money refunded/it united the lawyers to put up a braver front/lawyers were ready to go to jail for the cause) ◆ Identifies the importance of the event to India's resistance against the British [1 mark] (civil disobedience was successful/the British were unable to impose their rules and laws on the powerless peasants/peasants were empowered as they won a case/the British received the message that their rule is not against being challenged) <p><i>Accept any other valid response supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3

29. Chapter: Poets and Pancakes

Q.No	Question	Marks
Multiple Choice Question		
Q.264	<p>Which of these options best explains the meaning of the following lines from 'Poets and Pancakes'?</p> <p><i>Even in the matter of education, specially formal education, Subbu couldn't have had an appreciable lead over our boy. But by virtue of being born a Brahmin — a virtue, indeed! — he must have had exposure to more affluent situations and people.</i></p> <p>A. Subbu was successful in the industry as he was rich, which gave him access to superior education and the right network.</p> <p>B. Subbu's social identity gave him the advantage of connecting with powerful people, despite the lack of proper education.</p> <p>C. Subbu was artistically creative and charming in a natural way, which made him an easy fit in the cinematic industry.</p> <p>D. Subbu's family's influence in the industry made it easy for him to climb to the top, while others had to work hard.</p>	1
Free Response Question / Subjective Question		
Q.265	<p>Contrast the character of Subbu and the lawyer from the story 'Poets and Pancakes' with any three points of differences. Do you think the qualities of both the characters are equally important on a movie set? Justify your opinion in 120–150 words.</p>	5
Q.266	<p>The narrator of 'Poets and Pancakes' writes the following line while describing the make-up department.</p> <p><i>(Even the make-up department of the Gemini Studio had an 'office boy'!)</i></p> <p>What does the exclamation mark indicate? What can you infer about the narrator's attitude towards make-up through this line? Answer in 40–50 words.</p>	3

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.264	B. Subbu's social identity gave him the advantage of connecting with powerful people, despite the lack of proper education.	1
Q.265	<p>Sample Answer: Subbu and the lawyer from the story are quite different. Subbu is described as a spontaneous and creative person who can come up with various ideas. Whereas, the lawyer is described as a very logical person. Subbu also appears to be a social and generous person who hosts people often in his house, while the lawyer seems to be a cold person who is often spotted alone. Lastly, Subbu is described as a passionate person who is most likely a Gandhite, whereas the lawyer is described as a neutral person.</p> <p>Yes, I think the qualities of both the characters are important as Subbu's creativity takes care of the artistic requirements, whereas the lawyer's qualities of dealing with facts in an objective manner are important to keep the movie running smoothly without any legal objections.</p> <p><u>Content</u></p> <p>◆ Notes any three points of differences from the text [1.50 marks]</p> <p>(Subbu: creative/spontaneous/sociable/friendly/generous/passionate/optimistic and solution-oriented/inspired; the lawyer: cold/logical/objective/deals with facts and evidence/often spotted alone/neutral/formal/appears helpless)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p>◆ States an opinion on the prompt [0.50 marks]</p> <p>(yes, I think both are equally important/no, I think Subbu's qualities are more relevant to a movie set/no, I think the lawyer is more important as he ensures the movie runs with legal clearances)</p> <p>◆ Justifies the opinion with a supporting reason [1 mark]</p> <p>(one handles the content while the other handles the legal aspects of the set/without creativity there would be no movie/without the lawyer's quality the movie might get stuck in legal issues)</p> <p><i>Accept any other logically relevant responses.</i></p>	5

