

STUDENT SUPPORT MATERIAL
Class XII
ENGLISH



तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

Session 2016-17

Kendriya Vidyalaya Sangathan
New Delhi



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आयुक्त

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A WORD TO MY DEAR STUDENTS

It gives me great pleasure in presenting the Students' Support Material to all KV students of class XII.

The material has been prepared keeping in mind your needs when you are preparing for final exams and wish to revise and practice questions or when you want to test your ability to complete the question paper in the time allotted or when you come across a question while studying that needs an immediate answer but going through the text book will take time or when you want to revise the complete concept or idea in just a minute or try your hand at a question from a previous CBSE Board exam paper or the Competitive exam to check your understanding of the chapter or unit you have just finished. This material will support you in any way you want to use it.

A team of dedicated and experienced teachers with expertise in their subjects has prepared this material after a lot of exercise. Care has been taken to include only those items that are relevant and are in addition to or in support of the text book. This material should not be taken as a substitute to the NCERT text book but it is designed to supplement it.

The Students' Support Material has all the important aspects required by you; a design of the question paper, syllabus, all the units/chapters or concepts in points, mind maps and information in tables for easy reference, sample test items from every chapter and question papers for practice along with previous years Board exam question papers.

I am sure that the Support Material will be used by both students and teachers and I am confident that the material will help you perform well in your exams.

Happy learning!

Santosh Kumar Mall
Commissioner, KVS

FOREWORD


The Students' Support Material is a product of an in-house academic exercise undertaken by our subject teachers under the supervision of subject expert at different levels to provide the students a comprehensive, yet concise, learning support tool for consolidation of your studies. It consists of lessons in capsule form, mind maps, concepts with flow charts, pictorial representation of chapters wherever possible, crossword puzzles, question bank of short and long answer type questions with previous years' CBSE question papers.

The material has been developed keeping in mind latest CBSE curriculum and question paper design. This material provides the students a valuable window on precise information and it covers all essential components that are required for effective revision of the subject.

In order to ensure uniformity in terms of content, design, standard and presentation of the material, it has been fine tuned at KVS Hqrs level.

I hope this material will prove to be a good tool for quick revision and will serve the purpose of enhancing students' confidence level to help them perform better. Planned study blended with hard work, good time management and sincerity will help the students reach the pinnacle of success.

Best of Luck.



U.N. Khaware
Additional Commissioner (Acad.)

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ENGLISH CORE (CODE NO. 301) EXAMINATION SPECIFICATIONS CLASS 12 SYLLABUS

Unit-wise Weightage

Section Unit/Area of Learning Marks

A- Reading Comprehension 30

B- Advance Writing Skills 30

C- Literature & Long Reading Text 40 (i) Flamingo + Value Based (ii) Supplementary Reader
- Vistas + Novel - The Invisible Man

SECTION A (READING COMPREHENSION)

30 Marks

Reading : Unseen Passages and Note-making

Two unseen passages with a variety of very short answer / short answer or MCQ type questions to test comprehension, interpretation and inference. Vocabulary such as word formation and inference of meaning will also be tested.

The total length of the two passages will be between 1100 and 1200 words. The passage will include two of the following:

- a) Factual passages, e.g., instructions, descriptions, reports.
 - b) Descriptive passages involving opinion, e.g., argumentative, persuasive or interpretative text.
 - c) Literary passages, e.g., extract from fiction, drama, poetry, essay or biography. A poem could be of 28-35 lines.
- The passages can be literary, factual or discursive to test comprehensions. The length of one passage should be between 600-700 words.
 - A third passage of 400-500 words for note-making and abstraction.

SECTION B (WRITING SKILLS)

30 Marks

Writing Skills

- Short Answer Questions, Advertisement, Notices, Designing or drafting Posters, writing Formal and Informal Invitations and Replies.
- Long Answer Questions: Letters based on verbal / visual input.

Letter types include

- Business or official letters (for making enquiries, registering complaints, asking for and



giving information, placing orders and sending replies)

- Letters to the Editor (giving suggestions or opinion on issues of public interest)
- Application for a job

Very Long Answer Questions: Two compositions based on visual and/or verbal Input may be descriptive or argumentative in nature such as an article, a debate , a speech , **or a Report.**

SECTION C

LITERATURE AND LONG READING TEXT

Flamingo and Vistas

40 Marks

Very short answer questions - Based on an extract from poetry to test comprehension and appreciation.

Short Answer Questions - Based on prose / drama / poetry from both the texts.

Long Answer Question - Based on texts to test global comprehension and extrapolation beyond the texts to bring out the key messages and values.

Long Answer Question - Based on texts to test global comprehension along with analysis and extrapolation.

Long Answer Question - Based on theme, plot and incidents from the prescribed novels.

Long Answer Question - Based on understanding appreciation, analysis and interpretation of the character sketch from the prescribed novels.

Prescribed Books

1. Flamingo: English Reader published by NCERT
2. Vistas: Supplementary Reader published by NCERT

Note: Long answer question based on values can be given in the writing section or in the literature section.

Lessons Deleted

- | | |
|------------|------------------------------------|
| Flamingo - | 1. Poets and Pancakes |
| | 2. The Interview |
| | 3. A Road Side Stand (Poetry) |
| Vistas - | 4. The Third Level |
| | 5. Journey to the End of the Earth |

Long Reading Text/Novel (either one)

The Invisible Man (unabridged) by H.G. Wells

Silas Marner (unabridged) by George Eliot



QUESTION PAPER DESIGN 2016-17

ENGLISH XII

TIME: 3 HOURS

Max. Marks 100

BLUE PRINT FOR A 100 MARKS QUESTION PAPER

S. No	Learning out comes	Typology	MCQ	Very Short Ans-I (SA-I) (1 Marks)	Short Ans ques (3 Marks)	Short Ans. 4 Marks	Long ans (80-100) 5 marks	Very Long Ans (150-200) 6 marks	Very Long Ans. 10 marks	Total
01	Conceptual understanding analyzing Decoding appreciating vocabulary summarizing and using appropriate format	Reading skill	6	16	1	-	1	-	-	30
02	Reasoning appropriate style, tone, format and fluency analysis, evaluation & creativity	Writing Skill	-	-	-	1	-	1	2	30
03	Recalling, reasoning, appreciating literary convention, inference, analysis, evaluation, creativity & fluency	Literary textbook and long reading text/novel	-	4	4	-	-	4	-	40
	Total		6x1=6	20x1=20	5x3 = 15	1x4=4	1x5=5	5x6 = 30	2x10= 20	100



SECTION-A

READING COMPREHENSION

STRATEGIES FOR ATTEMPTING COMPREHENSION

- 1- Read the title.
- 2- Quickly skim through the questions. This will help you to predict what the passage/ poem is about. It will help you to read and understand its contents with more clarity and will keep your mind focused on its theme.
- 3- Focus on the question that tests vocabulary skills. Read the antonym/synonym given. Look at the numbers of the paragraphs. Write each word against its respective paragraph. This gives you a ready reference and helps you to identify the word in the passage / para while reading.
- 4- While reading do the following:
 - a. Underline the content words
 - b. Underline the possible answers of the given questions. It will help you to identify the answers faster.
 - c. Encircle the words that are answers for the vocabulary. Normally a noun for noun, a verb for a verb and an adverb for an adverb etc.
- 5- Answer the questions -
 - a. The underlined content will help you to find the answer.
 - b. If confused between two words:
 - i. Choose the word of the same part of speech / form
 - ii. Read the sentence with the word in the question in place of the ones you are choosing from the passage.
- 6- Additional tips:
 - a. Write clearly and neatly.
 - b. Keep in mind the marks allotted to each question.
 - c. Do not leave any question unanswered.



PASSAGE - 1

1. The children probably don't know, or they don't care, the hugely popular WWF wrestling matches are actually all staged acts. The Hulks, the Undertaker or whatever else they are called-never really punch or kick as hard as they might appear doing on the show. It's all a show, a thrilling show.
2. So, you can't really blame children for getting hooked. But does that necessarily mean the show is entirely responsible for beating 12-year-old Subin Kumar got from his WWF inspired friends? Can viewing or watching violence on TV actually promote aggressive behaviour in children?
3. Media experts and social scientists have been wrestling with this question for decades and thousands of studies have been done on it. And most of them reached the same conclusion-media violence is responsible for aggressive behavior in children.
4. Research has found that the more violence children watch on television, the more likely they may act in aggressive ways towards others. Also, they become less sensitive to others pain and are less likely to help a victim of violence.
5. A study of violence on Indian television and its impact on children commissioned by UNESCO accused the idiot box of "bombarding young minds with all kinds of violent images, cutting across channels, programmes and viewing times."
6. Not only studies, but also incidents go to prove that children who watch violent episodes show increased likelihood of behaving aggressively.
7. There have been reports from all over the country of children hurting themselves while trying to ape the superman feats of Shaktiman, the superhero of Indian TV. Then there was the six-year-old child of Lucknow who leapt off the balcony of his second floor flat trying to imitate a bungee jumping drop shown in a soft drinks commercial.
8. There's no doubt that media is a powerful teacher and contributes greatly to the way we act and behave. In some cases like these, the effects are immediate and in others there is a "sleepier effect", where the results show up much later.
9. Experts say it's incorrect to blame the media squarely. How would you explain the aggressive behavior of a child who has never been exposed to television or any other media? So, while there is mounting evidence to link media violence and actual violence, most of it does not prove a direct cause-and-effect relationship. Because no one so far has been able to prove why and how TV affects some people and not the others. "we also have to take into account individual differences and vulnerabilities as human behavior is result of many factors," points out Dr. Vasantha R. Patri, a counsellor, adding, "violence viewing is only one of the myriad influences on a growing child."
10. Patri says there exists a population of risk individuals whose anger, aggression and anti-social tendencies are already quite high for whatever reason. Other factors like individual predisposition of the child, parental attitudes and reaction to aggression are probably equally important. In fact, she says that in most cases media is only the fourth most important



- influence in child's life-with parents, teachers and peers being the first three.
11. Patri points out that the growing "here-and-now" culture in which kids are getting used to immediate gratification is leading to an intolerant society on the whole. "Children are not taught how to handle failure and conflict," she says. "As a result, they resort to aggression."
 12. But media critics refuse to buy it. They insist the content of media needs to be monitored and care be taken to reduce violence if not remove it. But even if all the gore and violence is completely removed from the media, will it make a significant difference in aggressive behavior of children? And then how do you justify the facts that studies have shown that viewing violence on TV also provides an opportunity to discharge the pent-up, aggressive feelings of anger, hostility and frustration.
 13. "The problem is not with the media, but the lack of media education," points out Patri. "No one teaches the children how to assess the reality status of TV programmes." Good parenting, she says, is perhaps the greatest defence against the negative effects of violent images on TV.
 14. Experts say it's time that parents and teachers took a long, hard look at themselves in the mirror. Say's Patri, "Most parents treat TV as a baby-sitter when it suits them. And when something goes wrong, they turn around and blame TV for it!"

- Shweta Rajpal

QUESTIONS

A. Choose the most appropriate option:

- (a) Violent behaviour is the outcome of.....
 - (i) Lack of media awareness
 - (ii) Lack of sensitivity
 - (iii) Increase in population
 - (iv) imperfection
- (b) Children fail to understand that the stunts shown on the screen are.....
 - (i) Real
 - (ii) Fake
 - (iii) Manipulated
 - (iv) None of the above
- (c) Parents consider TV a
 - (i) Babysitter
 - (ii) Problem



(iii) Boon

(iv) None of the above

(d) Aggressive behavior in children can be best handled by.....

(i) Teachers

(ii) Parents

(iii) Both teachers and parents

(iv) Children themselves

B. Answer the following questions briefly:

(a) Does violence on TV promote children's aggressive behavior? What is the opinion of media experts and social scientists?

(b) What two points have emerged from research on media violence?

(c) What two incidents are cited to prove the aggressive behavior of children as an outcome of watching violence on TV?

(d) What factors other than violence viewing are important for causing aggressiveness in child?

(e) How, do you think can the problem be solved?

(f) How are children becoming impatient?

C. Find words in the passage similar in meaning as:

(a) Exciting (Para 1)

(b) An extremely large number of something (Para 9)

**PASSAGE - 2**

1. Among the natural resources which can be called upon in national plans for development, possibly the most important is human labour. Since the English language suffers from a certain weakness in its ability to describe groups composed of both male and female members, this is usually described as "manpower".
2. Without a productive labour force, including effective leadership and intelligent middle management, no amount of foreign assistance or of natural wealth can ensure successful development and modernization.
3. The manpower for development during the next quarter century will come from the world's present population of infants, children and adolescents. But we are not sure that they will be equal to task. Will they have the health, the education, the skills, the socio-cultural attitudes essential for the responsibilities of development?
4. For far too many of them the answer is no. The reason is basic. A child's most critical years, with regard to physical, intellectual, social, and emotional development, are those before he reaches five years of age. During those critical formative years he is cared for almost exclusively by his mother and in many parts of the world the mother may not have the capacity to raise a superior child. She is incapable of doing so by reason of her own poor health, her ignorance and her lack of status and recognition of social and legal rights, of economic parity of independence. One essential factor has been overlooked and ignored. The forgotten factor is the role of women. Development will be handicapped as long as women remain second class citizen, uneducated without any voice in family or community, decisions without legal or economic status, married when they are still practically children, and henceforth producing one baby after another, often to see half of them die before they are of school age.
5. We can enhance development by improving 'women power', by giving women the opportunity to develop themselves. Statistics show that the average family size increases in inverse ratio to the mother's years of education- is lowest among college graduates, highest among those with only primary school training, or no education. Malnutrition is most frequent in large families, and increases in frequency with each additional sibling. The principle seems established that an educated mother has healthier and more intelligent children, and that is related to the fact that she has fewer children. The tendency of educated, upper class mothers to have fewer children operates even without access to contraceptive services.
6. The educational level of women is significant also because it has a direct influence upon their chances of employment, and the number of employed women in country's total labour force has a direct bearing on both the gross national product and disposable income of the individual family. Disposable income, especially in the hands of women, influences food purchasing and therefore the nutritional status of the family. The fact that the additional income derives from the paid employment of women provides a logical incentive to restrict the size of the family.



QUESTIONS:

A. Choose the most appropriate option:

(a) Among the natural resources which can be called upon in national plans for development.....

- (i) The most important is certainly human labour.
- (ii) The most important is possibly human labour.
- (iii) The least developed is certainly human labour.
- (iv) The least developed is undoubtedly human labour.

(b) Without a productive labour force, including effective leadership and intelligent middle management.....

- (i) No productive work is possible.
- (ii) Entrepreneurs will incur heavy losses.
- (iii) Economic development will not keep pace with national movements.
- (iv) No amount of foreign assistance or of natural wealth can ensure successful development and modernization.

(c) Development will be handicapped as long as women remain.....

- (i) second class citizen
- (ii) third class citizen
- (iii) first class citizen
- (iv) fourth class citizen

(d) Disposable income in the hands of women strengthen

- (i) Family bond
- (ii) Nutritional status of the family
- (iii) Spiritual status of the family
- (iv) None of these

B. Answer the following questions briefly:

- (a) What will be the source of the manpower development during the next quarter century?
- (b) During which period is the child growth maximum?
- (c) Why can't the first teacher of a child be effective in many parts of the world?
- (d) What will happen to development if the womenfolk is neglected?
- (e) What is the difference between an educated mother and an illiterate mother?
- (f) How can we accelerate the rate of progress?

C. Find words in the passage similar in meaning as:

- (a) Increase (Para 5)
- (b) Important(Para 6)



PASSAGE - 3

1. Since its invention a little over 130 years ago. The interview has become a commonplace of journalism. Today, almost everybody who is literate will have read an interview at some point in their lives, while from the other point of view, several thousand celebrities have been interviewed over the years, some of them repeatedly. So it is hardly surprising that opinions of the interview - of its functions, methods and merits - vary considerably. Some might make very extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, Usually celebrates who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody then one is stealing that person's soul.
2. V.S Naipaul 'feels that some people are wounded by interviews and lose a part of themselves', Lewis Carroll, the creator of Alice in wonderland, was said to have had ' a just horror of the interviewer' and he never consented to be interviewed- it was his horror of being lionized which made him thus repel would be acquaintances, interviewers, and persistent petitioners for his autograph and he would afterwards relate the stories of his success in silencing all such people with much satisfaction and amusement. Rudyard Kipling expressed an even more condemnatory attitude towards the interviewer. His wife, Caroline, writes in her diary for 14 October 1892 that their day was 'wrecked by two reporters from Boston. She reports her husband as saying to the reporters, "why do I refuse to be interviewed? Because it is immoral! It is a crime, just as much of a crime as much merits punishment. It is cowardly and vile. No respectable man would ask it, much less give it," yet Kipling had himself perpetrated such an 'assault' on Mark Twain only a few years before. H.G Wells in an interview in 1894 referred to 'the interviewing ordeal', but was fairly frequent interviewee and forty years later found himself interviewing Joseph Stalin.
3. Saul Bellow, who has consented to be interviewed on several occasions, nevertheless once described interviews as being like thumbprints on his windpipe. Yet despite the drawbacks of the interview, it is supremely serviceable medium of communication. "These days more than at any other time, our most vivid impressions of our contemporaries are through interviews," Denis Brian has written. "Almost everything of moment reaches us through one man asking questions of another. Because of this, the interviewer holds a position of unprecedented power and influence."

QUESTIONS:

- I. **On the basis of your understanding of the above passage, answer each of the questions given below by choosing the correct option:**
 - a) The positive opinion regarding interview is
 - i. An intrusion
 - ii. Source of truth
 - iii. Information in complex form



- iv. Both first and third
- b) Negative opinion on interview is.....
 - i. An art
 - ii. Honest information
 - iii. An ordeal
 - iv. Development of personality
- c) The creator of 'Alice in Wonderland' is
 - i. G. H. Wells
 - ii. Kipling
 - iii. Denis Brian
 - iv. Lewis Carroll
- d) Kipling refused to be interviewed because according to him it is
 - i. A crime
 - ii. An assault
 - iii. Immoral
 - iv. All the three above.
- II. Answer the following questions briefly:
 - e) What do you understand by 'thumbprints on his wind pipe'?
 - f) What are the major view points on people on interviews?
 - g) How are the celebrities a victim of interviews?
 - h) What is one of the advantages of interviews?
 - i) Give two extravagant views / claims about interviews expressed by people.
 - j) In the present time, how do we get to know about our contemporaries?
 - k) Find words from the passage which means the same as each of the following: -
 - i. Lessens the authority, dignity or reputation (Para - 1)
 - ii. Refusing to give up (Para - 2)

**PASSAGE - 4**

Read the following passage carefully

(10 marks)

1. As religious people believing in God, we are all aware of the influence of prayer in our individual lives. It is true our temples, gurudwaras, churches and mosques reverberate with the prayers of the devout on festive occasions and even in the course of daily life. When individuals face dire situations, often they are led into prayer; their faith thus opens for them a source of comfort and encouragement in their hour of need.
2. But how does India as collective entity, exercise its faith in prayer? It may be recalled that during the freedom struggle and subsequently after Independence, the Father of the Nation used to lead the people in prayer on matters affecting its destiny. The men of different faiths used to take part in such meetings, which gave them a sense of purpose and also a sense of solidarity as people sharing one destiny.
3. Since the Mahatma fell to the bullets of an assassin, no one else probably came forward to provide leadership to an exercise of prayer at the national level. No doubt, people of all faiths had organized prayers at their places of worship in the aftermath of national tragedies like the Gujarat Earthquake of the Orissa cyclone. The hijacking of an Indian plane with its passengers of Kandahar in the recent past had moved this nation to pray.

The whole nation again had taken to prayers in mass on two other occasions when Amitabh Bachchan fell seriously on the sick bed.

4. Man's need for prayer is as great as his need for bread. As food is necessary for the body, prayer is necessary for the soul. I have not a shadow of doubt that the strife and quarrels with which our atmosphere is so full today are due to the absence of the spirit of true prayer. True prayer never goes unanswered," wrote Gandhiji. According to Vasudevan, Secretary of the Rajghat Samadhi Samiti, all-religion prayer meetings are held every Friday at Rajghat from 4 p.m. to 5.15 p.m.
5. It is said that the act of prayer changes people and situations. There is a general impression that prayer is an act of seeking favours from God for selfish ends. It is as if all praying people are only interested in taking their shopping lists to their Maker!

For from it, the very act of praying teaches one to sympathize with those who suffer. It broadens one's vision and outlook. It builds up one's character by imparting a sense of responsibility towards other people and situations.

6. The latest example of a praying nation comes from the United States which is often labelled as too materialistic. Speaking at the national Prayer Breakfast at Washington in the second week of February, President George Bush praised Americans of all faiths for turning to prayer in the wake of the September 11 terrorist attacks. He said he had spent much time 'one bended knee' since terrorists attacked the World Trade Centre and the Pentagon, killing more than 3000 people.



7. Regardless of the religious affiliations, people in the affected areas showed an exemplary sense of togetherness in the hour of tragedy. All differences of religion, ethnicity, race and language were forgotten as volunteers got busy assuaging the pain and sorrow felt by the victims. The American example has several lessons for India which is also a pluralistic society. It has demonstrated that differences of religion and ethnicity need not stand in the way of the nation unitedly facing all its challenges. If it is true that all religious faiths teach tolerance, humility and the value of helping neighbours, then the religious leaders of this nation could also engender unity and oneness of purpose by coming together periodically to pray for the nation. And when they focus on the fact that all people, regardless of their differences share one common destiny, there could be greater communal harmony. Such a consciousness ought to pave the way for peace in society.

1. On the basis of your reading of the passage, answer the following questions by choosing the most appropriate option.

(1x2=2 marks)

1. People often pray when they _____

- (a) Are sick
- (b) Face dreadful situations
- (c) Want their desires to be fulfilled
- (d) Are depressed

2. What is the general impression about the prayer?

- (a) It provides food to the soul.
- (b) It is an act of seeking favour from God.
- (c) It teaches us to sympathise with those Who suffer.
- (d) It imparts in us a sense of responsibility towards other people and situations.

II. Answer the following questions as briefly as possible.

(1x6=6 marks)

1. Comment on the importance of the collective prayer organized by the Father of the Nation.

2. On what occasions did the people of all faiths organize prayers at their places of worship?

3. What has the absence of the true prayer resulted in?

4. What does the act of praying teach us?

5. What lesson does the America example give to India?

6. What do all religious faiths teach?

III. Find words from the passage which are similar in meaning to the following:

(2 marks)

(a) Killer (para 4)

(b) Shown/displayed (para4)

**PASSAGE - 5**

Read the following passage and answer the questions that follow:

(10 marks)

1. Nuclear capability gives a status to the country in the community of nations. No nation can afford to make destructive use of the nuclear energy without risking a World War. That is why America did not make use of nuclear weapon in the Vietnam War though it had become a matter of prestige for her. Similarly Russia preferred to pull out her missile bases from Cuba instead of coming in direct conflict with a nuclear power, America. But India, since she started adopting nuclear technology, had decided to make only peaceful use of nuclear energy. The fear expressed by Pakistan and the comments made in the Chinese press are more for the sake of propaganda than for the projection of truth.
2. India needs nuclear energy in order to meet her power shortage. She has been depending upon hydroelectric power which is undependable because of the uncertainty of rainfall. Good quality of coal which is another source of energy cannot be extracted commercially because it lies very deep and the cost of extraction is very high. India is not producing much of oil, rather she has to import nearly 74 per cent of her total consumption. So the only alternative with India is to have a cheaper and more dependable source of energy. The known reserves of thorium in India are sufficient to last many hundred years. That is why India has already commissioned two nuclear power stations, one at Tarapur and the other at Rana Pratap Sagan. Each one has the installed capacity of producing 420 M.W. of electricity. Two other at Kalpakkam, are operational. This energy will be able to meet the power shortage throughout the country. If industries work at their full capacity, production will be higher and so per capita income will increase and inflation will be neutralized.
3. With the help of controlled nuclear explosions, artificial dams can be made. In fact for building a dam there should be two huge mountain walls enclosing a deep valley just near the course of a river. These conditions are not available at all the places. So with the help of controlled nuclear explosions mountains can be blown up. This can also help in laying roads in the mountainous areas. In fact, some of the borders of India have mountainous terrain and the movement of the army is quite difficult. So even for the sake of national security it is necessary to have roads in those areas.
4. With the help of radiation the shelf life of vegetables and fruits can be increased. In the tropical countries like India, it is necessary that the perishable fruit stuffs are preserved for a long time. Radiation can check the sprouting of onions and potatoes which are much in demand in foreign countries. Similarly fruits like bananas and mangoes which have much export potential can be preserved for a very long time. The texture and taste of the fruit do not undergo any change.
5. Nuclear technology can also be harnessed for medical purposes. It is said that radioactive iodine is used for detecting the disease of the thyroid glands. Similarly, India of U.N. experts, radiated vaccine which can immunize sheep from lungworm disease, which used to take a heavy toll of sheep every year.