	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <ul style="list-style-type: none"> ◆ Uses correct grammar, spelling and other language mechanics <p><i>Award the full allotted marks if there are only one or two minor errors.</i></p> <p><i>Award half of the allotted marks if there is one major error.</i></p> <p><i>Award 0 marks if there is more than one major error.</i></p>	
Q.266	<p>Sample Answer: The exclamation mark in the line indicates that the narrator was surprised to learn that the the department had an office boy. I think this shows that the narrator looked down upon make-up and did not think it was as important as the other departments in cinema.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Identifies the emotion in the use of the exclamation mark [1 mark] (surprise/incredulity/mockery/stumped) ◆ Infers the narrator's attitude towards make-up [1 mark] (contemptuous/does not think it is important enough/condescending/does not think they contribute significantly enough to have an office boy/thinks it is a small department) <p><i>Accept any other valid interpretations supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3

30. Chapter: On the face of It

Q.No	Question	Marks
Multiple Choice Question		
Q.267	<p>Mr. Lamb from 'On the Face of It' says the following lines.</p> <p><i>Why is one green, growing plant called a weed and another 'flower'? Where's the difference. It's all life. ... growing. Same as you and me.</i></p> <p>Why does he compare a weed to a flower? What effect is it intended to have on Derry? Explain in 20–30 words.</p>	2
Q.268	<p>In the play 'On the Face of It', Mr Lamb has been portrayed as having a philosophical approach to life.</p> <p>Which of the following lines spoken by Mr Lamb illustrates his portrayal?</p> <p>A. <i>Look at them...orange and golden. That's magic fruit. I often say.</i></p> <p>B. <i>If you'd seen me, you'd not have come in.</i></p> <p>C. <i>Everything's the same, but everything is different.</i></p> <p>D. <i>Lamey-Lamb, some kids say. Haven't you heard them?</i></p>	1
Q.269	<p><i>Why is one green, growing plant called a weed and another 'flower'?</i></p> <p>The above line from the play 'On the Face of It' highlights the notion that people can view the same idea or object from different perspectives.</p> <p>Which of the following mentioned in the play illustrates the same notion?</p> <p>A. the option to pick apples, pears or toffee</p> <p>B. the choice to learn a lot of things in plenty of time</p> <p>C. the decision to regard the buzzing of bees as humming</p> <p>D. the wish to segregate people based on their appearance</p>	1
Q.270	<p>Based on your understanding of the characters in the play 'On the Face of It', which of the following can be concluded?</p> <p>A. Mr Lamb is tolerant, but strict.</p> <p>B. Mr Lamb is friendly, but lonely.</p> <p>C. Derry is resentful, but generous.</p> <p>D. Derry is insecure, but easygoing.</p>	1

Q.271	Based on the details in the play 'On the Face of It', if Derry had NOT met Mr Lamb, Derry would most likely have_____.	1
	A. become bitter and reclusive B. grown violent and uncontrollable C. joined the others in taunting Mr Lamb D. been attracted to dangerous situations	
Free Response Question / Subjective Question		
Q.272	In the story 'On the Face of It', Derry's responses suggest that other people have attempted to comfort him unsuccessfully about his face. However, Mr Lamb's words have a different impact on Derry. In 120–150 words, analyse Mr Lamb's approach and the effect that it has on Derry.	4
Q.273	How does Mr Lamb's dislike of curtains symbolise his views on life and people? Describe based on your understanding of the text 'On the Face of It' in 20–30 words.	2
Q.274	What overall impact did Derry's mother seem to have on him? Support your answer with evidence from the play 'On the Face of It' in 40–50 words.	3
Q.275	What was Mr Lamb trying to convey to Derry by narrating the story about the man who locked himself away? Describe based on your understanding of the play 'On the Face of It' in 20–30 words.	2
Q.276	How did Derry's character evolve from the beginning to the end of the play 'On the Face of It'? Describe in 100–120 words with ideas and examples from the play.	5