6. Properly processed nuclear fuel is also used for artificial satellite in space. Weather satellites can predict cyclones and the rainfall with extreme accuracy. Communication satellites can help in conveying the messages to very long distances. In a huge country like India, communication satellites are necessary.
7. Radiation is also used for preparing the mutant seeds. Many varieties of rice and some cereals have been prepared at Tarapur laboratory. This will increase our agricultural production and help India to become economically better off. So for India it is necessary to make peaceful uses of nuclear energy.

I. On the basis of your reading of the passage, answer the following questions by choosing the most appropriate option.

(1x2=2 marks)

1. India needs nuclear energy in order to _____
 - (a) gain status in the community of nations
 - (b) meet her power shortage
 - (c) increase her might
 - (d) frighten the hostile countries
2. Coal, another source of energy, cannot be extracted commercially because _____
 - (a) it lies very deep
 - (b) the cost of extraction is very high
 - (c) it lies very deep and the cost of extraction is very high
 - (d) it is risky for the miners to extract it

II. Answer the following questions as briefly as possible.

(1x6=6 marks)

3. Why does India need nuclear energy?
4. How can radiation be helpful?
5. How does nuclear technology help in the field of medicine?
6. In what way can nuclear energy boost our communication?
7. How can nuclear energy help the country in its economic growth?
8. How can radiation help in the field of agriculture?

III. Find words from the passage which are similar in meaning to the following:

(2 marks)

- | | |
|---------------|----------|
| (a) withdraw | (para 1) |
| (b) extremely | (para 6) |



ANSWERS PASSAGE 1:

- A. (a) (i) Lack of media awareness
 (b)(ii) Fake
 (c)(i) Babysitter
 (d)(iii) Both teachers and parents
- B. (a) Yes, it does. Most of the media experts and social scientists think that media violence on TV is responsible for actually promoting aggressiveness in children.
 (b) (i) The more violence children view on TV, the more aggressively behave with others.
 (ii) They become less sensitive to the pain of others. Hence, they are less likely to help a victim of violence.
- c) (i) Beating that the 12-year old Subin Kumar got from his WWF inspired friends.
 (ii) The six year old child of Lucknow who leapt off the balcony of his second-floor flat trying to imitate a bungee jumping drop shown in a soft drink commercial.
- (d) Other factors are :
 (i) Individual predisposition of the child
 (ii) Parental attitudes
 (iii) Reaction to aggression
 (iv) Intolerance
- (e) By providing media education and by teaching the children how to assess the reality status of TV programmes. Most parents and teachers have to understand their responsibility in imparting media education to children.
- (f) Children of this materialistic age are desirous of getting immediate gratification. It makes them impatient.
- C.
 (a) Thrilling
 (b) Myriad

Answers Passage 2 :

- A.
 (a) (ii) The most important is possibly human labour
 (b) (iv) no amount of foreign assistance or of natural wealth can ensure successful development and modernisation.
 (c) (i) second class citizen



- (d) (ii) nutritional status of the family
- B. (a) The manpower development during the next quarter century will come from the world's present population of infants, children and adolescents.
- (b) The child grows maximum before he attains the age of five.
- (c) The first teacher remains ineffective because of ignorance, poor health, lack of respect and recognition.
- (d) There will be no growth and everything will stagnate.
- (e) The rate of progress may be accelerated by educating the womenfolk.
- (f) An educated mother does not beget children thoughtlessly but an illiterate mother considers children the blessings of god. Educated makes one wise and practical. Those who are uneducated fail to analyse the situation critically.
- C. (a) enhance
- (b) significant



NOTE - MAKING

STRATEGIES FOR ATTEMPTING NOTE MAKING

1. Read the passage thoroughly.
2. Find the title/Heading of the passage (Read the first/last paragraph for the title).
3. Underline the main points & supporting details.
4. Find out the chief division of the passage & use them for Main-headings.
5. Find the sub-headings & write them under the Main- headings.
6. Circle the longer words or those often repeated words & abbreviate them.
7. Organise the information systematically.

***NOTE:**

1. Do not write in complete sentences; use words/phrases only.
2. Underline the HEADING & SUB-HEADING.
3. How to form Abbreviations:
 - (a) Capitalized Initial Letters: eg: W.H .O, L.I.C
 - (b) The first few letters & the last few letters of the word: eg:
Advertisement-advt., government-govt.
 - (c) Taking first & last letters of the words: -eg. Reading-rdng. Education-edn
 - (d) Contractions of word: eg: will not -won't; do not -don't
4. Universally recognized SYMBOLS used-eg: viz.-namely; eg.-for example
5. Make a box for writing the abbreviations.(Use atleast-4 abbreviations.)
6. Put the complete word & its abbreviation made in the box.

SUMMARISING

1. Use the NOTES made to draft the summary.
2. Join the points & make them into complete sentences.
3. Write short sentences.
4. Join the sentences using words like-and;not only; but also;such that;more over
5. Follow the word limit. (80 words.)

Marking Scheme:

Distribution of Marks

Note making



- Title 1 Mark
- Content (minimum 3 headings and sub-headings, with proper indentation and notes) 3 marks
- Abbreviation/Symbols (with key) - any four 1 mark
- Summary
- The summary should include all the important points given in the notes.
- Content 2 marks
- Expression 1 mark

Format :

Title This is Just An Indicator Do not use words Main
 Heading and Sub Heading

- A Main heading _____
- (a)sub heading _____
- (b)sub heading _____
- (c)sub-heading _____
- (i)sub sub heading _____
- (ii)_____
- B Main heading _____
- (a)_sub heading _____
- (b)sub heading _____
- (c)sub_heading _____

Key to abbreviations :		
1. wrtg.	=	writing
2. U.K.	=	United Kingdom
3. _____	=	_____
4. _____	=	_____
5. _____	=	_____

SUMMARISING: (80 Words)

Students are required to write a paragraph using the main points listed in the notes. Complete sentences are used. They are logically and cohesively linked together with the help of suitable linkers. Do not use abbreviations and symbols.



Passages for Note Making

PASSAGE-1

Read the passage given below:

The construction of the Leaning Tower of Pisa began in August 1173.

It was interrupted several times by wars, debt and while engineers worked on solutions to correct the lean. We now know that without these interruptions that allowed the soil to compress under the tower, it would have certainly toppled over.

Pisa Tower was eventually completed in the mid-1300s.

The Tower of Pisa is the churches bell tower. The city of Pisa was at the beginning a simple but important Italian seaport. With its growth, so did its religious buildings.

Its fame and power grew gradually over the years, as the people of Pisa were involved in various military conflicts and trade agreements.

The Pisans attacked the city of Palermo on the island of Sicily in 1063. The attack was successful and the conquerors returned to Pisa with a great deal of treasure.

To show the world just how important the city was, the people of Pisa decided to build a great cathedral complex, the Field of Miracles. The plan included a cathedral, a baptistery, a bell tower (the Tower of Pisa) and a cemetery.

The real identity of Tower of Pisa's architects is a mystery.

The most accredited architects of this first phase of work are Bonanno Pisano and Gherardo din Gherardo.

The second phase of construction started in 1275, and the work is attributed to Giovanni di Simone. Tommaso Pisano (1350-1372) was the architect who finished the work.

The leaning of the Tower of Pisa comes into the story in 1173, when construction began.

Thanks to the soft ground, it had begun to lean by the time its builders got to the third story, in 1178. Shifting soil had destabilized the tower's foundations.

Over the next 800 years, it became clear the 55-metre tower wasn't just leaning but was actually falling at a rate of one to two millimeters per year.

Today, the Leaning Tower of Pisa is more than five meters off perpendicular.

Its architect and engineer tried to correct this by making the remaining stories shorter on the uphill side - but to no avail. It kept leaning more and more.

The lean, first noted when three of the tower's eight stories had been built, resulted from the foundation stones being laid on soft ground consisting of clay, fine sand and shells.

The next stories were built slightly taller on the short side of the tower in an attempt to compensate for the lean. However, the weight of the extra floors caused the edifice to sink further



and lean more.

- (a) On the basis of your reading of the passage above, make notes using points only, use abbreviations wherever necessary. Supply a suitable title.

LEANING TOWER OF PISA

A:Const. of Leaning Tower of Pisa

A.1 begin in Aug.1173

A.2 interrupted several times due to

A.2.1 wars

A.2.2 debt

A.2.3 prbl of leaning

B. Reasons behind Const.of Tower

B.1 to show their growth in

B1.1 religion

B1.2 power & fame

B.2 to show the world their imp

C. People involved in making of Tower

C.1 first phase -Bonanno & Gherardo in 1173

C.2 second phase -Giovani di Simone in 1275

C.3 Third & final phase -Tommaso Pisano in 1350-1372

KEY FOR ABBREVIATIONS

1 Const.=construction

2 Aug =August

3 prbl=problem

4 &=and

5 imp =important

- (b) Write a summary of the passage above in about 80 Words.

The construction of the Leaning Tower of Pisa began in August 1173 under Bonanno Pisano and Gherardo. Though there were many interruptions but they were proved to be a boon later as it compressed the soft soil beneath the tower. The Tower (belltower) was built to show their importance to the world. The real identity of the architects of this Tower still remains a mystery. While making of the tower architects tried their best to stop it's leaning but all efforts proved to be futile and finally Tommaso Pisano completed it as The Leaning Tower of Pisa.



PASSAGE-2

Read the passage given below:

A difference in opinions, values, attitudes and lifestyle among people of different ages is called 'generation gap'. Due to these differences, people belonging to different generations find themselves unable to relate to each other. This communication gap between successive generations is not a new phenomenon. The fight between the old and the young is not new and has been bound in the culture of every nation of the world. Parents and children across the world have been facing this problem. Due to fast-paced modern lifestyles, parents and children hardly find time together. The children, thus unable to express their thoughts and ideas to their parents, turn to friends for advice who are as inexperienced as they are. In the era of globalization and liberalization, the gap between the young the old reached its zenith.

Today's children are born into a competitive world and have a struggle to get everything. Many a time their true potential gets overshadowed in the rat race. Parents- burdened by the expectations of the society- end up forcing certain subjects and careers and lives that their parents have chosen for them, children are left lost and confused. Parents, on the other hand, feel that in this rapidly changing society where everyone is so self-centered, it is their duty to protect their children. Parents tend to feel that their children require guidance. This cannot be denied. But their constant monitoring makes children feel oppressed and they tend to turn rebellious.

Thus, generation gap is destroying the basic human relationship and is obviously a threat to the social stability of family relations. It is essential for parents to talk to their children and treat them as individuals. To be forever treated as child can be irritating and sometimes even humiliating. Children, in turn, must reciprocate with due respect and attention. Matters such as career, lifestyle and sensitive issues like freedom of choice of friends must be dealt with carefully and with maturity. Love and understanding are the best antidotes to this ever-widening generation gap. Only then will children look up to their parents and parents will not be burdened with their guilt of not being there for their children in their hour of need. In this way generation gap can at least be narrowed, if not completely filled.

- (a) On the basis of your reading of the passage above, make notes using points only, use abbreviations wherever necessary. Supply a suitable title.
- (b) Write a summary of the passage above in about 80 Words.



PASSAGE-3

Read the passage given below:

'Thoda' is martial art form of Himachal Pradesh, India relies on one's talent with the bow and arrow. The name 'Thoda' is derived from the round piece of wood fixed to the head of the arrow. Its history is traced back to the days of Mahabharata when bows and arrows were used in the epic battles between the Pandavas and the Kauravas while residing in the beautiful valleys of Kulu and Manali. Thus, this martial art has its origins in Kulu. The equipment required for this game are bows and arrows.

In Himachal Pradesh, in the olden days, the game of Thoda was organized in a very interesting way. A handful of village folks would go to another village and throw tree leaves into the village well before sunrise. They would then hide in the bushes nearby, just outside the village. As soon as the villagers came to draw water the youths would shout and challenge them for a fight.

Held on Baisakhi Day, the competition is a mixture of martial art, cultural event and sport. Community prayers are organized to invoke the blessings of the Gods. The archers are divided into teams called Saathi and Pashi. The archers in this game have to aim at the leg region, below the knee.

On reaching the village fairground, both the teams dance on either side of the ground. Both the opponents face each other at a distance of about 10 meters and prepare to attack. Very quick and easy movements are the only methods of defence. The whole competition is conducted to the lively rhythm of war dance with one side furiously sidestepping, legs kicking in all directions, and other side doing its best to place an arrow on the target. There are minus points for a strike on the wrong parts of the leg.

Presently, the game is played in a marked court, which ensures that a certain degree of discipline is maintained in Thoda -a happy blend of culture and sport.

- (a) On the basis of your reading of the passage above, make notes using points only, use abbreviations wherever necessary. Supply a suitable title.
- (b) Write a summary of the passage above in about 80 Words.

**PASSAGE-5**

Read the passage given below:

My Dear Little Fellow,

You are now going to settle at school, and may consider this as your first entrance into the world. As my health is so indifferent, and I may not be with you long, I wish to leave you some advice (the best I can) for your conduct in life, both that it may be of use to you, and as something to remember me by. I may at least be able to caution you against my own errors, if nothing else.

As we went along to your new place of destination, you often repeated that "you durst say they were a set of stupid, disagreeable people," meaning the people at the school. You were to blame in this. It is a good old rule to hope for the best. Always, my dear, believe things to be right, till you find them the contrary; and even then, instead of irritating yourself against them, endeavour to put up with them as well as you can, if you cannot alter them. You said, "You were sure you should not like the school where you were going." This was wrong. What you meant was that you did not like to leave home. But you could not tell whether you should like the school or not, till you had given it a trial. Otherwise your saying that you should not like it was determining that you would not like it. Never anticipate evils, or, because you cannot have everything exactly as you wish, make them out worse than they are, through more spite and willfulness.

You seemed at first to take no notice of your school-fellows, or rather to set yourself against them, because they were strangers to you. They knew as little of you as you did of them; so that this would have been a reason for their keeping aloof from you as well, which you would have felt as a hardship. Learn never to conceive a prejudice against others, because you know nothing of them. It is bad reasoning, and makes enemies of half the world. Do not think ill of them, till they behave ill to you; and then strive to avoid the faults which you see in them. This will disarm their hostility sooner than pique or resentment or complaint.

I thought you were disposed to criticize the dress of some of the boys as not so good as your own. Never despise any one for anything that he cannot help -- least of all, for his poverty. I would wish you to keep up appearances yourself as a defence against the idle sneers of the world, but I would not have you value yourself upon them. I hope you will neither be the dupe nor victim of vulgar prejudices. Instead of saying above -- "Never despise any one for anything that he cannot help" -- I might have said, "Never despise any one at all"; for contempt implies a triumph over and pleasure in the ill of another. It means that you are glad and congratulate yourself on their failings or misfortunes. The sense of inferiority in others, without this indirect appeal to our self-love, is a painful feeling, and not an exulting one.

- (a) On the basis of your reading of the passage above, make notes using points only, use abbreviations wherever necessary. Supply a suitable title.
- (b) Write a summary of the passage above in about 80 Words.



**SECTION-B (ADVANCED WRITING SKILLS)
NOTICE - WRITING (4 MARKS)**

INTRODUCTION-Notices-where used: schools, organisations, government boards.

-why used- to inform people about various events, issue, & public instructions.

Important points to be followed:

- *Use the word "NOTICE" followed by the name of the organization/institute.
- *Write the date on the left hand side.(eg.18th July 2016)
- *Give a suitable heading to the notice.
- *Content should contain the following-event, date, place, time)
- *Conclude the notice with name (signature),&post(designation)
- *Write it in a box
- *Follow 50 words -limit.

MAIN CHARACTERISTICS:

- *Format-must include the word "NOTICE,"Date, Heading,Writer'sname,&post
- *Content-answers the question "What","When", "Where"& "How"etc.
- *Expression-relates to the overall organization &relevance of the content besides grammatical accuracy & fluency.

MARKING SCHEME-

- *Format-(1m)
- *Content-(2m)
- *Expression-(1m)

SAMPLE NOTICE:1

Q.1 You are Mohit/MitaHeadboy/girl of Delhi Public School,Lucknow.Your school is celebrating "World Environment Day" on 5th June 2016.Draft a notice informing the students to bring two saplings from each class.Invent necessary details.(Do not exceed 50 words.)

	<p style="margin: 0;">Name of the issuing agency</p> <p style="margin: 0;">DELHI PUBLIC SCHOOL,LUCKNOW</p>	
	<p style="margin: 0;">NOTICE</p>	
<p style="margin: 0;">Date of Issue</p>	<p style="margin: 0;">18th May 2016</p>	<p style="margin: 0;">Subject</p>
	<p style="margin: 0;">Celebration of World Environment Day</p>	
	<p style="margin: 0;">Students are informed that "WORLD ENVIRONMENT DAY"will be observed on 5th June 2016 in the school premises. Each class is instructed to bring at least two saplings. For more information contact the undersigned.</p>	
<p style="margin: 0;">Name of Issuing Authority</p>	<p style="margin: 0;">Mohit</p>	
<p style="margin: 0;">Designation</p>	<p style="margin: 0;">Head boy</p>	

**NOTICES FOR PRACTICE****PRACTICE-QUESTIONS**

(i). You are Amita/ Anil the Physical Instructor of St. Mary's Convent, Bhopal. You have organized an excursion to Kathmandu (Nepal) during the Autumn Break for the senior students of your school. Write a notice in about 50 words informing the students about the proposed excursion.

VALUE POINTS

Name of school: St Mary's Convent, school, Bhopal

Event: excursion to Kathmandu,

Date: 10.10.2016 to 15.10.2016

Cost of Trip: Rs. 500/head

Consent letter of parents

Last date for submission: 15. 09.2016

Name: Amita/Anil

Post: Physical Instructor

(II) Jagat Taran School, Allahabad is organising a Career Counselling session for the students of class XI and XII of your school . Write a notice giving details of it to be displayed on your school notice board.

(Word limit-50 words.)

(iii) You are the Secretary of Akash Flats Welfare Association, Varanasi .Write a notice to be circulated to the members of the Association, requesting them to attend a meeting to discuss about the security measures of the flats and appointment of new security guards.

(Word limit-50 words.)

(iv) You are Anita/Anil, the Sports Secretary of Jyoti Public School, Delhi. Draft a notice in not more than 50 words for your school notice board informing the students about the sale of old sports goods of your school.

(v) You are Babita/Biman the Secretary of the History Club of your school. Draft a notice in not more than 50 words informing the students of class IX and X about a proposed excursion to historical places of your city.



POSTER - MAKING

A poster is used to spread awareness regarding a social issue, an event or a product.

IMPORTANT POINTS TO REMEMBER:

1. Give a heading.
2. Write a catchy line/slogan.
3. Remember to illustrate your poster with a sketch.
4. There is no fixed lay out.
5. Use convincing language.
6. Follow the word limit.(50 words)

CONTENT: should convey the message clearly.

1. For awareness of a Social Problem:

- * heading
- * the problem& its causes.
- * effects of the problem.
- * solutions to the problem.
- * any other additional information.

2. For an Event:

- *name of event
- *purpose
- *date , time, venue
- *organiser's name
- *entry ticket
- *highlights of the event
- *any other relevant information

MARKING SCHEME

FORMAT: 1Mark

CONTENT:2Marks

EXPRESSION:1 Mark




SOLVED EXAMPLE

Q.1 Draft a poster for promoting the need for joining the Defence Services.(word limit 50words.)

**JOIN THE
DEFENCE FORCES
&
SERVE YOUR MOTHERLAND**

If you crave for:

- *Patriotism**
- *Adventure**
- *Heroism**



COURSES OFFERED: *N.D.A. after plus two
***I.M.A. after Graduation**

Issued by : Defence Ministry; Government of India.

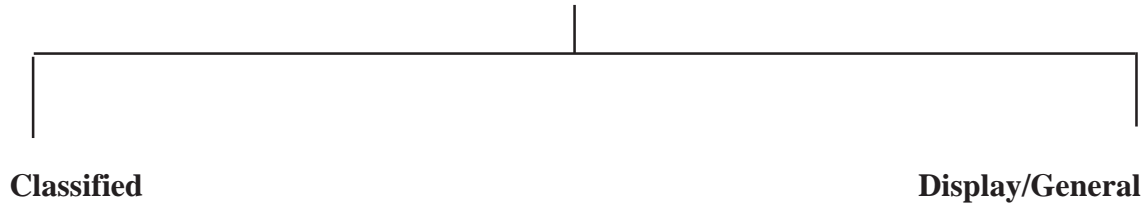
PRACTICE QUESTIONS :

- (1) Design a poster in not more than 50 words for your school library on the value of books and good reading habits .You may use slogans.
- (2) You are making an effort to spread message that Old Persons are an asset to society and they should be taken care of by the society. Prepare a poster to be displayed in the different parts of the city in not more than 50 words.
- (3) Your company is launching a new range of lunch boxes & water bottles for children next month .Draft an attractive poster which can be displayed in all market areas of your town to promote their sale. Do not forget to mention the specialty of these lunch and water bottles.(Word limit 50 words)
- (4) Design a poster in not more than 50 words for your school on the importance of Yoga and its relevance in our daily life. You may use slogans.



ADVERTISEMENT

TYPES OF ADVERTISEMENT



Main Characteristics of Classified Advertisements:

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

Marking Scheme

Format - 1 Mark

Content expression - 2 Marks

Expression - 1 Mark

DISPLAY/GENERAL ADVERTISEMENTS

Main Characteristics of Commercial Advertisements:

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

Necessary Details:

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



Example of Classified Advertisements

For Sale

FOR SALE a brand new Maruti 800c. c. with AC fitted 2002 model, white colour in excellent condition with all accessories intact. It has done for only 1634 kms. Owner leaving for USA. Expected price Rs. 1.6 lacs but is negotiable. Interested parties may contact Amarnath, 26, Nai Sarak, Delhi or Call on 26000981.

SOME QUESTIONS FOR PRACTICE--

1. You are a commerce graduate with 8 years experience of keeping accounts. You want a job in some MNC/Corporate House. Prepare an advertisement to this effect.
2. You are Manager, Infocom Network C-3 Main shopping Centre, Vasant Vihar, New Delhi-110057. Draft an advertisement offering office furniture for sale. Give details.
3. As the Managing Director of a bureau providing tutors for home coaching write out an advertisement to be published in the classified columns of a newspaper.
4. An old man aged 68, poor vision, mentally upset has been missing for a week. Draft a suitable advertisement for the 'Missing Persons' column of a newspaper in about 50 words.
5. Escort Shoes wish to announce their annual clearance sale before Diwali. Construct a suitable advertisement.
6. You are a builder and the proprietor of 'Dream House Construction'. Draft a suitable advertisement for a new multistoryed residential building for sale to the public. Include details like area, surroundings, facilities, etc.
7. You are the proprietor of a finance company. You have a special scheme for car loans/ house building loans for public. Construct an advertisement in about 50 words.
8. Draft a commercial advertisement for the inauguration of beauty clinic/boutique/health club/ sports complex, etc. Don't exceed 50 words.



FORMAL INVITATIONS AND REPLIES

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

Invitations are of two types. - 1) Formal Invitations 2) Informal Invitation

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

Replying to invitations is essential. It is an essential courtesy to the host who has extended an invitation and also helps the host know how many guests will arrive so that he/she may make arrangements accordingly.

Like the invitations, replies to invitations also may be:-

- formal replies
- Informal replies

Formal Invitations:-

Formal invitations are sent in official capacity for public functions except in the case of Marriage/Anniversaries.

- A simple yet elegant printed card is preferred.
- Invitations are written in the third person.
Example:- Mr. and Mrs. S Surendran request the pleasure of the company of Mr. and Mrs. Rajkumar.....
- Note that the English etiquette requires the husband's name to be written first.
Example:- Mr and Mrs G Joseph
- Avoid use of abbreviations for the names of guests, days, dates. However, the abbreviations RSVP. (Repondez s'il vous plait) which means 'Please Reply' is put at the bottom.
- The subject matter is written in the centre setting. Details like address, dress code or any other instructions are written at the bottom to the left or the right as per choice or convenience.

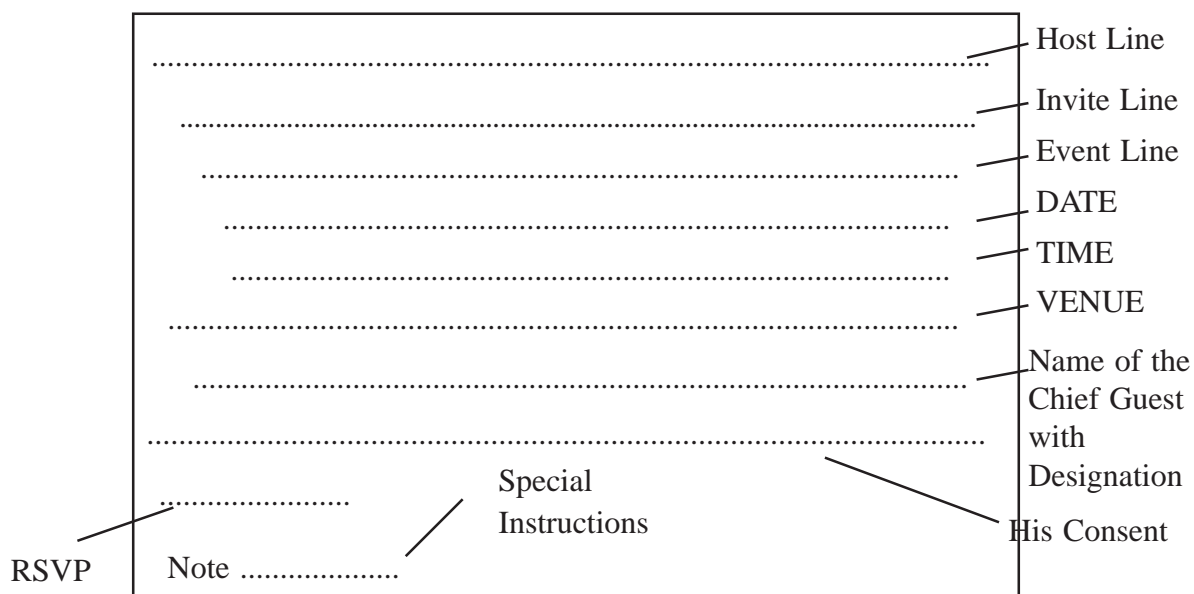
Important Points

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

- the name(s) of the host (s) issuing the invitation
- the standard expression 'request the pleasure of the company of
- the reason for the invitation.
- the time and date of the event.
- the venue of event
- In case a VIP is to be invited (at an official function), his/her name appears prominently
- In case of Printed cards, the name of the invitee may not figure in the invitation.
- The date of issuing the invitation is not mentioned.
- No punctuation is required at the end of a line.
- The simple present tense is used.



FORMAT OF FORMAL INVITATIONS



Example:-

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

The Management, Staff and Students
of
Government Model Sr. Sec. School, School, Chandigarh
Cordially invite you to their
ANNUAL FUNCTION
"TARANG"
at 6:00 p.m. on 4 December 2016
in
The National Auditorium
Sh. Pramod Kumar
Secretary Higher Education, Ministry of HRD, Govt. Of India
has kindly consented to be the chief guest

RSVP
Ph....

Instructions

1. The card admits two people only
2. Please be seated by 5:30 p.m.
3. The use of mobile phones and cameras is prohibited

Program overleaf



Accepting the Invitation (Formal)

Format (Formal Reply)

Sender's address/ letter head
Date
Content

Example

Dr Geeta Sahni was invited to preside over the Inter-School Declamation Competition to be held on 5 October 2015 at 10.00 am by Neha Rawat, the President of the English Literacy and Debating society of Government Model Senior Secondary School, Sector 19, Chandigarh. On behalf of Dr Geeta Sahni, send a reply to Neha Rawat accepting the invitation.

Sender's address/ letter head	Dr Geeta Sahni 75, Sector 11 A Chandigarh
Date	20 September 2015
Acknowledging Invitation	Geeta Sahni Thanks Ms Neha Rawat, President of the English tery and Debating Society to preside over the inter school declamation competition to be held on 5 October 2015 at 10.00 am.
Acceptance	She is be delighted to accept the invitation. It will be kind of you if She is provided with transport for the occasion.
Follow-up, if any	

Informal Invitation

Informal invitations are sent for personal occasions.

Important points

The main characteristics of an informal invitation are:-

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



Example

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

Sender's address	27, The Apple tree Orchard Kottayam
Date	8 October 2015
Salutation	My dear/Dear Naomi
Occasion	We are pleased to invite you to the 21st Birthday party of our son, Vineet, at 6.30 p.m. on 14 October at our residence.
Time, Date and Venue	We hope that you will be able to come.
Complimentary Close	Yours sincerely Mr& Mrs Joseph

Reply to Informal Invitations : -

It is an essential courtesy to reply to an invitation. The layout of a reply to an informal invitation is also informal, like the invitation.

The reply is written in the first person. The salient points in the reply to an informal invitation are:-

- acknowledging the invitation
- mention acceptance/ refusal (It is essential to give a reason for refusing an invitation.)
- making use of warm and simple language.

Declining the Invitation

Mr. and Mrs. G Joseph of 27 Sardar Patel Marg Allahabad invited their neighbour, Priyanka to a party on the occasion of 21st birthday of their son, Vineet. Write a reply to the invitation on behalf of Priyanka expressing her inability to attend the party. (Word limit 50 words)



Letter of Invitation should be included

Sender's address	27, Sardar Patel Marg Civil Lines, Allahabad
Date	20th July 2016
Salutation	Dear Mr. Joseph
Reason for refusal	Thank you for your kind invitation. I am sorry to say, however, that I shall not be able to come to the party as I shall be out of station that week.
Follow-up, if any	I wish Vineet all the best for the future.
Complimentary Close n name	With warm regards Yours sincerely Priyanka

Exercise

Questions for Practice :

1. On 30th November your school is going to hold its annual sports day. You want Mr. Dhanraj Pillai, a noted hockey player to give away prizes to the budding sports-persons of the school. Write a formal invitation in about 50 words requesting him to grace the occasion. You are Karuna/Karan, Sports Secretary, Sunrise Global School, Agra.
2. You are Ankit Verma. Your friend from Malaysia is in the hostel. Invite him to join Diwali Celebrations with you at your residence.
3. Your parents have completed 25 years of happy married life. Invite your aunt, living in Hyderabad, to join you in the Silver Jubilee celebration of their marriage at your residence.
4. You are Navin/Neha, the Secretary of the Youth Club of your Locality. You are organizing an inter-school group song competition. Invite a prominent musician to act as one of the judges.
5. You are Manoj. You are going on a picnic with a group of your classmates to Karna lake, near Karnal. Write an informal invitation to your friend Mohit to join you on that day.



LETTER WRITING

FORMAL LETTERS

Formal Letters have a variety of purposes. Formal Letters are written to:

- Ask for/give information
- Apply for a job
- Make inquiries
- Register complaints about inadequate goods or services
- Place orders/send appropriate replies
- Apologize for behaviour
- Solicit new customers for grievances
- Persuade others
- Make an appeal for help
- Send a recommendation

However, all of these letters have a common goal, which is to get the results you want from someone you may or may not know personally.

IMPORTANT POINTS

- The formal letter is written in formal language. Try to avoid starting with 'I'. Keep sentence short and to the point. Do not use contractions.
- End with a short sentence that anticipates the response of the addressee.
- The tone in formal letter is polite and impersonal.
- Use passive voice where possible.
- Be brief and to the point; do not beat about the bush.
- Be clear and specific; state the purpose clearly and concisely.
- Be positive and polite even if you are writing a complaint. Remember on the receiving end of your letter is a human being!

Business letters

These include:

- (i) Letters of enquiry/asking for information
- (ii) Replying to enquiry/giving information
- (iii) Placing orders and sending replies
- (iv) Cancelling orders

A business letter is the basic means of communication between two companies. It is a document typically sent externally to those outside a company, but is also sent internally to those within a company.

A business letter should be written whenever you need a permanent record that you have sent the information requested for, because business letters are generally sent to other professionals. A formal salutation and closing must be added.



They are different from personal letters in form, tone and content. Most business letters have a formal tone as opposed to the informal, friendly or personal tone, content and style of the personal letter. The treatment of the subject has to be simple, systematic and formal.

IMPORTANT POINTS

- begin by identifying yourself
- clearly state the purpose of writing
- give relevant details
- make a request for appropriate action
- be positive and polite - even if you are making a complaint
- use polite language and a pleasant tone
- Quote reference numbers, order number, cheque/demand draft number, file numbers, etc.
- convey message briefly and in a straightforward manner

Official Letters

These include:

- i. Letters of complaint
- ii. Making inquiries
- iii. Making requests/appeals

Official letters are written to various public or civil servants who generally head their respective departments, sections, branches or zones.

Important points

- Show due respect but do not flatter or sound too servile
- Clearly state the purpose of writing
- Use polite language and a pleasant tone

Letters to the Editors

These letters give suggestions/create awareness on an issue of public interest or an issue already raised in an article/write-up/published letter.

Important Points

- Begin with reference to the recent development/event/issue
- Give details of the topic bringing out cause-effect relationship
- Offer suggestions/solutions
- Do not ask the editor to solve the problem as he can only voice your views and ideas.

Job Applications

These types of letters demand a very formal and precise treatment. Their format is almost the same as that of the forwarding cover letter and is usually accompanied by a curriculum vitae/resume. The curriculum vitae/resume ought to include the name, address, name, date of birth, educational qualifications, experience, hobbies, expected salary and signature.



EXAMPLE

Letter of complaint

Neera Singh is the secretary of Army Apartments C G road, Sagar. The complex subscribes to New Cable Services M G road Sagar. The proprietor Mr. Singh has increased the monthly subscription, but he has done nothing to improve the quality of transmission. The sound is low and unclear, the colours blurred, and the selection of channels limited. She writes a letter complaining about the same.

Sender's address Letter-head (optional)	Resident's welfare association Army Apartments C G Road Sagar
Date	22nd July 2016
Address of the Addressee	The Proprietor New Cable Services M G Road Sagar
Subject - Statement	Subject: Complaint against Cable Services
Salutation	Dear Mr. Singh I am writing this letter on behalf of around 350 cable subscribers belonging to Army Apartments, C G Road Sagar, who are very dissatisfied with your services. The association has previously complained of low unclear sound, blurred images and distortion of colours which have not been addressed so far. And now the unreasonable increase in monthly subscription without corresponding improvement in transmission is causing dissatisfaction among the residents. The complaints to the cable operator posted in the colony has fallen on deaf ears. In spite of paying full subscription the residents have access to only limited channels. Kindly take note of the complaints, otherwise the society will be forced to adhere to the member's demand to cancel the subscription.
Complimentary	Yours sincerely
Name & Designation	Neera Singh Secretary

Questions for Exercise

1. Kumar Shanu of Bareilly has purchased a frost free Godrej refrigerator of 265 liters from Life Style, civil lines, Bareilly. After a month of purchase, the freezing section of the refrigerator has stopped functioning. Write a letter to the Sales Manager of the firm complaining about it and requesting for the piece to be replaced, since there is a two-year warranty.



2. Write a letter to the Commissioner of Chennai Municipal Corporation, complaining about the poor sanitary conditions and mosquito menace in your locality.
3. Write a letter to the police commissioner (Traffic) about the inadequate parking facilities in the commercial street area of Bangalore, which is causing a lot of inconvenience to the people. You may also offer your suggestions for solving it. You are Rakesh/Radhika, no. 12, Jai Nagar, Bangalore.
4. Along with air and water pollution our cities are also under an attack of noise pollution. Marriage processions, DJs, during wedding receptions, loud music from neighbor flats etc. are all sources of noise which is not good for the old, the ailing and students. Write a letter to the Editor of a local newspaper describing the problem and requesting the concerned authorities to solve it. You are Karan/Karuna, M-114, Mall Road, Delhi.
5. In all big cities road rage has become a serious problem. A minor scratch, a little push, or a small brushing past can lead to a scuffle sometimes resulting even in murder. Write a letter in 120-150 words to the Police commissioner giving your views on the problem and its solutions. You are Karuna/Karan , M 114, Mall Road, Delhi.



ARTICLE WRITING

Articles and speeches express the personal opinion of the writer and present information on a variety of themes.

FORMAT:

1. Write the HEADING/TITLE at the top.
2. Write the name of the writer below it.
3. Split your subject matter into 3-4 paragraphs.
 - (i) Paragraph-1: Introduction-briefly tell what the Article is about, giving some startling fact or quotation to arouse interest.
 - (ii) Paragraph-2&3: Develop the cause and effect of the problem. Give statistical data to support your views. Compare and contrast.
 - (iii) Paragraph-4 : Conclusion.Briefly offer suggestions and solutions to improve the situation. Predictions and personal observation may be included.
4. Systematic presentation of ideas is a must.
5. Pay attention to grammatical accuracy and use of good vocabulary.
6. Use sentence linkers to ensure continuity-eg .consequently, similarly, finally, moreover, etc.
7. Avoid irrelevant information and repetition.
8. Follow word limit (150-200 words)

DISTRIBUTION OF MARKS:

ARTICLE WRITING

FORMAT: (title &writer's name) 1mark

CONTENT: (4MARKS)

EXPRESSION: (5marks)

Grammatical accuracy, appropriate words and spellings (2 1/2marks)

Coherence and relevance of ideas and style (2 1/2marks)

SOLVED QUESTION

Q1.Over the past few years there has been constant rise in Coaching Institutes and private tuition centers all over India .Write an article in about 150-200 words highlighting the exploitation of young minds that seek sincere counseling and proper direction. You are Mahesh/Mita a student of class XII of Indira Public school, Gwalior.

Coaching institutes Exploit Students

By Mita, ClassXII

Coaching institutes have mushroomed in every nook and corner of a city over the past few years. These so called" temples of learning" are exploiting the young minds just for their financial gains. The misleading advertisements given by these Institutes act as Magnets to attract the innocent, inexperienced students, who are seeking for sincere counselling and proper direction.



Most private tuition centers and coaching institutes treat students just as commodities, instead of providing them proper direction in their scholarly pursuits and giving them individual attention they leave them to their fate. The counsellor who is appointed to these institutes is assigned the task of filling the unpopular coaching programmes with more students so that the institution can maximize its profits, irrespective of whether that particular programme suits the student or not.

These Coaching Institutions take advantage of the ignorance of the illiterate Parents by advising them to enroll their weak child in a "crash" course whereas he needs to join the long term coaching programme for being successful in life. The sole purpose of these institutions are to fill their coffers with money, not to look into the well-being of these students, who are the future assets of the nation. These institutions are like the " termites" making the nation's future hollow.

The Education Department of the Government should be vigilant and stop these Coaching Institutes from exploiting the innocent students. Stringent laws should not only be made to stop these institutes from spreading their tentacles in the society but the guilty who are playing with the future of the students should be brought to task.



DEBATE/SPEECH

DEBATE

The purpose of making a debate/ speech is to convey information orally to a large gathering of people strongly and convincingly.

FORMAT Includes the topic (For/Against) SALUTATION, greeting the chief guest and fellow speakers or listeners.

-Begin with "Honourable Chairperson, judges, teachers and my dear friends, I stand before you to express my views for/against the motion on the topic....."

CONTENT: Express your views about the topic .

-Compare, contrast and sum up highlighting your viewpoint.

-use LANGUAGE that is persuasive and powerful using the expressions like-I vehemently disapprove of, I strongly feel, in my opinion, may I ask.....etc.

SPEECH: must reflect CLARITY of thought, accuracy of facts and balanced view.

At the end write "THANK YOU".

Follow the word limit.

Solved example(DEBATE):

BRAIN DRAIN IS NOT ABANE FOR DEVELOPING COUNTY LIKE INDIA (AGAINST)

Honorable Judges, my worthy opponents and dear students,

Today I, Abha of class XII, will speak against the motion," "Brain drain is not bane for a developing country like India."

I would like to draw the attention of my worthy opponents to the fact that India is a developing nation and a lot of money is spent on the education and paid as subsidies to the students of Engineering and Medical but it is ironical that these students after completion of their studies instead of serving their Motherland go away to foreign countries to earn more money. This is indeed a great national loss because the expense incurred on their education comes from the taxes submitted by the common people. The present statistical data reveals the fact the number of students leaving the country and going abroad has nearly doubled. I'm sure and confident that my honorable opponents will do some souls searching!

Those in favour of the motion have highlighted the view that brain drain has brought prestige to the Nation, I strongly disagree, in my opinion brain drain is a great loss of talent of our Nation .Had these talented Engineers Doctors stayed behind the people of our Motherland would have benefitted immensely, the day would not be far when she would once again be called the "Golden Bird".

The drifting away of the intelligent people has left our country poor and benefitted another country. To conclude I would once again firmly say that Brain drain is a bane for a developing country like India.

SOLVED EXAMPLE-SPEECH:

Q1. Write a speech in 150-200 words on the topic, "Discipline shapes the future of a student. "It is to be delivered in the morning assembly. You are Karuna/Karan.



Respected Principal, teachers, and dear friends,

Today I, Karuna, am here to express my views on, "Discipline shapes the future of a student."

We are all aware of the fact that Discipline is the key to success. Discipline should be inculcated early in life. If we are disciplined in life we inculcate a sense of duty and obedience. Let me give you an example to prove my point, every day we are assigned homework by our teachers, if we are disciplined we complete the work within the stipulated time we get the appreciation of our teachers and also do well in the examinations.

Discipline is essential in all walks of life. Right from the working of the Government of the country to the ordinary farmer who tills his field all follow discipline .It is the bed rock of character .Absence of it leads to chaos and confusion. Imagine a day on the road when people do not follow the traffic rules. Can you imagine the utter chaos it will lead to! So Discipline is essential in running the society smoothly.

A person can reach the pinnacles of glory by following discipline. It acts as a restraint and at the same time builds self- confidence. Moreover it balances the personality of a person and inculcates good work ethics.

PRACTICE QUESTIONS:

- Q1. "Brain drain is not bane for a developing country like India." Write a debate in 150-200 words either for or against the motion.
- Q2. You are Shobha/ Suresh of Springsdale Senior Secondary School, Green Park, Delhi. You have been chosen to participate in a debate on "Women's Safety in Contemporary Time". It is an Inter-state debate contest arranged in an auditorium. You have to write the debate in 150-200 words.
- Q3. In a debate competition mention your views in favour or against the topic "Can you change your personality?"(Word limit-150-200 words)
- Q4. You are Mahindra/Madhumati of Delhi Public School, Gomtinagar, Lucknow. Your school has hosted a debate competition on "Increasing incidents of ill-treatment meted out to the aged in metro cities."(Word limit 150-200 Words)
- Q5. An inter-school debate is arranged on the topic Globalisation its positive and negative impacts. You are Harsh/Harshita of St.Xavier's School, Bangalore. You are selected to participate in the said contest. Write a debate on the same. (Word limit-150-200 words.)



Report Writing

A report can be a brief note or a complete detailed information about an event that has taken place in the past.

Types of Reports

- For News Paper
- For Magazine

POINTS to Remember

- Be brief and to the point.
- Report an event in the order in which things happen.
- Should be always written in Past Tense (Magazine) and a mixture of tenses (for News Paper).

Format for Magazine

Heading by

Content Split into 3-4 paragraph.

1st Para :-What/Where/When/for Whom, who is invited.

2nd Para :- Sequence of the event to be described.

3rd Para :- Quote excerpts from Chief Guests Speech and Conclusion.

FORMAT FOR NEWS PAPER

HEADLINE

BY _____

Date : _____

Place : _____

1st Para :-Expansion of the headline.

2nd Para :- Detailed description of the event/ happening.

3rd Para :- Remarks of the witness/people present at the event.

4th Para :- Action taken so far/will be taken

Questions :-

Scholastic India Ltd. organised a one day workshop on creative writing in your school to promote writing skills. As the Literary captain of your school, write a report to be published in the school magazine. You are Rohit/Radha.

Sample of a report for the School Magazine

Creative Writing Workshop By Radha

Scholastic India Ltd. conducted a one day workshop in KV..... as part of their campaign to promote writing on 20th September'16 in the school library for the student of class XI-XII.

The Team of scholastic India Ltd. was given an introductory welcome by the school coordinator Ms J Sharma. Mr. Rahul and Ms Deepshikha of the team took over the mike. They took the students through the mechanics of writing and how the use of figurative language can improve their writing. The students were grouped into a team of 5 each and were given some clues and



were asked to write a story in the stipulated time. The teams were expected to present their stories one by one. It was an interesting session as how same clues in different hands can result into different stories.

The next session was mainly for budding poets. Mr Rima Roy, the famous poetess too the next session. She highlighted the finer details of writing poetry. The students were then asked to compose a poem on the given topics. Ronit of XII a got lot of appreciation for his poem. The stories and poems were all put on the library board for others to read.

The workshop came to an end with the Principal sir's address. He expressed the need for good writing ability to communicate effectively in writing. The Head boy proposed a vote of thanks for the organizers.

Questions : -

1. Your School organised Van Mahotsav Day recently. Write a report to be published in the School Magazine in 180-200 words. You are Suman of Class XII, Delhi Public School, Agra.
2. You are Amit of Class XII, Birla Vidya Mandir, the publication captain. Your School was the venue of National Level Social Science Exhibition. Write a report for the School Magazine.
3. You are Kavita, a reporter with the Times of India, You were asked to cover the health mela organised by "Ayush Ministry", at Jawahar Lal Nehru Stadium, Delhi submit your report for the publication.
4. A massive fire due to Shortcircuit gutted. 50 odd shops in the congested area of Sadar Bazar, Jaipur leading to loss of life and property. As a reporter with The Hindu write a report for the newspaper.