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.267	<p>Sample Answer: Mr. Lamb compares a weed to a flower to show that what society considers 'ugly' and 'pretty' are things that may essentially be the same, and this superficial judgment is not important. The message is intended to challenge Derry's rejection of himself based on his appearance.</p> <p><u>Content</u></p> <p>◆ Infers the message behind the comparison [0.50 marks] (ugly and pretty are functionally the same/the appearance of things do not matter as much as their other properties do/it does not matter what society thinks of as beautiful or ugly since both the elements are capable of growth) <i>Accept any other valid interpretation supported by the text.</i></p> <p>◆ Infers Mr. Lamb's intention in saying these words to Derry [0.50 marks] (to comfort Derry/to make Derry challenge his worldview/to make Derry see that his appearance does not matter/to make Derry see things objectively and not victimise himself/to prove to Derry that many things do not matter as much as they seem to) <i>Accept any other valid interpretation supported by the text.</i></p> <p>Answer and Distractor Explanations:</p> <p>The given line in option c implies that a plant can either be looked at as a flower, often considered to be a source of joy, or as a weed, mostly considered as a nuisance. The line suggests that the object in question remains the same, the difference is only in the way one looks at it. Similarly, Option C indicates that the buzzing of bees can either be considered unpleasant, or likened to a pleasant hum. Hence, Option 3 is correct.</p> <p>Options 1 and 4 are incorrect because they describe wishes or choices, not perspectives.</p> <p>Option 2 is incorrect because it describes a choice to act, not differences in perspectives.</p>	2

Q.268	<p><i>C. Everything's the same, but everything is different.</i></p> <p>Answer and Distractor Explanations:</p> <p>Option 3 is the correct answer as it implies a thoughtful and inquisitive, yet detached approach to looking at everything.</p> <p>Option 1 is incorrect as it is also a statement made to appreciate the beauty of the fruit, and while the word 'magic' has been used, it does not signify a philosophical bent of mind.</p> <p>Options 2 and 4 are incorrect as they are statements that are to be taken at face value and have no implicit meaning to suggest a philosophical outlook.</p>	1
Q.269	<p>C. the decision to regard the buzzing of bees as humming</p> <p>Answer and Distractor Explanations:</p> <p>Option C implies that a plant can either be looked at as a flower, often considered to be a source of joy, or as a weed, mostly considered as a nuisance. The line suggests that the object in question remains the same, the difference is only in the way one looks at it. Similarly, Option C indicates that the buzzing of bees can either be considered unpleasant, or likened to a pleasant hum. Hence, Option 3 is correct.</p> <p>Options A and D are incorrect because they describe wishes or choices, not perspectives.</p> <p>Option B is incorrect because it describes a choice to act, not differences in perspectives.</p>	1
Q.270	B. Mr Lamb is friendly, but lonely.	1
Q.271	A. become bitter and reclusive	1
Q.272	<p>Sample Answer: Other people had tried to comfort Derry previously with cliched phrases like 'handsome is as handsome does'. These words only made Derry more cynical as he never believed them to be true. Mr Lamb, however, behaves very differently with Derry. From the beginning, he is very honest about his intentions and tells Derry that he is welcome in his garden. This probably makes Derry feel accepted in a genuine manner. Mr Lamb also does not ask Derry about his face and only explores it when Derry initiates a conversation about it himself. By doing so, Mr Lamb establishes that Derry's face is not the most important part of his identity. Mr Lamb also takes a stance of curiosity while challenging Derry's long-held beliefs. When Derry mentions that people are afraid of him or that nobody would ever kiss him, Mr Lamb questions how true that is. This makes Derry reflect on his own beliefs.</p>	4