Section C
Literature
Flamingo
The Last Lesson

- By Alphonse Daudet
- 1840-1897
- A French novelist and a short story

Main Theme:-

This lesson depicts the importance of one's own language for his/her existence. It brings out Linguistic Chauvinism and the attitude of postponing learning.

Occurrences in the Story:-

1. Banning of teaching French in schools in the districts of Alsace and Lorraine.
2. M. HAMEL in his best clothes on the last day of school.
3. A school student named Franz enters the silent class with fear and finds the villagers on the back benches of the class.
4. M. HAMEL teaches dedicatedly and explains the importance of one's own language.
5. While addressing the gathering in the end, his throat chokes and he writes on the black board: 'Vive La France'.
6. The lesson is a fine example of love, dedication, inclination, significance of learning one's language for existence.

MAIN POINTS OF THE LESSON :

- Little Franz Late for School
- Crowd at the Town Hall
- Unusual calm at school
- Last Lesson Declared by M. HAMEL
- A Sudden Change in Franz's Views
- Franz makes an effort to answer
- Importance of French Language highlighted by M. Hamel.
- M Hamel conducts his last french lesson.
- Vive La France

SHORT ANSWER QUESTIONS:-

Distribution of marks:

Content: 2 marks.



Expression: 1 mark (deduct ½ a mark for two or more grammatical/spelling mistakes.)

1. Why did Franz think of running away from the school that morning?

Ans. Franz started late for school because he had no mind to go. In addition to this, his teacher, M. Hamel had asked Franz to question him on "Participles". Franz did not know even the first word about them. So he feared scolding from his teacher. For a moment he thought of running away and spending the day out of doors. He wanted to enjoy the bright day, the chirping of the birds and the drill of the Prussian soldiers. He was tempted to run away from school.

2. What did the French teacher tell his students in his last French lesson? What impact did it have on them?

Ans. Hints- the last lesson-a thunderclap

- order from Berlin
- the new teacher coming tomorrow
- children attentive

3. What changes did the order from Berlin cause in the school?

Ans. Hints- quiet like Sunday morning

- School- atmosphere strange and solemn
- M.Hamel in his best Sunday clothes
- village people on the last benches in school
- all the students and their teacher upset

4. How did Franz react to the declaration that it was his last French lesson?

Ans. Hints- Franz shocked

- sorry for not learning his lessons
- feelings for subject and teacher changed
- books not a nuisance, but old friends

5. What was the impact of the last lesson in grammar over Franz? How did he feel?

Ans. Hints- grammar seemed to be easy

- listened attentively
- teacher taught dedicatedly

LONG ANSWER QUESTIONS:-

1. Franz's attitude towards school as well towards M. Hamel changes when he comes to know about the takeover of his village by Prussians. Discuss with reference to the Last Lesson.

Ans. On arriving at school, Franz noted an unusual silence. His teacher M. Hamel was dressed nicely and asked Franz to sit so that he could start his lesson. The teacher made a startling announcement that this would be their last lesson in French as the new teacher would be



arriving the following day. He reiterated about an order from Berlin that German was to be taught in schools of Alsace and Lorraine. Franz was overcome with a feeling of remorse and regretted wasting his time in trivial pursuits. He decided to pay attention to the lesson since school had become very important for him. He began to realize the real worth of his school as well as of the teacher whom they had all taken for granted all these years. Now M. Hamel became a good teacher for him rather than a boring one. For him, the teacher seemed to be a good gentleman who was leaving the village on that day. Thus, there developed a specific liking to study history and grammar in Franz since on that day M. Hamel put all his heart and soul in teaching.

2. The day of the Last Lesson was full of regret and sadness. Describe the events of the day in the classroom in the light of above remark.

Ans. Hints- Alsace and Lorraine taken over by the Prussians

- directive from Berlin to teach German in schools
- the people shocked at the news
- remorse expression on the missed classes by M. Hamel
- his reproach on the elders attitude
- stress on the importance of French language and keeping it alive
- the last lesson made memorable by M. Hamel

3. What did the French teacher tell his students in his last French lesson? What impact did it have on them?

Ans. Hints - French language most beautiful, clearest and logical language

- people must guard it and keep it alive
- their language would be like a key to their freedom
- village elders became emotional and repentant
- they became respectful for their language and its teacher

4. Why did Franz start very late that morning for school? How did he resist his momentary thoughts of running away and spend the day outdoors?

Ans. Hints- Franz dreaded grammar lesson and scolding from the teacher

- pleasant and warm morning
- birds chirping outside
- drill of the Prussian soldiers
- resisted the temptation because of his virtues

5. How does the presence of village elders in the classroom and M. Hamel's last Lesson show their love for French Language?

Ans. Hints- old men of the village sitting quietly at the back of classroom

- sad as well as sorry for not having gone to school more often.



- came to thank master for forty years of faithful service and to show respect for a country that was theirs no more
- regretted neglecting their language
- M. Hamel explained everything patiently
- appealed to people to preserve 'French'
- holding on to their language will keep them united
- spoke about beauty of French language
- was overwhelmed with emotions
- Wrote Vive La France on the board in spite of Prussian soldiers marching outside



Lesson 2

LOST- SPRING

- Anees Jung

Main Points :-

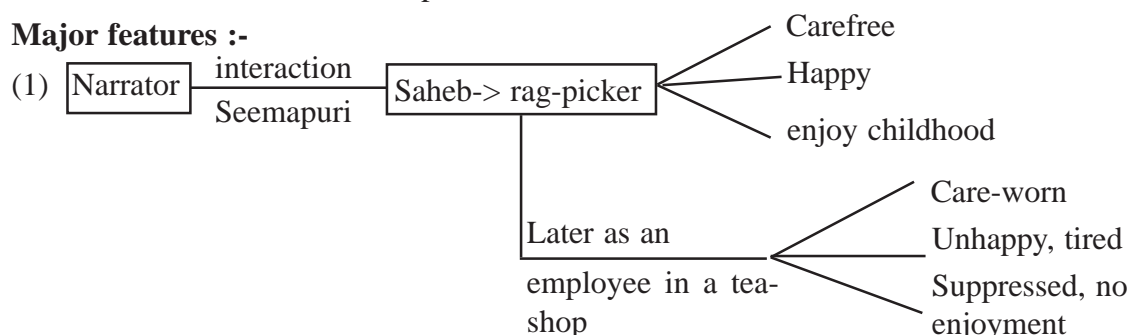
Part A : Seemapuri

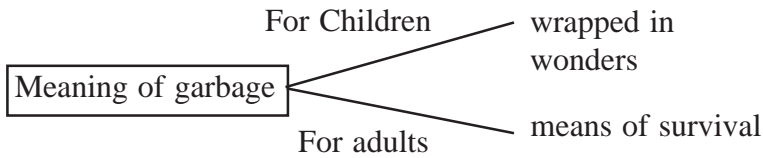
1. The boy Saheb-e-Alam meaning. 'The Lord of Universe' lives in Seemapuri, on the outskirts of Delhi
2. A refugee from Bangladesh, he does rag-picking for survival. He lives in miserable unhygienic conditions.
3. Bangladesh refugees have been living in Seemapuri since 1971, without permits but with only ration cards.
4. Rag-picking has gradually acquired the proportions of a fine art, Sometimes it brings them coins, a ten rupee note and even some valuable surprises.
5. On her next encounter, the author comes across 'Saheb' as an employee in a tea-stall, doing hard work.
6. Now, the care-free look of Saheb has been replaced by worries and anxieties on his face.

Part B: Firozabad

1. Mukesh, living in Firozabad, employed in the family business of making bangles, is ambitious to become a motor mechanic.
2. His grandmother considers 'bangle-making' to be God-given lineage owing to their caste and tradition.
3. Savita, also engaged in bangle-making, does not understand the importance of bangles in Indian society.
4. Those engaged in 'bangle-making' lose their eye-sight owing to the glass-dust, their working conditions are very tough.
5. They are ill-treated, ill-fed and ill brought up for want of money.
6. They fail to organise themselves into a co-operative as they are in the trap of vicious circle of Middlemen , Sahukars, policemen and politicians.
7. Their 'family traditions' and the 'Vicious Circle' keep them in this perpetual trap.
8. Mukesh dreams big but lack of resources such as-money, education etc put a check on his dreams, will he be able to pursue his dreams?

Major features :-





Issues- Raised :

- (a) Child-labour
- (b) Exploitation in the name of traditions
- (c) Corruption by those in power and position.

Questions:

- 1- What does the name of 'Saheb-e-alam mean? Bring out the irony
- 2- Why does Mukesh want to become a motor-mechanic?
- 3- Does Savita understand the importance of bangles?
- 4- What keeps bangle-makers in the trap?

Ans-1 Saheb means- 'The Lord of Universe' The irony is that he doesn't even have a roof over his head but his name means, the lord of universe

Ans-2 to become self-reliant, to improve his lot, doesn't like bangle-making.

Ans-3 Too young to understand the significance of the bangles.

Ans-4 : Irrational adherence to tradition, perpetual poverty, Vicious circle of Sahukar , Police-men , Middlemen , Politicians,etc.

Questions:

- 1- Mention the hazards of working in bangle industry?
- 2- Why should child labour be eliminated and how?

Ans-1 Value-Points-- Unhygienic conditions, loss of eye-sight, high temperature etc.

Ans-2 Value- Points- A curse, affects child's proper growth cause of social backwardness through awareness, implementation of strong legislations.



Lesson 3

DEEP WATER

- By William Douglas

THEME: In this essay William O .Douglas talks about his fear of water and thereafter, how he finally overcomes it.

IMPORTANT POINTS TO REMEMBER:

1. Developed aversion to water

- (i) 3 to 4 years old: father took him to the beach in California.
- (ii) waves knocked him down.
- (iii) swept over him.
- (iv) fear of water sets in

2. Yakima River :

- (i) dangerous
- (ii) mother-warned him against it.
- (iii) kept fresh in his mind - each drowning in the river.

3. Misadventure at Y.M.C.A.(safe pool)

- (i) Y.M.C.A. pool-shallow end is 2-3 feet deep; 9 feet at the deep end
- (ii) An 18 yr old bully tossed him into the deep end
- (iii) Douglas' plan (strategy)-when he hits the bottom of the pool-he would jump & come to the surface.
- (iv) went 9 feet down
- (v) failed to rise, suffocated, lungs ached, head throbbed. fear-stricken
- (vi) became unconscious, nearly died.

4. Effect/Impact of Fear :

- (i) ruined his fishing trips
- (ii) deprived him of the joy of canoeing , boating & swimming.

5. HIRED AN INSTRUCTOR TO OVERCOME FEAR OF WATER :

- (i) practised 5 days a week-1hour each day
- (ii) used belt& rope to teach swimming
- (iii) Taught to exhale under water & inhale above water
- (iv) Taught Limb coordination
- (v) Taught different strokes-crawl stroke, breast stroke, side stroke& back stroke

6. TESTED HIMSELF :

- (i) Went to Lake Wentworth in Hampshire-swam 2 miles to Stamp Act Island
- (ii) Went upto Meade Glacier to swim in warm lake near Gilbert Peak.



CHARACTER SKETCH OF DOUGLAS

- *adventurous by nature.
- *had a zest for life.
- *courageous/bold.
- *indomitable spirit-to overcome his fear.
- *not frightened by crisis-accepted it as a challenge.

SOLVED QUESTION

Q.1. Answer the following questions in 30-40 words :

- (i) How did the fear of water ruin Douglas' leisure activities?

Value Points: EFFECT/IMPACT of FEAR:

- (i) ruined his fishing trips
 (ii) deprived him of the joy of canoeing , boating& swimming.

Practice Questions

- (ii) What factors led Douglas to decide in favour of Y.M.C.A. pool?
 (iii) Why did Douglas go to Lake Wentworth in Hampshire?
 (iv) How did the instructor "build a swimmer" out of Douglas?
 (v) What does the author mean by "All we have to fear is fear itself"?

Q2. Answer the following questions in 120-150 words:

Solved Question:

Q.1."All we have to fear is fear itself." Elucidate.

Value points:

- *Douglas quotes Roosevelt-"All we have to fear is fear itself."
- *instead of running away from fear- we must fight it - Douglas justifies the statement by recounting his YMCA experience and how it impacted his adult life.
- *fear of water would raise it's ugly head every time he was near water -trouble Douglas.
- * He decided to deal with his fear by hiring an instructor to teach swimming.
- *alone at pool-tiny vestiges (remains) of terror return occasionally.
- *challenge fear-
- *went to Lake Wentworth-laughed & challenged fear
- *remove residual fear-went to Warm Lake-swam across to the other shore &back.
- *shouted with joy-when he experienced no fear.
- *overcame his fear by-determination, strong will-power ,perseverance.

Q.2."At last I felt released". Describe the efforts made by Douglas to find this moment of release from fear.



Q.3. Determination and courage is the strength of man. Elaborate with reference to the lesson "Deep Water."

VALUE BASED QUESTION:

Q.1. In the essay "Deep Water" Douglas conveys the message that one should not accept defeat and if one tries one can conquer one's fear. Write a speech to be delivered in the morning assembly about the ways one can adopt to overcome his/her fear like addressing the morning assembly after being chosen as a prefect, fear of appearing in examination.

Q.2. A big boy pushed Douglas into the deep end of the swimming pool which could have led to his death. Concerns regarding bullying and ragging still continue in many teenage groups. Discuss the problem of bullying and its effect on the victim. Also, suggest ways to deal with this problem.



Lesson 4

THE RATTRAP

- By Selma Lagerloff

THEME: The essential goodness of human beings can be awakened through understanding and love.

IMPORTANT POINTS TO REMEMBER:

1. **The story** -set- in the mines of Sweden-rich in iron ore.
2. **Tramp**- physical appearance: had sunken cheeks; eyes gleamed with hunger
 -led a sad &dull life
 -lived in rags.
 -earned his living by selling rattraps-business not profitable.
 -resorted to-begging & thievery.
 -Philosophical thought- whole world a big rattrap-attracts people with riches, joy shelter, food, clothing just as cheese &pork attract a rat.
3. **Peddler's meeting the Crofter :**
 One day-dark evening-saw little gray cottage &asked for shelter
 Owner old man-alone-needed company- welcomed the peddler.
 Old man-Crofter at Ramsjo ironworks earlier, now-had a cow-by selling milk had earned about 30 kronor-money hung in leather bag near window frame.
 crofter-hospitable- offered porridge to eat, tobacco, played cards'
 next morning the tramp left - returned half an hour later-stole the money.
 Walked on public highway -went to the forest- lost his way-realised caught in trap.
4. **Peddler's meeting the owner of the Iron mill:**
 Owner of the mill-rich; on night inspection-saw peddler-mistook for Nils Olof(Captain von Stahle)-invited him to the Manor house-peddler refused the invitation.
5. **Owner sent his daughter Edla Willmansson:**
 Edla not pretty, modest, shy, compassionate.
 She sensed that either the peddler has escaped from jail or stolen something.
 The peddler accepted the invitation on Edla's assurance that he could go back as freely as he would come.
6. **Christmas Eve:**
 Peddler-bathed, shaven, wore clean new clothes-owner realized his mistake.
 Peddler confessed not being acquaintance; said he had been forced to come to the house; reacted angrily to threat of calling the police by the iron master.
 Edla requested her father to allow the peddler to stay for Christmas Eve.
 Peddler was gifted a suit; treated with warmth,



7. Christmas Morning:

Edla & her father went to church-heard about the theft at crofter's house by a peddler-worried-return home-peddler had left a package for Edla.

Package contained-small rattrap, three wrinkled ten kronor notes & a letter for Edla -expressing thanks for raising him to the level of Captain from an ordinary peddler&asking her to return the money to the old man.

CHARACTERS:

- 1 Peddler: dishonest, thief, deceives people, ungrateful-later Edla's kindness & love changes him to an honest, grateful person.
2. Edla: not pretty but kind, shy, modest.
3. Iron Master: helpful, kind, loses patience quickly, loving father.
4. Crofter: friendly, loved the company of people, talkative, hospitable, easily trusts others.

PRACTICE QUESTIONS:

Q.1. Answer the questions in 30-40 words each:

- (i) What do we learn about the crofter's nature from the story, "The Rattrap"?

Value Points: generous, loved company, loved to talk, hardworking, trusting, gullible, compassionate, lonely (any two).

- (ii) How did the peddler get trapped?

- (iii) Why did the peddler sign himself as Captain von Stahle?

- (iv) How did the peddler prove to be an ungrateful guest?

- (v) What brought a change in the peddler'?

Q.2. Answer the following question in 120-150 words:

- (i) Mention in detail Edla's contribution in awakening the essential goodness in the peddler.

Value Points:

Edla-a modest, kind & considerate girl.

-has more persuasive power than her father.

-her friendly nature & compassion-creates confidence in the peddler.

-has better insight of human understanding.

-requests father to allow him to stay for Christmas.

-her kindness, love, sympathy have magical effect-act as trap-to awaken the essential goodness in the peddler.

-peddler rises above the evils of greed & cheating because of Edla.

DISTRIBUTION OF MARKS:

Content : 3 marks

Expression: grammatical accuracy, appropriate words & spellings. (1 ½) 3 marks.



-coherence & relevance of ideas & style (1 ½)

- (ii) Can a person really turn over a new leaf and can old habits really die? Explain in context to the story - "The Rattrap".
- (iii) The peddler had an opportunity to steal twice in this story, but he succumbs to temptation only once. Elucidate.

VALUE BASED QUESTION:

- (i) There is a saying, "Kindness pays, rudeness never." In the story "The Rattrap" Edla's attitude towards men and matters is different from her father's attitude. How are the values of concern and compassion brought out in the story, "The Rattrap"?
- (ii) The story, "The Rattrap" is both entertaining and philosophical. Do you think that the philosophy of the peddler still holds good in the present day world? Express your views in the form of an article.

**INDIGO**

- Louis Fischer (1896-1970)

THEME:

The lesson highlights that the struggle for the noble cause never goes unrewarded.

MAIN POINT OF THE STORY

1. Raj kumar Shukla apprised of injustice of the landlord system in Bihar
2. Raj kumar Shukla- one of the share-croppers.
3. Gandhi ji- busy but Rajkumar followed him unless he promised to visit Champaran.
4. Gandhi ji on way to Muffajarpur stopped at the house of Rajendra Prasad.
5. Met J.B Kripalani for more information
6. Meeting advocates in Muffajarpur and chided them
7. Share-cropping system oppresses the farmers.
8. Introduction of Synthetic Indigo in Germany led to extortion of money from the peasants by landlords.
9. Gandhi's arrival in Champaran- meeting with the representative of landlords and Commissioner of Tirhut.
10. His clash with police superintendent and summon to appear in the court-his plea-admits he's facing the conflict of duties.
11. Demonstration by thousands of peasants and helplessness of the British government plans jail bhara andolan with the help of lawyers.
12. British drop the case against Gandhi ji thus the battle of Champaran won.
13. Report of official commission inquiry.
14. Refund of 25% of money.
15. Landlord surrender and peasants gain courage, learn he has defenders and rights.
16. Social work, education, health and cleanliness in the villages addressed by Gandhi Ji.
17. Champaran episode became a turning point in Gandhi ji's life.
18. Developed an attitude of self reliance among the people/Lawyers.

EXERCISE

Rearrange the following points in sequence of their narration in the lesson

1. Inquiry into peasants grievances
2. Motihari black with Peasants
3. At the house of Rajendra Prasad
4. Gandhi at Champaran
5. Apprising Louis Fischer about the departure of the British



6. Social Backwardness in Champaran
7. Englishmen owned large Estates
8. Champaran episode- a turning point for Gandhi
9. To Muzzafarpur En route Champaran
10. The Battle of Champaran is won

SHORT-ANSWER QUESTIONS

Q1. Who was Raj Kumar Shukla? Why did he come to Lucknow?

Ans. Rajkumar Shukla was a poor peasant from Champaran district in Bihar. He had come to Lucknow, where a Congress session was being held, to complain about the injustice of the landlord system in Bihar.

Q2. Why did Gandhi chide the lawyers? What according to him was the real relief for the sharecroppers?

Hint-collecting big fee

Court not any good for the fear stricken peasants

Freedom from fear

Q3. What according to Gandhi was the beginning of the poor peasants 'liberation from fear of the British'?

Hint- Gandhi ji's trouble with the authorities.

Action of protest - spontaneous demonstration outside the court.

Q4. What was 'conflict of duties' in which Gandhi was involved?

Gandhi expressed his conflict that he didn't want to be termed as a law breaker but he had to listen to the voice of conscience and help his fellow countrymen.

Q5. "Civil disobedience had triumphed the first time in modern India". How?

Hint- case against Gandhi ji (disobedience of authorities)

Released without bail

Case against Gandhi ji dropped

Q6. What amount of repayment did the big planters think Gandhi would demand? What did Gandhi ask? What amount was finally settled?

Hint- planters thought full repayment

Gandhi asked 50 percent but settled for 25%

Q7. How did Gandhi teach his followers a lesson of self-reliance?

Hint-idea of staying back of C.F Andrews proposed by lawyers.

Gandhi ji opposed the idea

1. If the cause is just they do not require outside help.
2. Peasents must rely upon themselves.



LONG-ANSWER TYPE QUESTIONS

Q1. Why was Gandhi summoned to appear in the court? How did civil disobedience triumph for the first time in India?

Ans. Gandhi had reached Motihari, the capital of Champaran, to study the problems of the sharecropper peasants. He was on his way to a neighbouring village, where a peasant was ill-treated. On the way, he was stopped by the police superintendent's messenger and ordered to return to town. When he reached home, he was served with an official notice to quit Champaran at once. Gandhi wrote on the receipt that he would disobey the order. So Gandhi received a summon to appear in the court the next day.

Next morning the town of Motihari was black with peasants. Thousands of peasants demonstrated voluntarily outside the court. The prosecutor requested the judge to postpone the trial. Gandhi protested against the delay. He read out the statement pleading guilty. He asked the penalty. The judge announced that he would pronounce the sentence after a two-hour recess. He asked Gandhi to furnish bail for that period. Gandhi refused. The judge released him without bail. After the recess, the judge said that he would not deliver the judgement for several days. Meanwhile he allowed Gandhi to remain at liberty.

Several days later Gandhi received a letter. The case against him had been dropped. Thus, civil disobedience had triumphed, for the first time in India.

Q2. How did Gandhi work for rural upliftment during his stay in Champaran?

Hint- Gandhi ji appealed for teachers and doctors

Primary schools were opened

Mrs Kasturba Gandhi and several other volunteers helped - Narhari Parikh, Mahadev Desai, Devdas (Youngest son of Gandhi) personal and community cleanliness stressed

Q3. 'Self-Reliance, Indian independence and help to sharecroppers were all bound together'. Elucidate on the basis of reading 'Indigo' by Louis Fischer.

Hint - root cause of problem-fear

Gandhi ji tried to eradicate the fear of peasants

Voluntary demonstration against government

Lesson of self reliance

Q4. Why is the Champaran episode considered to be the beginning of the Indian struggle for Independence?

Hint - Attempt to ease the sufferings of peasants

Gets support of people

Peasants became aware of their rights

Method of non-violence used by Gandhi

Won battle of Champaran



GOING PLACES

- A. R. Barton

MAIN POINTS:

- (1) Two school girls- Sophie and Jansie- talked about their future plans after school-education.
- (2) Sophie wanted to have a 'boutique' but Jansie doubted as it needed huge amount of money.
- (3) Sophie would find money by working as a manager, or an actress or a fashion designer.
- (4) Jansie thought that they (Sophie & she) are earmarked for biscuit factory.
- (5) Geoff, her brother and an apprentice mechanic, a silent and realistic fellow by nature, was in her complete trust.
- (6) She confided to him her illusory meeting with Danny Casey, a young Irish football player.
- (7) Her father did not like her make-believe world. He protested quite often.
- (8) On Saturday, the family went to watch the United, in which Casey scored the second goal for the United.
- (9) The family celebrated this in their own distinct manner.
- (10) Sophie under the delusion of meeting Danny Casey derives immense pleasure from it.
- (11) Gradually reality dawns on her.
- (12) She was disappointed, and is worried about her credibility.
- (13) But is convinced that Danny and she understand the situation. She continues to live in virtual reality.

Major features :

Sophie	Two School Girls	Jansie
Day dreamer		Realistic
ambitious		Practical
Lives in a make believe world		
Fantasies		Down-to-earth
Unhappy with her of life present station		gossip monger.

Sophie's family

- (1) Geoff ----- Brother ----- Apprentice mechanic- realistic and silent.
- (2) Her father ----- middleclass, poor man- dislikes her wild stories.

Issues Raised

- (1) Adolescent fantasising
- (2) Hero-worshipping

**Questions on the lesson:**

- 1- Bring out the differences between Sophie and Jansie?
- 2- How did Sophie's father reacts to the news- 'Sophie met Danny Casey'?
- 3- Who is Geoff?
- 4- Did Sophie actually meet Danny Casey personally at the canal side?

ANSWERS

Ans-1 Sophie was unrealistic and day-dreamer. She had high ambitions inconsistent with the resources available whereas, Jansie was realistic and practical. She knows her limitations.

Ans- 2 Disbelief, anger, looking at Sophie in disdain.

Ans-3 Sophies's brother, realistic, reticent apprentice mechanic.

Ans-4 sheer imagination, illusion, never met him.

Some More Questions

- (1) What socio-economic background did Sophie belong to? What are the indicators of her family's financial status?
- (2) Comment on- Sophie's dreams and disappointments are all in her mind.

Ans-1

She belongs to middle class, earmarked for biscuit factory. They are not well-off, struggle and dissatisfaction marks their daily life-Curtainless windows, cluttered room, congested living, dirty linen piled up in a corner and mother's back bent on the sink are the indicators of the socio-economic background.

Ans-2

Value Points: An imaginative girl, dwells in the luxury of dreams unrealistic, highly ambitious etc.



Poem 1

POETRY SECTION
MY MOTHER AT SIXTY SIX

- By Kamla Das

THEME: The poem "My Mother at Sixty- six" examines the themes of:

- (i) Advancing age
- (ii) The fear of loss & separation.

MAIN POINTS TO REMEMBER:

1. The poet was travelling in a car along with her mother to the Cochin airport.
2. She compares the ashen face of her mother to a dead body; suddenly realizes that her mother has grown old & will finally die leaving her alone in this world.
3. This thought is painful to her so to divert her mind she looks out of the window of the car.
4. She sees the young trees running & the happy children coming out of their homes.
5. They are representatives' of-youth, energy, life & are in contrast to the pale worn out face of her mother who is sleeping beside her.
6. The dull face of her mother reminds her of the late winter's moon & troubles her once again of losing her mother.
7. At last she says good bye to her mother with a smile & without disclosing her feelings and fear of separation.

Figures of Speech used:

*SIMILE-: her face ashen like that of a corpse, as a late winters moon.

*REPETITION-: smile and smile and smile

*CONTRAST-: Old mother in the car has been contrasted with the young trees running and happy children coming out of their homes to the sadness of the poet on realizing the advancing age of her mother.

SOLVED EXAMPLE:1

Q. Read the following extract and answer the questions that follow:

.....and felt that

Old familiar ache, my childhood fear,

But all I said was, see you soon,

Amma, all I did was smile and smile and smile.

(a) Name the poem and the poet.(1m)

The name of the poem is My Mother at Sixty-Six and the poet is Kamala Das.

(b) What is the poet's childhood fear?(1m)



The fear of separation from her mother.

(c) What were the parting words of the poet?(1m)

The poet said, "See you soon Amma".

(d) Why did the poet smile and smile? (1m)

The poet smiled to hide her real feelings

PRACTICE QUESTIONS:

Q.2. Read the following extract and answer the questions that follow:

Driving from my parent's

Home to Cochin last Friday

Morning: I saw my mother,

Beside me;

(a) Name the poem and the poet.

(b) Where was the poet going?

(c) What was her mother doing?

(d) Who is "I"?

Answer the following in about 30-40 words each:

Q.3.(a) What was the poet's childhood fear?

*Ans -fear of losing her mother.

(b) Why did the poet smile when she said goodbye to her mother?

(c) Why is mother compared to the late winter's moon?

(d) What were the parting words of the poet?

(e) What are the two images of youth used by the poet?



Poem 2

AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM

- By Stephen Spender

THEME: Social injustice and class inequalities

Main Points

Stanza-1

- (1) The poem portrays a picture of an elementary school in a slum area
- (2) Deprived of basic facilities such as-nutritional food, balanced diet, air, sun, shine and potable water, children are least interested in studies
- (3) The tall girl and paper seeming boy-all are victims of malnutrition; they are suffering from various diseases
- (4) A boy sitting at the back is dreaming of squirrel's game. He has no interest in class-room activity.

Stanza-2

- (1) The class-room wall contains pictures and paintings -like Shakespeare's head developed cities with skyscrapers Tyrolese valley aesthetically beautiful, problem free world (cloudless at down)-they came by donations.
- (2) These pictures belong to the world of the rich and prosperous.
- (3) The world of these poor and deprived children contrasts with the world depicted on class-room walls.
- (4) The rich have drawn an open handed map which is of no use to them as their world is limited to the end of the street.
- (5) Far from rivers, capes and stars of words, their future is bleak and uncertain

Stanza-3

- (1) Shakespeare is wicked and map a bad example as they do not correspond to their limited, narrow world.
- (2) Ships and Sun depicted on the wall tempt them to experience the world of the rich with all its glory.
- (3) However, they can not get this opportunity as the responsible people do not want it.
- (4) These malnourished children wearing mended glasses oscillate between fog and endless night, having uncertain life with no future.
- (5) They pass all their time and space in the hell (the slum). This hell is a blot on the civilised world.

Stanza-4

- (1) The poet calls upon governor, inspector and visitor (representing power and position) to review the system before it is too late.
- (2) The revised system should empower these children to break away from the shakles of poverty and deprivation.
- (3) He urges the civilised people to help them enjoy all the facilities such as blue-sky, sun-



shine, sea-waves, fresh air, good and sufficient nutritious diet.

- (4) Let the pages of wisdom be open for them and their tongues may run freely on the white leaves of books.
- (5) Only those people find a place in history whose language has the warmth and power of the sun.

Major features:

1- Poetic device: Simile-

Like rootless weeds
 Like bottle bits on stones
 Like catacombs
 Slums as big as doom

Metaphors

Rat's eyes, gnarled disease, Paper Seeming boy
 Squirrel's game
 White and green leaves etc.

Alliteration

Far far from gusty waves
 Surely Shakespeare
 Bottle-bits

2- Imagery /Symbols

- (i) Gusty waves
- (ii) Rootless weeds
- (iii) Paper-seeming boy
- (iv) Sour-cream walls

Extract-1

On Sour cream walls, donations, Shakespeare's head.
 Cloudless at dawn, civilized dome riding all cities
 Belled, flowery, Tyrolese valley. Open handed map
 Awarding the world its world.

- Q-1 (i) Which walls are mentioned in the first line?
 (ii) Why is the map 'open handed'?
 (iii) Explain the line-'Awarding the world its world?'
 (iv) How is the sky at dawn?

Ans (i) Class-room walls in a slum area are mentioned in the first line



- (ii) It is drawn at will irrespective of realities.
- (iii) The luxurious world of the rich is imposed upon the poor unjustifiably
- (iv) It is clear and cloudless

Explain the Last line of the poem

'History theirs whose language is the sun'

Explanation: History belongs to those who speak the language of the sun-meaning Power, energy, caliber, radiance and strength.

Extract-2

Unless governor, inspector, visitor,
This map becomes their window and these windows
That shut upon their lives like catacombs,
Break o break open till they break the town

- Q.1 Who are called upon by the poet in the first line?
- Q.2 What does the poet want them to do?
- Q.3 What is the poetic device used in the third line?
- Q.4 Explain, "Break town"?

Ans(1) Value Points

Governor, inspector, visitor, all those in power

Ans(2) To help the slum-dwellers lead respectable life with all the facilities.

Ans(3) Simile_like_catacombs

Ans(4) The edu system should empower and liberate the children from the shackles and boundries imposed by the rich and powerful.

Short Answer Questions.

- (1) Why is Shakespeare wicked?
- (2) Describe, in brief, the conditions surrounding these slum children?
- (3) Present the two worlds depicted in the poem?

Ans-1 Value Points

- Shakespear is a literacy icon and stands for the elite and seems irrelevant to these children from the slum them.

Ans-2 Poverty, diseases, malnourishment, uncertainty, bleak future.

Ans-3 (1) Slum dwellers

(2)The rich and prosperous



Poem 3

KEEPING QUIET

- By Pablo Neruda (1904-1973)

THEME: Necessity of quiet introspection and creating mutual understanding among humans. Emphasis on meditation.

Main Points

1. The poet requests readers to keep quiet till he counts up to twelve
2. He requests us not to use any language and move our arms so much for a while as it will become a hurdle in keeping quiet.
3. When there is no rush; no movement and noise of engines, the threat of sudden strangeness will tie all of us together into an exotic moment
4. This will bring about relief to the fishermen in cold sea and the salt gatherer also will be able to look after their injured bleeding hands.
5. A good sense will also prevail on the war-mongers as they will understand the futility of the same
6. When environment is in jeopardy; human-existence is threatened on the earth, the survivor of the war will face fatal consequences.
7. Such war-mongers are also exhorted to put on clean clothes and walk about with their brothers
8. The poet urges us not to mistake inactivity advocated by him for death.
9. He clarifies that single-minded indulgence in the rat-race of self-centered goals leading to materialism is unwarranted.
10. Keeping quiet and discharging our duties peacefully will evolve better understanding in us.
11. The achievement of mental peace will lead us to introspection and mutual understanding. The absence of these two traits amounts to various conflicts in the world.
12. With the development of mutual understanding comes empathy and then our life becomes a pleasant experience.
13. The poet says like the earth the potentials may not be exhibited all the time.
14. Finally, he declares his departure while persuading us to keep quiet.

C-Extracts with questions-

- 1- It would be an exotic moment
Without rush, without engines,
We would all be together
In a sudden strangeness.

Q- i Name the poem and the poet?

ii-What is the exotic moment referred above?



iii-What will 'sudden strangeness' result from?

iv-What is the advantage of the exotic moment?

2- Perhaps the earth can teach us

As when everything seems dead

And later proves to be alive.

Now I will count up to twelve

And you keep quiet and I will go.

Q-i What can the earth teach us?

ii- What does the 'counting upto twelve' signify?

iii-What does the poet expect us to do?

Short Answer Questions

1- What is the result of not speaking and not moving our arms so much?

2- How does the poet suggest us to keep quiet?

3- How will 'keeping quiet' benefit the mankind?



Poem 4

A THING OF BEAUTY

- John Keats

THEME: Nature is an endless treasure of beauty and perpetual source of joy.

Main Points

- (1) Based on a Greek legend, the poem is an excerpt from 'Endymion'
- (2) According to the poet a beautiful thing is a constant source of joy. Its loveliness only increases.
- (3) It gives sweet dreams and peaceful sleep, fine breathing and good health. Hence a boon to all.
- (4) We are surrounded by jealousy and disappointment.
- (5) The ignoble qualities make our life gloomy and miserable resulting in suffering and pain.
- (6) A thing of beauty removes the gloom (sadness) from our spirits.
- (7) The sight of nature such as- clear streams of water, daffodils (a flower), musk-rose and forest thickets -make our lives sweet, soothing and happy
- (8) This beauty its also experienced in grandeur of the dooms that we have imagined for our powerful dead forefathers - Doom-referes to the ruins of the great deeds of the legendary heroes.
- (9) Lovelier than lovely tales, the incessant beauty of nature is pouring unto us like an immortal drink through an endless fountain from the heaven meaning that nature's beauty acts as an elixir for humanity.

Major Features:

Rhyme Scheme: aa bb cc

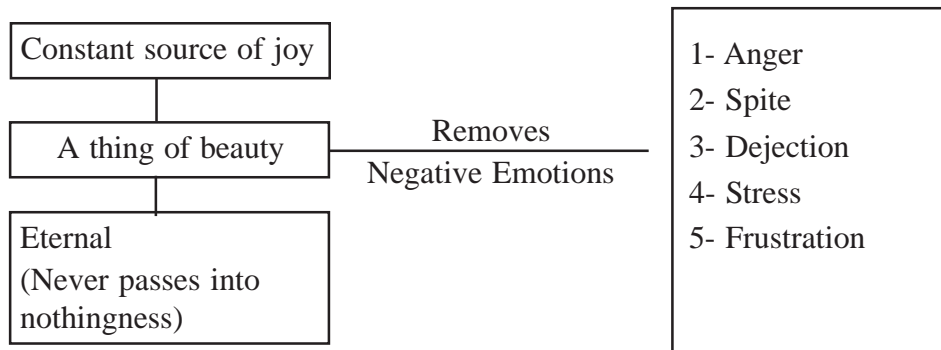
Alliteration: noble natures

some shape

cooling covert

Metaphor: Heaven's brink

Images and Symbols: All the senses are involved--- bower, flowery band, the sun, the moon
Trees old and young, green world, musk-rose etc.





Extracts -1

Stanza -1

Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,
Spite of despondence, of the inhuman dearth of noble natures, of the gloomy days of all the
unhealthy and over-darkened ways.

- Q. (i) What do we wreath on every morrow ?
(ii) Why do we wreath it?
(iii) What do you understand by the inhuman dearth of noble nature?
(iv) What is the poetic device used in 'noble natures?'

- Ans (i) A flowery band
(ii) To connect with nature
(iii) Lack of great human qualities of head and heart
eg. Compassion, patience, love, generosity etc.
(iv) Alliteration

Extract-2

.Rich with a sprinkling of fair musk-rose blooms;
.And such too is the grandeur of dooms;
.We have imagined for the mighty dead;
.All lovely tales that we have heard or read;
.An endless fountain of immortal drink,
.Pouring unto us from the heaven's drink.

- Q. (i) What is rich with a sprinkling of fair musk-rose?
(ii) What is the meaning of grandeur?
(iii) What is lovelier than a lovely tale?
(iv) What does come to us from the heaven's drink?

- Ans (i) The forest and nature
(ii) Glorious, magnificent
(iii) Inspiring stories of legendary heroes.
(iv) An endless fountain of immortal drink of nature.

Some Other Questions:

- 1- What, according to the poet, removes the pall of gloom?
- 2- What is grandeur associated with mighty dead?
- 3- Why does a thing of beauty not pass into nothingness?



Poem 6

AUNT JENNIFER'S TIGERS

- By Adrienne Rich

THEME: The poem Aunt Jennifer's Tigers expresses the constraints of married life a woman experiences.

IMPORTANT POINTS TO REMEMBER:

1. The desire of a woman for freedom & strength has been brought out by the poet.
2. Aunt Jennifer has embroidered bright yellow tigers on a screen.
3. These tigers move about freely, fearlessly & confidently in the green forests.
4. They are not afraid of the hunters.
5. In contrast, Aunt Jennifer is weak & nervous.
6. To make her embroidery she finds the ivory needle hard to pull.
7. The wedding ring is symbolic of the burden of commitments & bindings of married life.
8. Her marriage with uncle has taken away her freedom & confidence to live life the way she wishes.
9. After her death, the mark of the wedding ring will continue to show her sad, burdened life.
10. She is mortal (dies) whereas the embroidery of tigers (Art) that she has made is immortal.

LITERARY DEVICES USED BY THE POET:*** SYMBOLS-**

- (I) Tigers: are fearless, bold, courageous and confident. Actually they are a reflection of Aunt Jennifer's inner self.
- * Ring & Uncle's wedding band: show power of her husband on her, bondage, burden of marriage. The band has become metaphorically too heavy to break for Aunt Jennifer.

SOLVED EXAMPLE: 1

Read the following extract and answer the questions that follow:

When Aunt is dead, her terrified hands will lie
 Still ringed with ordeals she was mastered by.
 The tigers in the panel that she made
 Will go on prancing proud and unafraid.

- (a) Name the poem and the poet. (1m)
 * Aunt Jennifer's Tigers & the poet is Adrienne Rich.
- (b) What is Aunt Jennifer's death symbolic of?
 * Aunt Jennifer's death is symbolic of her complete submission to her suppression.
- (c) Is the society in any way affected by her death?
 * No, the society is not affected by her death.
- (d) What is the significance of "terrified hands"?
 * Even after her death she has not been able to free herself from the chains of her mental suppression.

**PRACTICE QUESTIONS:**

Q1 Aunt Jennifer's tigers prance across a screen,
Bright topaz denizens of a world of green,
They do not fear the men beneath the tree;
They pace in sleek chivalric certainty.

(i) Where are the tigers?

(ii) Are the tigers real?

(iii) What does "denizens" mean?

(iv) What is the significance of the line, "They do not fear the men beneath the tree"?

Q.3 Answer the following in about 30-40 words each:

(a) How are Aunt Jennifer's tigers different from her?

*Value points:

Aunt: weak, docile, submissive afraid of her husband.

Tigers: bold courageous, confident, and elegant.

(b) What kind of married life did she lead? Do you sympathise with her? Why?

(c) What will happen to Aunt Jennifer's tigers after her death?

(d) Where are Aunt Jennifer's tigers?

(e) Why did Aunt Jennifer create the tigers?



VISTAS
SUPPLEMENTARY READER
Lesson 2 : The Tiger King

- By Kalki

THEME:

1. The story is a satire on the conceit of those in power.
2. It makes an earnest plea for the protection of tigers.

Main Points :

1. The Maharaja Sir Jilani Jung Bahadur of Pratibandapuram is known as The Tiger King.
2. A Miracle
 - (a) Infant- 10 days old spoke
 - (b) Asked intelligent question- the source and manner of his death.
 - (c) Cautioned all tigers.
3. The royal child grew stronger, taller.
4. Grew up in English environment
 - taught by an English Tutor
 - drank milk of an English cow
 - look after by an English Nanny
 - watched English films.
5. At the age of 20 he was crowned as king.
6. Began hunting tigers in Pratibandapuram.
7. Astrologer warned him to be careful with the 100th tiger.
8. He became the Sole Hunter and none other were allowed to hunt tiger.
9. He faced threat of losing his kingdom. One British officer was denied the permission to hunt tigers in Pratibandapuram or even get a photograph with the carcass of a tiger.
10. He saved his kingdom by gifting 50 expensive diamond rings, costing 3 lac rupees to the British officer's wife.
11. Maharaja killed 70 tigers in 10 years.
12. As there were no more tigers left in Pratibandapuram Maharaja married a girl from that royal state which had more tigers.
13. Hunted in his father-in-law's kingdom and killed 99 tigers.
14. He was feverishly anxious to kill the 100th but couldn't find.
15. News regarding presence of tiger near a village.
16. Irrational behaviour of king towards villagers
 - (a) First he gave 3-years tax exemption to find a tiger
 - (b) Later in anger he doubled land tax as no tiger was found
17. The hundredth tiger
 - (a) Dewan warned by the king



- (b) Dewan had the tiger at home which he had earlier brought from people's park in Madras
- (c) Put that tiger in the forest
- (d) King shot the tiger collapsed
- (e) King thought it was dead went home triumphant
- (f) But actually he had missed the shot
- (g) Shot again and killed by hunters (not by the king)
- (h) Carcass of the tiger was carried in procession and buried- tomb erected.

18. Maharaja's Death

- (a) Maharaja gifted a wooden toy tiger to his son on his birthday.
- (b) Toy tiger was made by unskilled worker.
- (c) One tiny sliver pierced in king's left hand while he was playing with the toy with his son.
- (d) Three famous surgeons from Madras operated
- (e) The operation successful but king died
- (f) Final revenge by hundredth tiger (wooden toy tiger)

Short Answer Question (30- 40 words)(content 2+ expression 1 = 3 marks each.)

- Q.1. What was the miracle that took place in the royal palace?
 Ans. The miracle was associated with the birth of Maharaja. When he was only 10 days old infant he not only spoke but raised an intelligent question about the manner of his death. After knowing that he would be killed by a tiger he uttered "Let tigers beware".
- Q2. Why was it celebration time for all the tigers inhabiting Pratibandpuram ?
- Q.3. What did the Maharaja do when he stood in danger of losing his kingdom by refusing the British officer for tiger hunting?
- Q.4. Why did Maharaja order the Dewan to double the tax?
- Q.5. From where did the dewan arrange the hundredth tiger?

Long answer type Question.(125-150 words)(content 3 +expression 3 = 6 marks each)

Q.1 Draw a character sketch of the Tiger king in your own words.

- Ans. - The maharaja of Pratibandapuram.
- The astrologers' prediction
 - Tiger king brought up
 - Maharaja's campaign of tiger hunting.
 - The obstacles he faced to complete
 - The special episode of 100th tiger.
 - The revenge of wooden toy tiger.

Character traits :- Royalty, fearless, (showed signs in infancy)
 courageous, egoistic (spent his youth to disprove the prophecy)
 obsessed, whimsical

- Q.2. How did the hundredth tiger avenge the death of all the tigers? Elucidate.
- Q.3. The story is a satire on the conceit of those in power: Elucidate
- Q.4. What is the author's comment on subjecting innocent animals to the willfulness of human beings?

**Lesson 4 -****THE ENEMY**

- By Pearl S. Buck

NOTES OF THE LESSON :

1. Important for Sadao Hoki
 - 1.1 His father's statements and priorities
 - 1.2 His wife's background
 - 1.3 American professor Harley
2. The shadow from the sea
 - 2.1 Staggering, Crawling, Falling
 - 2.2 A fisherman perhaps
 - 2.3 A white man!
 - 2.4 Shot and bleeding
3. What to do next- a dilemma
 - 3.1 Put him back in the sea
 - 3.2 An escaped American POW
 - 3.3 Decision to carry him into the house
4. Taking care of POW
 - 4.1 Refusal of the Yumi, the servant
 - 4.2 Hana washes the man
 - 4.3 Sadao operates
 - 4.4 Hana thinks of his perils
5. Recovery period of POW
 - 5.1 His fears, their problems
 - 5.2 The servants rebel/condemnation
 - 5.3 The man heals, Sadao confused
6. The seventh day
 - 6.1 The servants left together
 - 6.2 A messenger arrives
 - 6.3 Sadao summoned
7. At the General's Palace
 - 7.1 Sadao's confession
 - 7.2 General's suggestion
8. Waiting for assassins
 - 8.1 Restless nights for Sadao
 - 8.2 Sadao's decision
9. The Prisoner escapes
 - 9.1 Arrangements made by Sadao
 - 9.2 The prisoner gone



- 9.3 The servants return
- 9.4 The General operated and saved
- 10. Sadao's final observation about the General
 - 10.1 Lack of dutifulness
 - 10.2 Sadao knows General's weakness upper hand

EXERCISE

Rearrange the following points in sequence of their narration in the lesson

1. Serving the enemy
2. Meeting the wounded enemy
3. Treating the enemy
4. Recovery in the enemy
5. Dr Sadao and his wife Hana
6. Sending off the enemy in the sea
7. Dr Sadao and his life
8. Annoyance in the household servants
9. Revealing to General
10. Explaining to General
11. Waiting for the enemy's assassination
12. The Real Reward

SHORT ANSWER TYPE QUESTIONS

Q1. What do you learn about Sadao's father from the story?