<p><u>Content</u></p> <p>◆ Identifies at least two characteristics in Mr Lamb's approach towards Derry [1 mark]</p> <p>(Mr Lamb is genuinely accepting of Derry/he doesn't give much importance to Derry's face/he takes a stance of curiosity and constantly questions Derry's miseries or core beliefs/Mr Lamb shares his own experience of being ostracised and being called 'Lamey Lamb' due to his disability/he offers a different possibility to Derry when he mentions the beauty of his garden/he refuses to have sympathy for Derry and makes him realise that he is able enough to live a functional life/he uses a joke to make his point about why locking oneself away from the world is a ridiculous way to live/he gives Derry the freedom to be or not be his friend and to return or not return to his garden)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p>◆ Analyses the effect of each of Mr Lamb's retorts on Derry [1 mark]</p> <p>(Derry feels genuinely accepted/he believes Mr Lamb is authentic so he doesn't feel like he is doling out platitudes/he is offered a new perspective on his identity, his face and a new way of living life/he experiences the freedom to choose as he wants for the first time/he starts questioning his own beliefs and the walls he has built around himself/he realises that his face is not important in defining who he is)</p> <p><i>Accept any other valid interpretation supported by the text.</i></p> <p><u>Organisation</u></p> <p>◆ Presents a logical connection between ideas</p> <p><i>Award the full allotted marks if the criteria has been met.</i></p> <p><i>Award half of the allotted marks if the criteria needs improvement.</i></p> <p><i>Award 0 marks if the criteria has not been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics</p> <p><i>Award the full allotted marks if there are two minor errors or one major error.</i></p> <p><i>Award half of the allotted marks if there are three to four minor errors or two major errors.</i></p> <p><i>Award 0 marks if there are more than four minor errors or more than two major errors.</i></p>	<p>4</p>
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Q.273	<p>Sample Answer: Mr Lamb didn't like shutting things in or out – similarly, he didn't like isolating himself from people or pushing people away. He was open to all types of people.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Identifies and describes the relevant personality characteristics (he liked learning about different facets of a person, and did not shut anyone out/he liked to see and hear things, and did not want to hide/he liked to experience the world around him as well as meet many of its people) <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2
Q.274	<p>Sample Answer: Derry's mother seemed to have a negative impact on Derry.</p> <p>Her excessive focus on Derry's scar probably had a stifling effect on him. He had overheard her worrying about his future, and he felt that she only showed him affection because it was her duty to do so.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ States that Derry's mother had a negative impact on Derry [1 mark] (adverse/harmful) ◆ Supports the statement with at least one example from the text [1 mark] (she continually focuses on Derry's scar/she undermines or underestimates his capabilities/she keeps focusing on the negative aspects of Derry's scar/she discourages him from being independent) <p><i>Accept any other valid responses supported by the text.</i></p>	3

	<p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	3
Q.275	<p>Sample Answer: Mr Lamb was trying to illustrate to Derry that one cannot hide forever from one's fears. Adversity is an unavoidable part of life, and hiding from it is futile.</p> <p><u>Content</u></p> <ul style="list-style-type: none"> ◆ Identifies and describes the main idea and purpose of a narrative within the text [1 mark] <p>(living a cloistered or sheltered life due to imagined fears will not protect you from misfortune/ultimately, there is only so much one can do to be safe, and it is better to live a full life/experiencing sorrow or ill-luck is an inevitable part of a full life/it is better to live and cry than to die fearful, having not truly lived)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Expression</u></p> <ul style="list-style-type: none"> ◆ Presents a logical connection between the ideas [0.50 marks] ◆ Uses correct grammar, spelling and other language mechanics [0.50 marks] <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	2