Ans. Sadao's father was a visionary. He knew that islands near the sea coast were the stepping stones to the future of Japan. No one could limit their future as it depended on what they made it. His son's education was his chief concern. He sent his son to America at the age of twenty-two to learn surgery and medicine. He loved the Japanese race, customs and manners.

Q2. Who was Sadao's wife? Where had he met her? Why did he wait to fall in love with her?

Hint - American professor's house

Party for new students

Hana was Japanese

Q3. 'Both of them saw something black coming out of the mists'. What did they see and how did they react to it?

Hint - A man crawling

Sadao thought man as fisherman

Sadao ran and Hana followed

Q4. What dilemma did Sadao face about the young white man?

Hint - Putting him back into sea

Being American, man was enemy



- Handed him over to police
Man was wounded
- Q5. How did the servants react when their master told them about the wounded white man?
Hint - Frightened and puzzled
Man ought to die
If healed, time would take revenge
- Q6. Why had Hana to wash the wounded man herself?
Hint - Yumi refused to wash
Fierce look of Yumi made Hana afraid
Hana had no option
- Q7. What did Hana inform Sadao about the servants? How did Sadao react to it?
Hint - Master sheltered a white man
- Americans were their enemies
- Trained not to let a man die
- Servants could not understand
- Q8. Why did Dr Sadao tell the General everything about the man he had operated upon?
Hint - wanted to get rid of the man for his wife and his loyalty towards his country.
- Since operated, could not kill POW
- General absorbed the information and decided to take matters in his hands.
- Q9. Why do you think, did the old General not want Dr Sadao to be arrested?
Hint - If General had an attack
He wanted Sadao to operate
No faith in other surgeons
- Q10. What plan did the old General suggest for getting rid of the man?
Hint - General suggested killing the man
Offered to send assassins
Trick of inward bleeding
Leave the outer partition open
- Q11. How was the plan of the prisoner's escape executed?
Hint - Dr Sadao provided essentials to man
Flashlight to signal
Dressed in Japanese style
Head covered
- Q12. What did the General tell Dr Sadao about his promise to kill the prisoner for him?
Hint - Sadao told prisoner escaped
General Confessed that he forgot his promise
Indicates General's Lack of Patriotism.

LONG ANSWER TYPE QUESTIONS



Q1. How can you say that Dr Sadao's father was a Japanese to the core?

Ans. Dr Sadao's father had high dreams about the future of Japan. There was no limit of their future as it depended on what they made it. He never played or joked with his only son. But he spent infinite pains upon him. For the sake of the best possible medical education, he sent his son to America. Sadao met Hana there, but waited to fall in love until he was sure that she was a Japanese. His father would never have received her unless she had been pure in her race. Their marriage was arranged in the old Japanese way only after Sadao's father had seen her when both of them had come home to Japan after finishing their education.

He was Japanese every inch. The floor of his room was deeply matted. He would never sit on chair or sleep in a foreign bed in his house. The quilt was covered with flowered silk and the lining was pure white silk. In short, everything here had been Japanese to please him.

Q2. What was the dilemma that Sadao faced when he saw a wounded, young white man washed to his doorstep? What solution did his wife, Hana, offer to resolve his predicament?

Hint - young man needed treatment

Helping American they could be arrested

They could hand him over to police

As a doctor Sadao could not let him die

Hana suggested helping the man

Q3. Hana was a loving, caring, devoted and obedient wife who was quite anxious about her husband's wellbeing, position and reputation? Discuss.

Hint - Hana understood her husband very well

Sentimental, pragmatic approach

Maintained her dignity

Devoted wife

Ideal life partner

Q4. What impression do you form of Dr Sadao as a man and as a surgeon from your reading of the story 'The Enemy' ?

Hint - Brave and Obedient

Intelligent and hardworking

Surgeon and scientist

Sensitive and helpful

Real doctor

Q5. Comment on the role of the General in the story 'The Enemy'.

Hint - Suffering from attack

Needed operation any time

Have faith on Sadao

Promised to help Sadao

Offered assassins

Forgot his promise

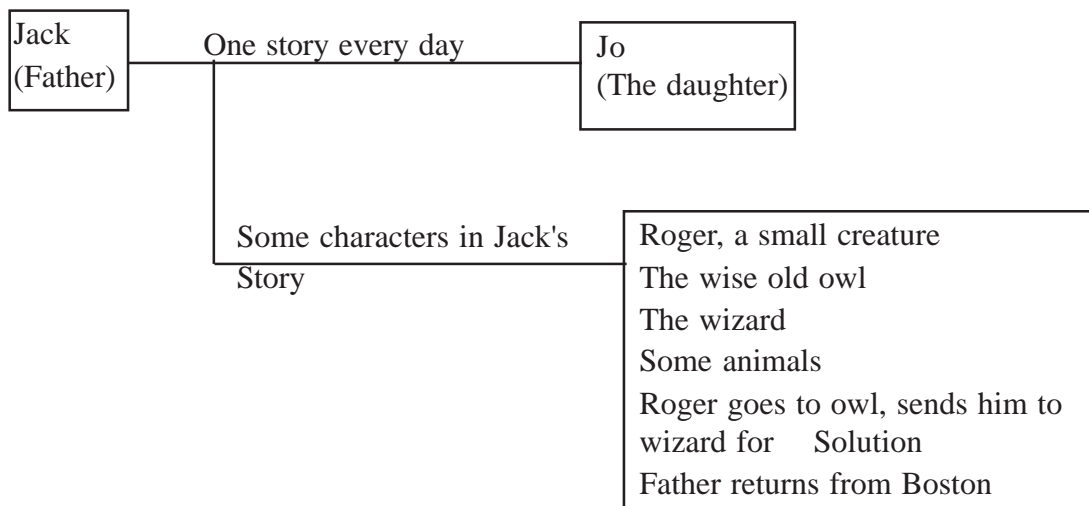


Lesson 5 -

SHOULD WIZARD HIT MOMMY

- John Updike

1. Story with the same characters Everyday.



The story on the particular day (Saturday)

Main points

1. This time, Jack tells her the story of a baby Skunk who smelt very bad. No animal would play with Roger Skunk. He felt very bad and isolated
2. The Skunk went to the wise owl and the owl sent him to the wizard
3. The wizard changed his smell the sweet smell of roses. Skunk come back and played with other animals. Now, other animals liked him and he felt happy.
4. Roger's mother found his smell awful and took him back to wizard. She hit the wizard on his head and got her son's smell changed.
5. The end of the story is unacceptable to Jo. She is not happy with it. She wants the wizard to hit on the mother skunk's head.
6. She raised moral questions which baffled her father-she sticks to her points and does not accepts her father's perspectives

Moral Issues Raised

- | | |
|----------------------------------|--|
| (1) Adult's perspective | broad minded and practical |
| (2) Child's perspective | Emotional, unrealistic according to limited intelligence and exposure. |
| (3) Discrimination and Rejection | Here reason is bad smell |



Questions & Answers

Q-1 What makes Jack feel caught in an ugly middle position?

Q-2 How did Joe want the wizard to behave when Mommy Skunk approached him?

Q-3 What part of the story did Jack himself enjoy the most and why?

Q-4 What made Jo feel that the story was over.

Ans-1 Jack could not decide what was right whether parents have the right to decide the future of their children or the children should be allowed to decide on their own.

Jack was frustrated as he was not successful in putting his daughter to sleep and felt obligated to help his wife too. Probably life has caught up with him and he finds himself in the middle of things - with no option to walk out of marriage nor does he feel any affinity towards his wife.

Ans-2

(i) Sympathetic towards Roger Skunk---She wanted wizard to hit mommy.

Ans-3

(i) Roger Skunk hit the wizard, the latter also got annoyed with the smell, changed him into rose-smell - Jack liked it - wizard had done a noble thing.

Ans-4 She wanted happy ending expected the climax when he smelt roses, other animals accepted him.



Lesson 6 -

ON THE FACE OF IT

- By Susan Hill

THEME: This play highlights the discrimination faced by the people who suffer from some handicap.

IMPORTANT POINTS TO REMEMBER :

Mr Lamb	Derry(14 years)
Owens an apple orchard, garden	Secretly enters Lamb's garden-jumps over the wall
Keeps gate open for people to meet him	Introvert, fears people
Bomb blew up his leg-has tin leg	Face spoilt by acid ,pessimistic
Lonely yet optimistic	Pained by people's attitude &their pity
Keeps his spirit high	
His visitors temporary-never come back	
Lives in a house with open windows& no curtains	
Enjoys life& loves people	

Lamb inspires Derry

Teaches him:

- *watching, listening &thinking
- *shows him positive side of life.
- * life cannot be lived in fear-narrates the story of a man who feared death-but died when a painting fell off the wall in the house &killed him.

Derry inspired:

- *despite his mother's protests -returns to Lamb
- *Lamb has a fall-dies.
- *Derry is inspired to live life to the full.

Q1 .Answer the following questions in about 30-40 words:

(i) How did Mr. Lamb get one of his legs blown off? What do children call him?

Value points: Mr. Lamb's leg was blown off by a bomb. The children call him "Lamey- Lamb."

(ii)Why does Derry say, "People are afraid of me"?

(iii)How does Mr. Lamb spend his time?

(iv)Why is Derry withdrawn and defiant?

(v)What changes comes in Derry at the end of the play?

Q.2.Answer the following question in 120-150 words:



- (i) Both Derry and Lamb are victims of physical impairment, but much more painful for them is the feeling of loneliness. Comment.(6M)

DISTRIBUTION OF MARKS:

CONTENT: 3 M

EXPRESSION-Grammatical accuracy. Appropriate words & spelling (1 ½)

Coherence & relevance of ideas & style. (1 ½) 3marks

Value points

-Mr.Lamb &Derry- having different sorts of physical disabilities.

-Mr. Lamb had a tin leg

Derry-acid burnt face

-both suffered alienation from society.

-not accepted by society

-Loneliness caused constant pain for Derry but Mr. Lamb reconciled-both expected a kind & considerate behaviour from others

-do not want sympathy

-Derry dislikes being pointed at, nicknamed, mocked at or made fun of; Mr. Lamb reconciled.

-Derry sensitive about mother kissing only on other cheek.

(ii)How did Mr. Lamb's meeting with Derry become a turning point in Derry's life?

(iii)The play ends on a tragic note yet leaves the reader with a hope for Derry. Elaborate.

VALUE BASED QUESTION:

(I) Both the adolescent and the old man are victims of loneliness due to society's non-support and negligence in the lesson "On the Face of It". Draw the essence of their conversation in a paragraph..

(ii)The society's behaviour towards the physically impaired finds expression in the play "On the Face of it". Do you think the attitude of the people towards the physically challenged has undergone a change over the years? What can be done to bring them at par with the main stream people?

**Lesson 7 -****EVANS TRIES AN 'O' LEVEL**

- Colin Dexter

Main Points

- (1) The story tells about Evans, a prisoner who wants to appear in an 'o' Level exams in German, to escape
- (2) He is cunning and contrives to dodge the authority
- (3) The prison authority arranges his test in his cell and beef up security there.
- (4) Prison officer Stephens keeps on watching in the cell after every minute, through the peephole.
- (5) After some time, prison authority receives a call from the examination board regarding a correction slip.
- (6) Evans got the permission from the invigilator to put a blanket around him as he was feeling cold.
- (7) McLeery, the invigilator (Evans's man) leaves the prison escorted by Stephens on the order of the governor of the prison.
- (8) Stephens finds a person on Evans chair in wounded conditions.
- (9) The wounded invigilator (Actual Evans) tells them Evans (here Mcleery) has gone towards Elsefield. He gets to know this through a photocopied sheet pasted at the last blank page of the question paper.
- (10) He accompanies the police party to help it find the culprit.
- (11) The detective superintendent informs the governor of Evans being near Else field way towards Headington round about, but he could not be traced later.
- (12) He also informs that the wounded invigilator has been sent to the Red cliffs hospital.
- (13) The hospital informs that there is no patient there and no one knows about him.
- (14) Then, the governor understands that the wounded invigilator is actual Evans. The real invigilator, the real Mcleery is found tied in the study since 8:15 a.m.
- (15) The analysis of the hints helps the governor nab Evans again. He is staying in the hotel Golden Lion in Chipping Norton.
- (16) He confesses everything but again flees away.
- (17) He outsmarts the authorities fourth time and has the 'Last Laugh'.

Major features:**Characters:**

- (1) The Secretary of the Examination Board
- (2) The Governor of H.M. Prison Oxford
- (3) James Roderick Evans (Evans, the protagonist of story) and a prisoner.
- (4) Mr. Stephens - A Prison officer
- (5) Mr. Jackson - A Prison officer



(6) Rev. Stuart McLeery -An Invigilator (Parson)

(7) Mr. Carter- Detective Superintendent

Mr. Bell- Detective chief Inspector.

Proceeding of Events

Evans tries 'o' level German Exam in his cell in the prison

Jacksons, Stephens visit Evans and snatch nail-Scissors and razors but not the 'Lucky Hat.

The duplicate Mcleery (original tied & gagged in the library) reaches with all the exams- material.

After the exams, the invigilator leaves but authorities mistake him for Evans. The real Evans mistaken for the invigilator is found wounded in the cell.

For the treatment, the real Evans is sent to hospital, thus, he escapes.

Evans, after escape stays at the Golden Lion hotel. But the Governor catches him.

Evans is arrested! No

He is sent to the prison in a prison van. But inside the van, it is his own man-final Escape.

The most Intriguing Question Plaguing the Authorities:

Question: Who is real Evans (A) the one who left the prison as an invigilator

Or

(B) The one who was left with wounds in the prison.

Answer: -B

Security Arrangements during Exams:

- (i) Shaving razors and nail scissors are taken away
- (ii) A microphone is fitted in the cell so that governor himself listens to the conversation
- (iii) The thorough checking of Mcleery, the invigilator.
- (iv) The wooden furniture have been placed apposite to each other.
- (v) Senior police officers Jackson and Stephens arranged to have a strict vigil.

The Significance of 313/271 (Index No 4 Centre No.)

The governor put the two together with the help of 'Ordinance Survey Map' for Oxfordshire and reaches hotel.

The Purpose of Clues on the superimposed photocopied sheet attached to the question paper.

- (1) Final details of escape-plans



- (2) To make the authorities believe that the wounded man was actually Mcleery
(3) To misled authorities at every step and to get them play to Evans' tunes

Some Questions :

Q.1 Why did the injured Mcleery offer to help the prison officers track Evans?

Q.2 Where did Evans Go?

Q.3 How does the correction slip help the escape of Evans?

Q.4 Who do you think has outwitted the other-Evans or the governor? How?

Ans1- The wounded Mcleery, who was actually Evans, wanted to escape. He did so in order to hoodwink the prison authorities. Evans saw in it the golden chance for his escape..

Ans2 -To a hotel named named 'Golden Lion' in Chipping Norton.

Ans3 -The slip provided the name of the hotel- gave them opportunity to know the time when the exams started.

Ans4 -Evans-almost rearrested in the hotel -handcuffed and made to sit in a prison van but to evans delight his friend had already exchanged the driver and the other officials. In the van, people are his friends - took the van towards New burry- Evans finally escapes -He outwitted the governor by dodging him at every step.



Lesson 8 -

MEMORIES OF CHILDHOOD

- ZITKAL-SA AND BAMA

NOTES ON THE LESSON

1. The cutting of long hair by : Zitkala-Sa

- A. Her arrival to Carlisle Indian school
 - (a) Land of Apples- covered with snow
 - (b) Her confusion over bell ringing
 - (c) Dress of Indian girls- not liked by her
 - (d) Embarrassment felt in dining hall
- B. Information of her long hair to be cut
 - (a) Her friend Judewin's warning
 - (b) Short hair in her community- a disgrace
 - (c) Judewin persuaded her to surrender but she decided otherwise
- C. Zitkala's struggle to retain her hair
 - (a) Hid herself in a large dark room
 - (b) Search for her
 - (c) Women and girls discouraged/dragged her
 - (d) Her struggle against the cutting of her hair
 - (e) Her cries for help- to Mother, but futile

2. We too are human beings by Bama

- A. Bama returning from school.
 - (a) Her sensitivity towards untouchability in early age
 - (b) Her slow walk to home
 - (c) Her interest in watching the things on the way
- B. The landlord and people of her community
 - (a) People working to tread out the grain
 - (b) The elder carrying a packet
 - (c) Her discussion with her brother - Humour Vs reality
 - (d) His visit to library and the enquiry about his caste
- C. Advice of her brother
 - (a) Study and come ahead of inequality
 - (b) Impression of this advice on her

EXERCISE

Rearrange the following points in sequence of their narration in the lesson



A.

1. Cutting the long hair
2. Customs in the tribe
3. In the break-fast hall
4. Sense of discomfort
5. Struggles to save her hair

B.

1. Scene at the threshing platform
2. Her brothers advice
3. Feeling the untouchability
4. Her realization

SHORT ANSWER TYPE QUESTIONS

Q1. How did Zitkala-Sa find the 'Eating by formula' a hard trial?

Ans. She did not know what to do when the various bells were tapped and behaved unlike others. When the first bell rang, she pulled out her chair and sat in it. As she saw others standing, she began to rise. She looked shyly around to see how chairs were used. When the second bell was sounded, she had to crawl back into her chair. She looked around when a man was speaking at the end of the hall. She she dropped her eyes when she found the paleface women looking at her. After the third bell, others started eating, but she began to cry.

Q2. Why do you think, was Zitkala-Sa so opposed to cutting of her hair?

Hint - heard her mother - Short hair to mourn the death

Hair shingled of enemy

She was neither a mourner nor a coward

Q3. What did Zitkala-Sa feel when her long hair was cut.

Hint - lost her spirit

People stared at her

She moaned for her mother

Q4. Name some of the novelties and oddities in the street that attracted Bama?

Hint - the performing monkey

The cyclist

The Maariyaata temple

Pongal offerings

Q5. What do you think, made Bama want to double up and shriek with laughter?

Hint - A big man

Carrying small packet by string

Manner of walking

Q6. How did Bama react on learning about untouchability?

Hint - behaviour of upper caste to low caste

Felt provoked and angry



Wanted to touch those vadais

Q7. What advice did Annan offer Bama? What was the result?

Hint - study and learn with care

Followed advice

Studied hard

Stood first in class

LONG ANSWER TYPE QUESTIONS

Q1. Why did Zitkala-Sa feel oppressed in new establishment?

Ans. Since the day, the author was taken away from her mother, she had suffered extreme indignities. People had stared at her. She had been tossed about in the air like wooden puppet. Her blanket had been removed from her shoulders. She felt that she was immodestly dressed. She was so shocked and oppressed that she felt like sinking to the floor. Later, her soft moccasins were taken away. These were traditional footwear of local Indian American. They were replaced by squeaking shoes. She saw other Indian girls in stiff shoes and tightly sticking dresses. The small girls wore sleeved aprons and shingled hair. The worst dignity she suffered was the cutting of her long hair. The coward's shingled hair made her moan with anguish. She felt she was not a human being but one of the little animals driven by a herder. The systematic erosion of their culture and disrespect to women was quite oppressive.

Q2. "I will not submit! I will struggle!" Says Zitkala-Sa. What was she going to resist and why? What efforts did she make and what was the outcome?

Hint - short hair worn by mourners, shingled by cowards

Cutting hair against their tradition

Hid herself in dark room

Resisted cutting her hair

Cried aloud

Q3. How did Bama react to the threshing proceedings in a corner of their street and the spectacle of a big man carrying a packet by its string?

Hint - people working with cattle

Saw a big man

Manner of walking

Carrying small packet with string

Extended the packet to landlord

Whole scene funny

Q4. How did Bama's brother explain the elder's behavior to her? What was her immediate reaction?

Hint - lower caste must not touch upper caste people

Felt terribly sad

She felt provoked and angry

They were too human beings

Must not do petty jobs for miserly rich upper caste



NOVEL
THE INVISIBLE MAN
BY H.G. WELLS

About the Author

Herbert George Wells (21 September 1866-13 August 1946)- known as H.G. Wells- was Born in England in 1866, H.G. Wells's parents were shopkeepers in Kent, England. His first novel, The Time Machine was an instant success and Wells produced a series of science fiction novels which pioneered our ideas of the future. His later work focused on satire and social criticism. Wells laid out his socialist views of human history in his Outline of History. He died in 1946.

Setting

England in the 1890's. Iping and the surrounding area Much of the action initially occurs around or in a couple of pubs and an inn, thus taking advantage of the natural opportunity for people to spread rumors, speculate on mysterious issues, and expand on each other's stories.

About The Novel

The invisible Man is a science fiction novella by H.G. Wells published in 1897. Originally serialized in Pearsons Weekly in 1897, It was published as a novel the same year. The invisible Man of the title is Griffin, a scientist who has devoted him self to research in to optics and invents a way to change a bodys refractive index to that of air so that it absorbs and reflects no light and thus becomes invisibles. He successfully carries out this procedure on himself, but fails in his attempt to reverse the procedure.

While its predecessors, The Time Machine and The Island of Doctor Moreau, were written using first person narrators, wells adopt a third person plot summary objective point of view in The Invisible man.

Plot Summary

A mysterious stranger, Griffin, arrives at the local inn of the English village of Iping, West Sussex, thick coat and gloves, his face hidden entirely by bandages except for a fake pink nose and a wide- brimmed hat. He is excessively reclusive, irascible and unfriendly. He demands to be left alone and spend most of his time in his rooms working with a set of chemicals and laboratory apparatus, only venturing out at night. While staying at the inn, hundreds of strange glass bottles arrive that Griffin calls his luggage. Many local townspeople believe this to be very strange.

He become the talk of the village (one of the novels most charming aspects is its portrayal of small town life in Southern England, which the author knew from first hand experience).

Meanwhile, a mysterious burglary occurs in the village. Griffin has run out of money and is trying to find a way to pay for his lodging. When his landlady demands he pay his bill and accuses him burglary, he reveals part of his invisibility to her in a fit of pique. An attempt to apprehend the stranger is frustrated when he undresses to take advantage of his invisibility; fights off his would be captors and flees to the downs.



There Griffin coerces a tramp, Thomas Marvel, into becoming his assistant. With Marvel, he returns to the village to recover three notebooks that contain records of his experiments. When Marvel attempts to betray the Invisible Man and run away with his most prized possessions, Griffin chases him to the seaside town of Port Burdock, threatening to kill him. Marvel escapes to a local inn and is saved by the people at the inn, but Griffin escapes. Marvel later goes to the police and tells them of this invisible Man, then requests to be locked up in a high security jail.

Griffins' furious attempt to avenge his betrayal leads to his being shot. He takes shelter in a nearby house that turns out to belong to Dr Kemp a former acquaintance from medical school. To Kemp, he reveals his true identity; the Invisible Man is Griffin, a former medical student who left medicine to devote himself to optics. Griffin recounts how he invented procedure capable of rendering bodies invisible and on impulse, performed the procedure on himself.

Griffin tells Kemp of the story of how he became invisible. He explains how he tried the invisibility on a cat, then himself. Griffin burns down the boarding house he is staying in along with all his equipment he used to turn invisible to cover his tracks, but soon realizes he is ill-equipped to survive in the open. He attempts to steal food and clothes to survive in the open. He attempts to steal food and clothes from a large department store and eventually steals some clothing from a theatrical supply shop and heads to Iping to attempt to reverse the invisibility. But now he imagines that he can make Kemp his secret confederate, describing his plan to begin a "Reign of Terror" by using his invisibility to terrorise the nation.

Kemp has already denounced Griffin to the local authorities and is watching for help to arrive as he listens to this wild proposal. When the authorities arrive at Kemp's house, Griffin fights his way out and the next day leaves a note announcing that Kemp himself will be the first man to be killed in the "Reign of Terror". Kemp, a cool-headed character, tries to organize a plan to use himself as bait to trap The Invisible Man, but a note he sends is stolen from his servant by Griffin.

Griffin shoots and injures a local policeman who comes to Kemp's aid, then breaks into Kemp's house. Kemp bolts for the town, where the local citizenry comes to his aid. Griffin is seized, assaulted and killed by a mob. The Invisible Man naked, battered body gradually becomes visible as he dies. A local policeman shouts to cover his face with a sheet, then the book concludes.

In the epilogue, it is revealed that Marvel has secretly kept Griffin notes. He hopes of deciphering their mystery some day and gain godly powers.

Main Characters

1. Griffin

The Invisible Man. He is an albino college student who had changed his area of study from medicine to physics and had become interested in refractive indexes of tissue. During his studies he stumbled across formulas that would render tissue invisible. Eventually he tries the formula on himself, thinking of all the things he could do if he were invisible. Unfortunately, the conveniences are far outweighed by the disadvantages; Griffin turns to crime as a means of survival.

2. Mr. Marvel



The first character whom Griffin tries to use as an accomplice. Mr. Marvel is short, fat, and a loner. He is the area tramp. Griffin perhaps also thinks that he is a little stupid and will thus not be able to resist and will not be believed if he tries to tell anyone about his predicament.

3. Dr. Kemp

A former associate of Griffin's in his college days. Griffin had been a student and knew Kemp to be interested in bizarre, and idiosyncratic aspects of science. It is to Kemp's house that Griffin goes in his final attempt to find an accomplice and live a more normal life. Kemp, however, has no particular sense of loyalty to a former student and is not prepared to participate in Griffin's grand schemes. He is also more deceitful than Griffin knows and betrays the invisible man even while pretending to accept his confidences.

Minor Characters

1. The Halls

Proprietors of the Coach & Horses. Mrs. Hall is the one who is primarily in charge. She is happy enough to leave Griffin alone so long as her money is coming in on time. Her husband is more suspicious but does not interfere until Griffin's behavior starts to become obvious.

2. Teddy Henfrey

A clock repairman who happens to visit the inn for a cup of tea. Mrs. Hall takes advantage of him to try to find out about her strange guest. Because the stranger will not talk, Teddy convinces himself that the man is someone of a "suspicious" nature. Teddy begins the rumors about the man being wanted by the police and merely wrapping himself up to conceal his identity.

3. Fearenside

A cartman who delivers luggage from the station whenever he is needed. He notices darkness through a torn pant leg where there should be pink flesh and starts the stories of Griffin being either a black man or a piebald.

4. Cuss

A general practitioner who attempts to get an interview with Griffin. He is the first to realize he actually see emptiness where there should be flesh and bone. He also tells an outrageous story to his companion in town after Griffin terrifies him by pinching his nose with an invisible hand.

5. Mr. And Mrs. Bunting

Bunting is the vicar. Cuss takes his story to Bunting. The next evening Bunting and his wife hear noise in their house after they have gone to bed. They are able to hear someone sneeze, and their money disappears right before their eyes.

Other people in the town who appear briefly in the story but have no particular characterization:

1. Huxter; Wadgers

The blacksmith

2. Jaffers

The village constable



3. The mariner; Colonel Adye

Chief of Burdock Police

Question Based on the Plot/Theme/Event

Note:- Marks distribution

Content 3

Expression 3

Q-1 The author has been able to build up suspense about the protagonist in the opening chapter.

Ans-1 "The Invisible Man" is a science fiction novel and tells the story of a young scientist who experiments with invisibility and succeeds to an extent. However, this causes lot of problems for him and finally he loses his life in terrible circumstances.

Right from the time when a reader picks up the book, he enters in to the world of mystery and suspense. The book opens by relating how a mysterious strangers is strangely attired - completely covered from head to toe .Even his face is hidden .He is allowed to stay at the inn as a guest .When the landlady tries to help him by taking his outer clothes, she is brusquely shooed away. The stranger does not give his name. He is rude and does not want to talk to anyone. The only thing he wants is to be left alone in the parlour that he has booked for his exclusive use and not be disturbed .When Mrs.Hall gives him a meal and tries to take his hat, she gets to see by chance that the face of the guest is completely covered in bandages. No one knows who he is and from where he has come, or what his business is in lping

Q-2 Cuss's interview with the stranger ended on a dramatic note .Describe in detail what happened at the meeting.

Q-3 Describe the scene of burglary at the vicarage in detail. Who was the intruder and why did he steal the money?

Q-4 Describe the happenings at the inn (in Griffin's room) on whit Monday.

Q-5 Give an account of the scene when the stranger reveals himself before the crowd. Why do the people in the inn flee in horror?

Q-6 Narrate the episode of the first meeting of marvel with the invisible man.

Q-7 Mr.Cuss and Mr. Banting tried to play investigators, but Griffin humiliated them and still managed to escape with his three precious book .Elaborate.

Q-8 How did the people at the 'Jolly Cricketer' react when Mr. Marvel came running to them asking for refuge? What happened there later?

Q-9 What were Griffin's plans before meeting Dr. Kemp? How did they both met?

Q-10 Do you think that Griffin himself was responsible for his tragic end or the society forced him to turn against his own kind?

Q-11 What were the difficulties faced by Griffin to achieve his dream of invisibility? Were the ways adopted by him morally correct?

Q-12 Illustrate - is the ending of the novel "The invisible Man " happy and just? What is your reaction when Griffin gets to keep all the stolen money? Are you glad that the invisibility formula is hidden from Kemp, who could use it?



Question based on character sketch

Note:- Marks distribution

Content 3

Expression 3

Q-1 What impression do you form about "The Invisible Man"? is he able to gain the reader's sympathy?

Ans-1 The invisible man was given many name names in the novel. At first, he was the stranger who arrived at Iping. Then, he was the voice that startled everybody. However, his real name was Griffin. Though he was the protagonist of the story, all his deeds were more like that of an antagonist. He was an eccentric scientist. Though he was a gifted scientist, he used his mind in a sinister way. He devised an experiment to become invisible and then started looting and murdering whoever came in his way. He was very irritable and impatient. He lost his temper over petty things and started hurting others. He had lost all sense of conscience and didn't feel sorry even after his burglary led to his father's death. Although he was lonely and seemed to have been misunderstood from time to time, he failed to gain sympathy due to his murderous rage and evil ways.

Q-2 Mrs. Hall was a strong woman. However we see some flaws in her character. In the light of this statement attempt her character sketch.

Q-3 'Curiosity killed that cat' How far is this statement correct in the case of Mr. Cuss?

Q-4 Mr. Bunting was one of the educated members of the Iping village. What impression is he able to leave on the reader?

Q-5 Mr. Marvel was supposed to be an ally of Griffin. However, he was an opportunist and was very much responsible for his ill-fate. In the light of this statement, attempt his character sketch.

Q-6 What impression do you form about the owner of the costume shop (the hunchback), the shop that Griffin looted in Drury Lane?

Q-7 Dr. Kemp was a confidant of Griffin, but upon realising that he was insane he thought of the greater good and tried to turn him over. In the light of this statement, attempt his character sketch.

Q-8 Why did Kemp turn out differently than Griffin? After all they are both scientists. Is Kemp less isolated than Griffin? Is it simply because Kemp has more money?

Q-9 Mr. Heelas ditched Dr. Kemp in his time of need. In the light of this statement, comment on his character.

Q-10 What impressions do you form about Colonel Adye after reading the novel "The invisible Man"?



**PREVIOUS YEAR
CBSE
QUESTION PAPERS**



CLASS - XII
ENGLISH CORE (301)

TIME : 3 HRS.

M. M. : 100

General Instructions:

- (i) This paper is divided into three sections: A, B, and C. All the sections are compulsory.
- (ii) Separate instructions are given with each section and questions, wherever necessary. Read these instructions very carefully and follow them faithfully.
- (iii) Do not exceed the prescribed word limit while answering the questions:

SECTION - A (READING)

Q.1 Read the following passage and answer the questions that follow:

What are the good parts of our civilization? First and foremost there are order and safety. If today I have a quarrel with another man, I do not get beaten merely because I am physically weaker and he can kick me down. I go to law, and the law will decide as fairly as it can between the two of us. Thus in disputes between man and man right has taken the place of might. Moreover, the law protects me from robbery and violence. Nobody may come and break into my house, steal my goods or run off with my children. Of course, there are burglars, but they are very rare, and the law punishes them whenever it catches them.

It is difficult for us to realize how much this safety means. Without safety these higher activities of mankind which make up civilization could not go on. The inventor could not invent, the scientist find out or the artist make beautiful things. Hence, order and safety, although they are not themselves civilization are things without which civilization would be impossible. They are as necessary to our civilization as the air we breathe is to us; and we have grown so used to them that we do not notice them any more than we notice the air.

Another great achievement of our civilization is that today civilized men are largely free from the fear of pain. They still fall ill, but illness is no longer the terrible thing it used to be.... Not only do men and women enjoy better health; they live longer than they ever did before, and they have a much better chance of growing up.... Thirdly, our civilization is more secure than any that have gone before it. This is because it is much more widely spread.... Previous civilizations were specialized and limited, they were like oases in a desert.

1. What is the first merit of our civilization ?
 - (A) Material advancement
 - (B) Cultural advancement
 - (C) Development of science
 - (D) Order and safety
 - (E) Spiritualism has become a way of life



2. Now-a-days a physically weak man is provided protection by :
 - (A) The group whose membership he opts for
 - (B) The law
 - (C) His wit and wisdom
 - (D) His cunningness
 - (E) His friend and supporters
3. In olden days the rule of life was :
 - (A) Right
 - (B) Might
 - (C) Spiritualism
 - (D) Money
 - (E) None of these
4. The essential condition for the promotion of higher activities of life is:
 - (A) Dedication on the part of those who practise them
 - (B) Economic freedom
 - (C) Safety
 - (D) State support
 - (E) Encouragement and appreciation
5. What according to the author, is the second merit of the present civilization?
 - (A) Development of means of transport and communication
 - (B) Space research
 - (C) Freedom from drudgery
 - (D) Freedom from the fear of pain
 - (E) Mental enlightenment of the people
6. What according to the author has the freedom from the fear of pain led to ?
 - (A) Better health
 - (B) Devotion to duty
 - (C) Abundant leisure
 - (D) Increased cultural pursuits
 - (E) None of these
7. The third merit of the present civilization, according to the author, is:
 - (A) The present civilization is founded on justice
 - (B) The present civilization has liberal outlook on life
 - (C) The present civilization has provided more leisure
 - (D) The present civilization is more wide spread in the sense that large number of people are civilized now than ever before



- (E) The present civilization is more secure than any that has gone before
8. 'They were like oases in a desert' what does it mean ?
- (A) Previous civilizations were more attractive than the present civilization
- (B) Previous civilizations were confined to a very limited area while barbarians were far larger in number
- (C) Previous civilizations were shortlived
- (D) Previous civilizations were attractive from outside only
- (E) Previous civilizations were nature based
9. The present civilization :
- (A) Begins from 15th century
- (B) Begins from 16th century
- (C) Begins from 17th century
- (D) Begins from 18th century
- (E) Has no fixed date for its inception
10. The most appropriate title to the above passage may be:
- (A) The merits of the Previous Civilizations
- (B) The Defects of the Present Civilizations
- (C) Merits and Demerits of the Present Civilizations
- (D) The Limitations of the Previous Civilizations
- (E) The Wonder That is the Modern Civilization

Pick out the most appropriate equivalent (synonym) of the following words taken from the above passage :

11. Disputes:
- (A) Disruptions
- (B) Divisions
- (C) Diversions
- (D) Quarrels
- (E) Divergences
12. Might:
- (A) Force
- (B) Weakness
- (C) Cowardice
- (D) Bravery
- (E) Power

Q2. Millions of people in the United States are affected by eating disorders. More than 90% of those afflicted are adolescents or young adult women. Although all eating disorders share some common manifestations, anorexia nervosa, bulimia nervosa, and binge eating each have



distinctive symptoms and risks.

People who intentionally starve themselves (even while experiencing severe hunger pains) suffer from anorexia nervosa. The disorder, which usually begins around the time of puberty, involves extreme weight loss to at least 15% below the individual's normal body weight. Many people with the disorder look emaciated but are convinced they are overweight. In patients with anorexia nervosa, starvation can damage vital organs such as the heart and brain. To protect itself, the body shifts into slow gear: Menstrual periods stop, blood pressure rates drop, and thyroid function slows. Excessive thirst and frequent urination may occur. Dehydration contributes to constipation, and reduced body fat leads to lowered body temperature and the inability to withstand cold. Mild anemia, swollen joints, reduced muscle mass, and light-headedness also commonly occur in anorexia nervosa.

Anorexia nervosa sufferers can exhibit sudden angry outbursts or become socially withdrawn. One in ten cases of anorexia nervosa leads to death from starvation, cardiac arrest, other medical complications, or suicide. Clinical depression and anxiety place many individuals with eating disorders at risk for suicidal behavior.

People with bulimia nervosa consume large amounts of food and then rid their bodies of the excess calories by vomiting, abusing laxatives or diuretics, taking enemas, or exercising obsessively. Some use a combination of all these forms of purging. Individuals with bulimia who use drugs to stimulate vomiting, bowel movements, or urination may be in considerable danger, as this practice increases the risk of heart failure. Dieting heavily between episodes of bingeing and purging is common.

Because many individuals with bulimia binge and purge in secret and maintain normal or above normal body weight, they can often successfully hide their problem for years. But bulimia nervosa patients—even those of normal weight—can severely damage their bodies by frequent binge eating and purging. In rare instances, binge eating causes the stomach to rupture; purging may result in heart failure due to loss of vital minerals such as potassium. Vomiting can cause the esophagus to become inflamed and glands near the cheeks to become swollen. As in anorexia nervosa, bulimia may lead to irregular menstrual periods. Psychological effects include compulsive stealing as well as possible indications of obsessive-compulsive disorder, an illness characterized by repetitive thoughts and behaviors. Obsessive compulsive disorder can also accompany anorexia nervosa. As with anorexia nervosa, bulimia typically begins during adolescence. Eventually, half of those with anorexia nervosa will develop bulimia. The condition occurs most often in women but is also found in men.

Binge-eating disorder is found in about 2% of the general population. As many as one-third of this group is men. It also affects older women, though with less frequency. Recent research shows that binge-eating disorder occurs in about 30% of people participating in medically supervised weight-control programs.

This disorder differs from bulimia because its sufferers do not purge. Individuals with binge-eating disorder feel that they lose control of themselves when eating. They eat large quantities of food and do not stop until they are uncomfortably full. Most sufferers are overweight or obese and have a history of weight fluctuations. As a result, they are prone to the serious medical problems associated with obesity, such as high cholesterol, high blood pressure, and diabetes.



Obese individuals also have a higher risk for gallbladder disease, heart disease, and some types of cancer. Usually they have more difficulty losing weight and keeping it off than do people with other serious weight problems. Like anorexic and bulimic sufferers who exhibit psychological problems, individuals with binge-eating disorder have high rates of simultaneously occurring psychiatric illnesses, especially depression.

1. Fatalities occur in what percent of people with anorexia nervosa? 2M
2. What is common consequence due to all the eating disorders mentioned in the passage ? 1M
3. How, according to the passage, are people with binge-eating disorder prone to heart ailments? 1M
4. Why are People who have an eating disorder but nevertheless appear to be of normal weight, most likely to have bulimia nervosa? 2M
5. Why do glandular functions of eating-disorder patients slow down ? 2M
6. Find the words which mean the same as: 1*2 = 2M
 - a. Deliberately
 - b. Eliminating

Q.3 Read the following passage and answer the questions that follow:

It's not your aptitude, but your attitude, that determines your altitude. We may have heard this adage but how many of us have realized it. Many times our friends and closed ones ask us to 'think positive' when we are feeling depressed, angry, anxious, frustrated or just down-right negative. But we often choose this advice as the last thing to do.

Continuous criticism and failures break our confidence and we often imbibe negativity in our approach. But controlling our negative emotions is a must for a healthy and successful life. Our unlimited desires and ambitions often drive us into a utopian world where we actually forget to cherish our significant accomplishments. This leads to pessimism. One must not forget that negative attitudes grip one's mind easily. People always regret that they wouldn't achieve success, but the reality is that where there is struggle, there is success. Just relish what the almighty has given you without paying heed to what you don't possess. This mantra will help you in weeding out negativity.

Every coin has two sides, so has the life- One is Negative and other is Positive. It totally depends on us how we want to see our lives and overcome the odds to land in a better tomorrow. Great people said 'failure is way to success' . Going by the adage, it's the failure which prepares us to try harder for success. The only thing that matters is our approach to handle any situation.

When we start looking at brighter side of life, negativity will automatically vanish. It depends upon us how to look beyond odds and take failures as challenges. If you want to march ahead and live a decent life, just scotch negative thinking and cynicism and embrace mantra that let by gone be by gone and welcome every morning with all verve and zeal.

There are many people who inspire us in our lives. Former President of India APJ Abdul Kalam, US President Barack Obama and several others has been the role model of many. Learn from their experiences. Their success stories teach us the bitter experiences of lives and prepare us



to handle adverse situations.

- o When negative thoughts override your mind, resort to self- introspection. Explore your likes and dislikes. This will help you in rediscovering yourself.
- o Start complimenting yourself. Pen down your accomplishments. This will boost your confidence and is beneficial for your inner growth.

A. On the basis of your reading of the above passage, make notes in points only, using abbreviations wherever necessary. Supply a suitable title. 5M

B. Write a summary of the above passage in about 80 words 3M

SECTION B (WRITING SKILLS)

4. You want to sell you Alto K-10 as you are transferred abroad Draft an advertisement for the classified column of a local daily giving particulars of model mileage etc.

Or

You are Ranjan/Rachna the Head boy/ girl of the school, G. G. S. S. No.1 Rohini. Write a notice about the debate competition in the school on the topic "Utility of Mega Events" for common man. (50 words) 4M

5. You are Akshay/ Akshay of Wintergreen Fields School, Nainital. Recently your school celebrated its platinum jubilee. Write a report in 100-125 words for school magazine, describing the celebration.

Or

Your school organized an exhibition-cum sale of items prepared under work experience by your school students. There was an overwhelming response from public. Prepare a report in 100-125 words for a local daily. You are the coordinator, S.U.P.W. activities, Nita School, Gurgaon. 10 M

6. You are Jaswant/Jaswanti a student of Class XII at V.P.N. Public School Halwara. A student is required to cope with a lot of peer pressure in today's competitive environment. Write a letter to the editor of a national daily highlighting the kind of pressures an adolescent faces and suggest ways to cope with the same.

Or

Write a letter to the Editor, 'Deccan Times', Bangalore about the inadequate parking facilities in the Commercial Street, M.G Road, which is causing a lot of inconvenience to the people. Offer your suggestions. You are Anoop/Ritu, 24 Bapu Road, Bangalore.

6M

7. You are a student volunteer of National Literacy Mission (NLM) wing of your school involved in the Adult Literacy Campaign: "Each one, Teach One". Write out the speech you would be delivering at each place of your visit. Do not exceed 200 words.

Or

With the rising number of people in almost all the big cities of the country, the rate of crime has also increased proportionately. The police needs to be trained in new methodology



of combating the crime besides changing its mindset. Write an article in 150 - 200 words on 'The role of police in maintaining law and order in the metropolitan cities'. You are Ravi/Ravina.

10 M

SECTION C (TEXT BOOKS)

8. Read the following stanza and answer the questions that follow: 4 M

... On their slag heap, these children
Wear skins peeped through by bones and spectacles of steel
With mended glass, like bottle bits on stones.
All of their time and space are foggy slum.
So blot their maps with slums as big as doom.

- (a) Which two images are used to describe these slums? 2
(b) What sort of life do these children lead? 1
(c) Which figure of speech is used in the last line? 1

OR

A thing of beauty is a joy forever Its loveliness increases,
it will never Pass into nothingness;
but will keep A bower quiet for us.

- a. 'A thing of beauty is joy forever'. Explain 2
b. Why does a beautiful thing 'pass into nothingness'? 1
c. What does poet mean by 'a bower quiet for us'? 1

- Q9. Answer any four in about 30-40 words: 4x3 =12 Marks

- a. Is the society in any way affected by Aunt Jennifer's death?
b. What did the high-ranking British officer wish to do? Was his wish fulfilled?
c. Why did Gandhiji feel that it was useless for the peasants to go to law courts?
d. For Franz, what was much more tempting than going to school and why?
e. How did Roger Skunk's Mommy react when he went home smelling of roses?

10. Why an adult's perspective of life is different from that of a child's as given in the story?

Or

The barriers of class, creed, nationality and prejudice take away humanity from people. But some people rise above these narrow prejudices and act as true human beings. What, in your opinion, is the desired behavior and why?

6M

11. Every problem has many solutions. But the success lies in identifying the right solution in right time with strong will power. William Douglas could win over his fear of water with such attitude. How far, do you think, is this attitude essential to succeed in life? Write your thoughts in the form of a speech to be delivered as 'value talk' in the morning assembly in about 100 words. 6M



12 The stranger's arrival at the Inn was an unusual event. Moreover, his behavior was very rude. Why did Mrs. Hall put up with the antics of the stranger then?

OR

Mr. Marvel was the ultimate opportunist. Comment?

13. How did Griffin meet his tragic end?

6M

OR

Attempt a character sketch of 'The Invisible Man'.



QUESTION PAPER
CLASS XII
ENGLISH CORE

TIME : 3 HRS.

M. M. : 100

The question paper is divided into three sections.

Section A : Reading 30 Marks

Section B : Advanced Writing Skills 30 Marks

Section C : Literature, Text Books & Long Reading Texts 40 Marks

Instructions:

1. All questions are compulsory.
2. You may attempt any section at a time.
3. All questions of that particular section must be attempted in the correct order.

SECTION A

READING - 30 Marks

1. Read the passage given below carefully and answer the questions that follow:
 1. That large animals require luxuriant vegetation has been a general assumption which has passed from one work to another; but I do not hesitate to say that it is completely false, and that it has vitiated the reasoning of geologists on some points of great interest in the ancient history of the world. The prejudice has probably been derived from India, and the Indian islands, where troops of elephants, noble forests, and impenetrable jungles, are associated together in every one's mind. If, however, we refer to any work of travels through the southern parts of Africa, we shall find allusions in almost every page either to the desert character of the country, or to the numbers of large animals inhabiting it. The same thing is rendered evident by the many engravings which have been published of various parts of the interior.
 2. Dr. Andrew Smith, who has lately succeeded in passing the Tropic of Capricorn, informs me that, taking into consideration the whole of the southern part of Africa, there can be no doubt of its being a sterile country. On the southern coasts there are some fine forests, but with these exceptions, the traveler may pass for days together through open plains, covered by a poor and scanty vegetation. Now, if we look to the animals inhabiting these wide plains, we shall find their numbers extraordinarily great, and their bulk immense.
 3. It may be supposed that although the species are numerous, the individuals of each kind are few. By the kindness of Dr. Smith, I am enabled to show that the case is very different. He informs me, that in lat. 24', in one day's march with the bullock-wagons, he saw, without wandering to any great distance on either side, between one hundred and one hundred and fifty rhinoceroses - the same day he saw several herds of giraffes, amounting together to nearly a hundred.
 4. At the distance of a little more than one hour's march from their place of encampment on the previous night, his party actually killed at one spot eight hippopotamuses, and saw many



more. In this same river there were likewise crocodiles. Of course it was a case quite extraordinary, to see so many great animals crowded together, but it evidently proves that they must exist in great numbers. Dr. Smith describes the country passed through that day, as 'being thinly covered with grass, and bushes about four feet high, and still more thinly with mimosa-trees.'