Q.276	<p>Sample Answer: Derry changed from being hostile and lonely to being more open and hopeful.</p> <p>At first, Derry disliked being with others. He felt that everyone was repulsed by him. He was afraid of cruel remarks and being shunned. He was resentful and tired of being served platitudes.</p> <p>With Mr Lamb, Derry experienced an unprejudiced and tolerant discussion, leaving him intrigued. When Mr Lamb revealed his own impairment and the derision that he encountered, Derry felt a level of kinship with Mr Lamb.</p> <p>Mr Lamb's philosophical perspective on life and people greatly influenced Derry. He realized the difference between living with and without fear. Towards the end, we see that Derry wanted to live a hopeful life despite the challenges that he was likely to face in the future.</p> <p><u>Content</u></p> <p>◆ States the change in Derry's character from the beginning of the play to the end [1 mark]</p> <p>(withdrawn/angry/fearful/insecure/defiant/watchful to hopeful/open/expectant)</p> <p>◆ Provides at least two points of evidence from the play to support the change in character [2 marks]</p> <p>(resentful at the beginning and engaging in a discussion/ wanting to see things in a different light/ coming back to help Mr Lamb after defying his mother's wishes/ taking steps towards living without fear)</p> <p><i>Accept any other valid responses supported by the text.</i></p> <p><u>Organisation</u></p> <p>◆ Presents a logical connection between the ideas [1 mark]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p> <p><u>Language Mechanics</u></p> <p>◆ Uses correct grammar, spelling and other language mechanics [1 mark]</p> <p><i>Award the full allotted marks if both the criteria have been met.</i></p> <p><i>Award half of the allotted marks if only one of the criteria has been met.</i></p> <p><i>Award 0 marks if none of the criteria have been met.</i></p>	5
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31. Chapter: Memories of Childhood

Q.No	Question	Marks
Multiple Choice Question		
Q.277	<p><i>...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...</i></p> <p>Why does Zitkala-Sa say the above in 'Memories of Childhood: The Cutting of My Long Hair'?</p> <p>A. to show how cruelly she was awoken by yanking warm material off of her</p> <p>B. to show how bodily weak all the sudden changes had made her</p> <p>C. to show how physically cold the new environment made her</p> <p>D. to show how uncomfortable she felt in the revealing uniform</p>	1
Q.278	<p>Which of these describes the speaker's feelings towards the end of 'Memories of Childhood: The Cutting of my Long Hair'?</p> <p>A. rage</p> <p>B. regret</p> <p>C. loneliness</p> <p>D. shamefulness</p>	1
Q.279	<p>Which of these does the incident with the 'vadais' from 'Memories of Childhood: We Too are Human Beings' mainly serve to show?</p> <p>A. how discrimination was a part of Bama's community's daily experience</p> <p>B. how people from Bama's community were restricted from eating certain foods</p> <p>C. the different ways in which people in Bama's community were subjected to injustice</p> <p>D. the reasons it was tough for people in Bama's community to speak up against discrimination</p>	1

Answer Key & Marking Scheme

Q.No	Answers	Marks
Q.277	<p>D. to show how uncomfortable she felt in the revealing uniform</p> <p>Answer and Distractor Explanations:</p> <p>Option 4 is the correct answer as Zitkala-Sa mentions 'immodestly dressed Indian girls' in their tight-fitting clothes as soon as she says the given lines. 'Immodestly dressed' means wearing revealing clothes that would make one seem 'immodest', or unconcerned about showing skin. Based on this, it can be inferred that she found her new school uniform to be revealing and discomfoting.</p> <p>Option 1 is incorrect as the speaker does not talk of being woken up, even though she mentions 'blankets' in the given lines. By blankets, she most likely means additional clothing that she was made to remove as part of her uniform. Option 2 is incorrect as she does not imply physical weakness in the given lines. She addresses physical weakness brought about by exhaustion towards the end of the narrative. Option 3 is incorrect as even though the speaker mentions that she was cold in the beginning of her narrative, she speaks of the clothing she was made to wear at this point that made her uncomfortable.</p>	1
Q.278	C. loneliness	1
Q.279	<p>A. how discrimination was a part of Bama's community's daily experience</p> <p>Answer and Distractor Explanations:</p> <p>Option A is correct as the incident mainly highlights how discrimination was such a casual, unquestioned part of her community's everyday existence.</p> <p>Option B is incorrect as even though the incident does not suggest that people from her community were not allowed to eat vadais. Option C is incorrect as the incident shows only one, and not several ways of unjust treatment. Option D is incorrect as the incident does not involve any instance of speaking up against discrimination. In fact, the text indicates that discrimination was quietly accepted by her community, for the most part.</p>	1

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