5. Besides these large animals, anyone the least acquainted with the natural history of the Cape has read of the herds of antelopes, which can be compared only with the flocks of migratory birds. The numbers indeed of the lion, panther, and hyena, and the multitude of birds of prey, plainly speak of the abundance of the smaller quadrupeds: one evening seven lions were counted at the same time prowling round Dr. Smith's encampment. As this able naturalist remarked to me, the carnage each day in Southern Africa must indeed be terrific! I confess it is truly surprising how such a number of animals can find support in a country producing so little food.
6. The larger quadrupeds no doubt roam over wide tracts in search of it; and their food chiefly consists of underwood, which probably contains much nutriment in a small bulk. Dr. Smith also informs me that the vegetation has a rapid growth; no sooner is a part consumed, than its place is supplied by a fresh stock. There can be no doubt, however, that our ideas respecting the apparent amount of food necessary for the support of large quadrupeds are much exaggerated. The belief that where large quadrupeds exist, the vegetation must necessarily be luxuriant, is the more remarkable, because the converse is far from true.
7. Mr. Burchell observed to me that when entering Brazil, nothing struck him more forcibly than the splendour of the South American vegetation contrasted with that of South Africa, together with the absence of all large quadrupeds. In his Travels, he has suggested that the comparison of the respective weights (if there were sufficient data) of an equal number of the largest herbivorous quadrupeds of each country would be extremely curious. If we take on the one side, the elephants hippopotamus, giraffe, bos caffer, elan, five species of rhinoceros; and on the American side, two tapirs, the guanaco, three deer, the vicuna, peccari, capybara (after which we must choose from the monkeys to complete the number), and then place these two groups alongside each other it is not easy to conceive ranks more disproportionate in size.
8. After the above facts, we are compelled to conclude, against anterior probability that among the mammalia there exists no close relation between the bulk of the species, and the quantity of the vegetation, in the countries which they inhabit. (809 words)

Adapted from: Voyage of the Beagle, Charles Darwin (1890)

1.1 On the basis of your understanding of the passage, answer the following

(1x4=4)

questions by choosing the most appropriate option:

1. The author is primarily concerned with
 - A. discussing the relationship between the size of mammals and the nature of vegetation in their habitats



- B. contrasting ecological conditions in India and Africa
 - C. proving that large animals do not require much food
 - D. describing the size of animals in various parts of the world
2. According to the author, the "prejudice? (Para 1) has lead to
- A. errors in the reasoning of biologists
 - B. false ideas about animals in Africa
 - C. incorrect assumptions on the part of geologists
 - D. doubt in the mind of the author
3. The flocks of migratory birds (Para 5) are mentioned to
- A. describe an aspect of the fauna of South Africa
 - B. illustrate a possible source of food for large carnivores
 - C. contrast with the habits of the antelope
 - D. suggest the size of antelope herds
4. Darwin quotes Burchell?s observations in order to
- A. counter a popular misconception
 - B. describe a region of great splendor
 - C. prove a hypothesis
 - D. illustrate a well-known phenomenon

1.2 Answer the following questions briefly:

(1x6=6)

1. What prejudice has vitiated the reasoning of geologists?
2. Why does Dr. Smith refer to Africa as a sterile country?
3. What is the "carnage? referred to by Dr. Smith?
4. What does Darwin?s remark, "if there were sufficient data?, indicate?
5. To account for the "surprising? number of animals in a "country producing so little food?, what partial explanation does Darwin suggest?
6. What does the author conclude from Dr. Smith and Burchell?s observations?

1.3 Pick out the words/phrases from the passage which are similar in meaning to the following:

(1 x2 = 2)

- a) Dense (Para 1)
- b) Barren ((Para 2)

Q2. Read the passage given below carefully and answer the questions that follow:

1. I?ve always held the belief that rationale or logic has no place in faith. If you have faith in the Supreme then you must also accept that you are not out there to defend your faith based on any scientific evidence. Those who don?t share your belief have an equal right to their opinion. What matters is your personal stand. If you feel peaceful and joyous, if you feel inspired to do good deeds by having your faith, then by all means keep it, there?s no reason to abandon it.



2. Einstein once got a letter asking if he believed in the Supreme. Einstein sent a telegram in response stating, "I believe in Spinoza's idea of the Supreme who reveals himself in the orderly harmony of what exists, not in someone who concerns himself with the fates and actions of human beings." In case you are not familiar, Baruch Spinoza (1632 - 1677) was a Dutch philosopher (yes, not just brilliant engineers, they have philosophers too). An unorthodox and independent thinker, his views were revolutionary at the time. His philosophy is thought-provoking. So, where does that leave us in regards to faith?
3. To me, faith is a sentiment, it's an emotion. Just like you fall in love and you surrender in love and you find yourself willing to do anything for the person you love, same is with faith. Faith is love. When you have faith, you let go of your worries of the future, you let go of your guilt of the past, because you have surrendered to the divine will. You remain committed to a life of goodness and action. But, you also recognize that there are other bigger forces, of immense scale, in play in the grand scheme of things and it'll do you much good to play along.
4. You gain this courage, zest and zeal to work hard, to excel, to serve. Life looks beautiful and everything looks priceless then, because it truly is. Even our suffering is priceless. It gives you strength, it makes you reflect on you. It is priceless because you appreciate life more, it brings you closer to you, the real you. Don't limit yourself by asking petty things from the Supreme. Trust the immensity of nature. Faith does not mean all your dreams will come true, it simply means you look upon everything that's granted to you as a blessing. Just focus on your deeds, and before long, you'll be filled beyond measure
5. Accepting the transient nature of this world, and its eternal impermanence, is the definitive path to inner peace. Either live in complete surrender or exercise total control. If your boat is neither anchored nor guided, it'll just drift then. It'll drift in the direction of your thoughts, desires and emotions. Here today, there tomorrow.
6. Cosmic intelligence is infinitely more subtle, smart, organized and selfless than individual intelligence. Anchor your ship if you are tired of rowing. Have faith.

(499 words)

A Mystic's Viewpoint-Blog by Om Swami

- 2.1 On the basis of your understanding of the passage, answer the following questions by choosing the most appropriate option:
 - a) Faith
 - i. does not depend on rationale and logic
 - ii. is a personal stand
 - iii. fills us with joy and peace
 - iv. All of the above
 - b) "Here today, there tomorrow" (Para 5) refers to
 - i. our thoughts
 - ii. our faith
 - iii. our emotions



iv. our desires

2.2 Answer the following briefly:

(1x6=6)

- a) What was Einstein's belief about faith?
- b) What does one gain from having faith?
- c) In what way does suffering become priceless?
- d) Why does the writer compare life to a birthday party?
- e) What is the definitive path to inner peace?
- f) How is cosmic intelligence superior to individual intelligence?
- g) Find words from the passage which mean the same as the following: (1x 2=2)
 - i) proof (para 1)
 - ii) celestial (para 7)

Q3. Read the following passage carefully:

1. Classical dance evolved from Tamil Nadu's temples across centuries. The revived and reformed Bharatanatyam keeps the art born of these ancient temples alive even to this day. Once sustained and nurtured in temples as part of a rich and vibrant temple tradition, classical dance in South India has remained over centuries a dynamic, living tradition that is continuously renewed.
2. Even 2000 years ago, dance in India was a highly evolved and complex art. It was an integral part of ancient Indian theatre as established by the Natya Shastra, the oldest and exhaustive treatise on theatre and dramaturgy. Dance dramas were performed in temple precincts. Dance movements were crystallised in stone as karanas in temple sculpture. Following the Bhakti movement in the 6th century, dance and music became powerful vehicles of veneration. The deity was treated like a much-loved king, praised and royally entertained with music and dance, as part of the daily sacred rituals of worship. Gifted, highly educated temple dancers or devadasis were supported by the temples that were richly endowed by the rulers. Some 400 temple dancers were dedicated to and maintained by the Brihadeswarar Temple in Thanjavur. Dance evolved as a composite art in temples as dancers, nattuvanars (dance gurus), musicians, poets, composers, architects, sculptors and painters shared a holistic approach to all the arts.
3. The evolution of Bharatanatyam derives from the invaluable contribution of The Tanjore Quartet. The four Pillai brothers - Chinnayya, Ponnayya, Sivanandam and Vadivelu - served as court musicians at the kingdom of Maratha king, Serfoji II in the early 19th century. Their legacy to Bharatanatyam has been their restructuring of the dance repertoire into the margam format and their vast and diverse music compositions set specifically for dance. Some of their descendants like Guru Meenakshisundaram Pillai evolved the famous Pandanallur bani (style) and trained many eminent dancers.
4. From the temples, dance made its way into the courts of kings and dancers were not just devadasis, but also rajanartakis. By the early 17th century dance forms like sadir or chinna melam, precursors to Bharatanatyam as we know it today had become popular in the courts of the Maratha rulers in Thanjavur. However, in the 19th century, colonial propaganda



perceived such dance as vulgar and immoral. It led to the Anti-Nautch Movement and legislation against temple dance and dancers. Divested of all patronage and temple support, devadasis were thrown into dire straits. In the early 20th century, thanks to enlightened visionaries like EV Krishna Iyer and later, Rukmini Devi Arundale, and the dedication of a handful of devadasis and nattuvanars, classical dance was resuscitated and revived as bharatanatyam. Today, apart from a few cultural festivals in some temples, dance has left the temple for the proscenium stage. (454 words)

- a. On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. Give an appropriate title. 5 Marks
- b. Write a summary of the above in 80 words using the notes. 3 Marks

SECTION B

ADVANCED WRITING SKILLS - 30 Marks

4. You are Manager, Infocom Network C-3 Main Shopping Center, Vasant Vihar, New Delhi. Draft an advertisement offering office furniture for sale. Give details.

OR

You are the President, Literary Society of Sunshine International School. Draft an invitation to author, Ms Manjul Bajaj requesting her to conduct a workshop on creative writing in your school. You are Romi/Rohit of Zenith Public School.

4 Marks

5. Draft an application with bio-data in about 120-150 words for the post of the Librarian in Vision Senior Secondary School, Calicut. You are Radhika/Rajeev from 21, Cherry Road, Madurai

OR

You are Seetha / Surya living in Bangalore. You and your friends are planning a week long holiday to a hill station. Write a letter making necessary enquiries from the tour operator before you make your final decision.

6 Marks

6. The use of tobacco in cigarettes and other forms is a great health hazard. People do not pay much heed even to the statutory warning on cigarette packs. On the occasion of No Tobacco Day write a speech in about 150-200 words about the hazards of tobacco, giving arguments for your stand. You are Shalini/Suraj of Greenfields Public School.

OR

Due to incessant rains during the past few weeks, the Army has launched 'Operation Megh Rahat' in Naoshera, Rajouri, Thanamandi and Poonch districts of Jammu and Kashmir in coordination with the civil authorities for search, rescue and relief of people. Taking cue from the above picture write a speech in about 150-200 words to be given at the Republic day programme in your school, applauding the role of the army and the need to boost their morale. You are Shalini/Suraj of Greenfields Public School.



10 Marks

7. On the occasion of Teachers' Day the Honourable PM of India had an interactive session with students from all over the country through satellite link. Your school also made special arrangements for the students to view the telecast. Write an article in about 150-200 words for your school magazine giving details of the talk and its impact on you. You are Akshay/ Akshita of Brightland Public School.

10 Marks

OR

On the occasion of Earth Day you participated in various eco-friendly campaigns initiated by your school. Write an article in about 150-200 words for your school magazine giving details of these campaigns and the impact on you. You are Akshay/ Akshita of Brightland Public School

SECTION C

(LITERATURE, TEXT BOOKS , A LONG READING TEXT) - 40 Marks

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

On sour cream walls, donations, Shakespeare's head,
Cloudless at dawn, civilized dome riding all cities.
Belled, flowery, Tyrolese valley. Open-handed map
Awarding the world its world.

- | | |
|--|---|
| a) What is the condition of the classroom wall? | 1 |
| b) What are the two things that show a civilized race? | 1 |
| c) What is the specialty of the Tyrolese valley? | 1 |
| d) Explain: "Awarding the world its world?". | 1 |

OR

And such too is the grandeur of the dooms
We have imagined for the mighty dead;
An endless fountain of immortal drink
Pouring unto us from the heaven's brink

- | | |
|---|---|
| a) Name the poem and the poet. | 1 |
| b) Who does "the mighty dead" refer to? | 1 |
| c) What is the "endless fountain" that the poet imagines? | 1 |
| d) Explain the figure of speech used in the third line of the stanza. | 1 |

9. Answer any four of the following in about 30 -40 words each: 3x4=12 Marks

- a. How is the bangle industry of Firozabad a curse for the bangle makers?
- b. What did the gift of the rat trap signify?
- c. The poem "Aunt Jennifer's Tigers" is replete with symbols. Interpret any 3 symbols used in the poem



- d. What different images does the poet use to convey the idea of her mother's old age?
- e. "But Sadao searching the spot of black in the twilight sea that night, had his reward??. What was the reward?
- f. Why did Roger Skunk go to the wizard?
10. Answer any one of the following questions in about 120-150 words: Sophie's dream world clashes with the world of her family and friends". Bring out the stark difference between the two worlds.

6 Marks

OR

"Dialogue and not violence can resolve situations of conflict and injustice.?"

Prove the statement with reference to the lesson Indigo.

11. Answer any one of the following questions in about 120-150 words
What is the bond that unites old Mr. Lamb and Derry, the boy? How does the old man inspire the boy?

OR

Both Bama and Zitkala-Sa are victims of discrimination that is practiced in the society. What kind of experience did both of them go through?

12. Answer any one of the following questions in about 120-150 words

6 Marks

Characterize Squire Cass's relationship with his sons. How different is the Squire from his sons?

OR

Assess the character of Marvel, the tramp.

13. Answer any one of the following questions in about 120-150 words
What are Godfrey's arguments for adopting Eppie? Compare these arguments with those of Silas and Eppie.

6 Marks

OR

Discuss the major themes in the novel "The Invisible Man"



QUESTION PAPER
CLASS XII
ENGLISH CORE

Time- 3 hr.

SET B

M.M-100

The question paper is divided into three sections.

Section A : Reading 30 Marks

Section B : Advanced Writing Skills 30 Marks

Section C : Literature, Text Books & Long Reading Texts 40 Marks

Instructions:

1. All questions are compulsory.
2. You may attempt any section at a time.
3. All questions of that particular section must be attempted in the correct order.

SECTION A

READING - 30 Marks

1. Read the passage given below carefully and answer the questions that follow:
 1. One of the greatest sailing adventures of the past 25 years was the conquest of the Northwest Passage, powered by sail, human muscle, and determination. In 100 days, over three summers (1986-88), Canadians Jeff MacInnis and Mike Beedell accomplished the first wind-powered crossing of the Northwest Passage.
 2. In Jeff MacInnis's words...Our third season. We weave our way through the labyrinth of ice, and in the distance we hear an unmistakable sound. A mighty bowhead whale is nearby, and its rhythmic breaths fill us with awe. Finally we see it relaxed on the surface, its blowhole quivering like a volcanic cone, but it senses our presence and quickly sounds. We are very disappointed. We had only good intentions - to revel in its beautiful immensity and to feel its power. Mike thinks how foolish it would be for this mighty beast to put any faith in us. After all, we are members of the species that had almost sent the bowhead into extinction with our greed for whale oil and bone. It is estimated that as many as 38,000 bowheads were killed off eastern Baffin Island in the 1800s; today there are about 200 left.
 3. The fascinating and sometimes terrifying wildlife keeps us entertained during our explorations. Bearded harp and ring seals greet us daily. The profusion of bird life is awesome; at times we see and smell hundreds of thousands of thickbilled murrelets clinging to their cliffside nests. Our charts show we are on the edge of a huge shoal where the frigid ocean currents upwell and mix nutrients that provide a feast for the food chain. At times these animals scare the living daylights out of us. They have a knack of sneaking up behind us and then shooting out of the water and belly flopping for maximum noise and splash. A horrendous splash coming from behind has a heart-stopping effect in polar bear country.
 4. We have many encounters with the "Lords of the Arctic," but we are always cautious, observant, and ever so respectful that we are in their domain. In some regions the land is totally devoid of life, while in others the pulse of life takes our breath away. Such is the paradox of the Arctic; It's wastelands flow into oasis' that are found nowhere else on the



face of the earth. Many times we find ancient signs of Inuit people who lived here, superbly attuned to the land. We feel great respect for them; this landscape is a challenge at every moment.

5. We face a 35 mile open water passage across Prince Regent Inlet on Baffin Island that will take us to our ultimate goal - Pond Inlet on Baffin Bay. The breakers look huge from the water's edge. Leaning into the hulls, like bobsledders at the starting gate, we push as hard as we can down the gravel beach to the sea. We catch the water and keep pushing until we have plunged waist deep, then drag ourselves aboard. Immediately, we begin paddling with every ounce of effort. Inch by agonizing inch, Perception moves offshore. Sweat pours off our bodies. Ahead of us, looming gray-white through the fog, we see a massive iceberg riding the current like the ghost of a battleship. There is no wind to fill our sails and steady the boat, and the chaotic motion soon brings seasickness. Slowly the wind begins to build. Prince Regent Inlet now looks ominous with wind and waves. The frigid ocean hits us square in the face and chills us to the bone.
6. We were on the fine edge. Everything the Arctic had taught us over the last 90 days was now being tested. We funneled all that knowledge, skill, teamwork, and spirit into this momentous crossing... If we went over in these seas we could not get the boat back up. Suddenly the wind speed plummeted to zero as quickly as it had begun... Now we were being pushed by the convulsing waves toward sheer 2,000 foot cliffs. Two paddles were our only power. Sailing past glacier capped mountains, we approached the end of our journey. At 05:08 on the morning of our hundredth day, speeding into Baffin Bay, the spray from our twin hulls makes rainbows in the sun as we complete the first sail powered voyage through the Northwest Passage.
7. We have journeyed through these waters on their terms, moved by the wind, waves and current. The environment has always been in control of our destiny; we have only tried to respond in the best possible way. We've been awake for nearly 23 hours, but we cannot sleep. The joy and excitement are too great. Our Hobie Cat rests on the rocky beach, the wind whistling in her rigging, her bright yellow hulls radiant in the morning sunlight. She embodies the watchword for survival in the Arctic - adaptability. (838 words)

- I. On the basis of your understanding of the passage, answer the following

(1x4 = 4 Marks)

questions by choosing the most appropriate option

1. The passage is about the
 - A. author's sailing adventure through the Northwest Passage
 - B. flora and fauna of the Arctic
 - C. survival skills needed while sailing
 - D. saving the Arctic
2. "Lords of the Arctic," (Para 4) refers to
 - A. Wind breakers
 - B. Icebergs



- C. Polar Bears
D. Innuits
3. The author's sailing vessel is named
A. Prince Regent
B. Hobie Cat
C. Perception
D. Arctic
4. 'We were on the fine edge' refers to
A. the Prince Regent Inlet
B. the ominous sail
C. the frigid ocean
D. their expedition
- 1.2 Answer the following questions briefly: (1x6=6)
1. Why does the author feel disappointed to see the bowhead whale disappear into the ocean?
 2. How does his sailing partner rationalize it?
 3. What reason does the author give for a thriving wildlife in the Arctic?
 4. What is the paradox of the Arctic?
 5. What skills helped the author and his partner survive the adventure?
 6. What is the author's sailing vessel an embodiment of?
- 1.3 Pick out the words/phrases from the passage which are similar in meaning to the following: (1x2 = 2)
- a) Abundance (Para 3)
 - b) Threatening (Para 5)
- Q2. Read the passage given below carefully and answer the questions that follow:
1. By the time a child is six or seven she has all the essential avoidances well enough by heart to be trusted with the care of a younger child. And she also develops a number of simple techniques. She learns to weave firm square balls from palm leaves, to make pinwheels of palm leaves or frangipani blossoms, to climb a coconut tree by walking up the trunk on flexible little feet, to break open a coconut with one firm well-directed blow of a knife as long as she is tall, to play a number of group games and sing the songs which go with them, to tidy the house by picking up the litter on the stony floor, to bring water from the sea, to spread out the copra to dry and to help gather it in when rain threatens, to go to a neighboring house and bring back a lighted faggot for the chief's pipe or the cook-house fire.
 2. But in the case of the little girls all these tasks are merely supplementary to the main business of baby-tending. Very small boys also have some care of the younger children, but at eight or nine years of age they are usually relieved of it. Whatever rough edges have not been smoothed off by this responsibility for younger children are worn off by their



contact with older boys. For little boys are admitted to interesting and important activities only so long as their behavior is circumspect and helpful

3. Where small girls are brusquely pushed aside, small boys will be patiently tolerated and they become adept at making themselves useful. The four or five little boys who all wish to assist at the important, business of helping a grown youth lasso reef eels, organize themselves into a highly efficient working team; one boy holds the bait, another holds an extra lasso, others poke eagerly about in holes in the reef looking for prey, while still another tucks the captured eels into his lavalava. The small girls, burdened with heavy babies or the care of little staggerers who are too small to adventure on the reef, discouraged by the hostility of the small boys and the scorn of the older ones, have little opportunity for learning the more adventurous forms of work and play.
4. So while the little boys first undergo the chastening effects of baby-tending and then have many opportunities to learn effective cooperation under the supervision of older boys, the girls' education is less comprehensive. They have a high standard of individual responsibility, but the community provides them with no lessons in cooperation with one another. This is particularly apparent in the activities of young people: the boys organize quickly; the girls waste hours in bickering, innocent of any technique for quick and efficient cooperation. (473 words)

Adapted from: Coming of Age in Samoa, Margaret Mead (1928)

- 2.1 On the basis of your understanding of the passage, answer the

(1x2=2)

following questions by choosing the most appropriate option

- a) The primary purpose of the passage with reference to the society under discussion is to
 - i. explain some differences in the upbringing of girls and boys
 - ii. criticize the deficiencies in the education of girls
 - iii. give a comprehensive account of a day in the life of an average young girl
 - iv. delineate the role of young girls
- b. The list of techniques in paragraph one could best be described as
 - i. household duties
 - ii. rudimentary physical skills
 - iii. important responsibilities
 - iv. useful social skills

- 2.2 Answer the following as briefly as possible:

(1x6=6)

- a) What is the prime responsibility of a girl child by the time she is six or seven?
- b) What simple techniques does she learn at this stage?
- c) What household chores is she responsible for?
- d) In what way is a boy's life different?



- e) What qualities ensure that the boys move on to a higher responsibility?
f) Why do small girls have little opportunity for learning the more adventurous forms of work and play?
g) In what way is the girls' education less comprehensive?
h) How is this apparent?
- 2.3 Find words from the passage which mean the same as the following: (1x2=2)
- (i) brusquely (para 3)
(ii) scorn (para 3)

Q3. Read the following passage carefully:

1. It seems that there is never enough time in the day. But, since we all get the same 24 hours, why is it that some people achieve so much more with their time than others? The answer lies in good time management. "Time management" refers to the way that you organize and plan how long you spend on specific activities. Good time management requires an important shift in focus from activities to results: being busy isn't the same as being effective. (Ironically, the opposite is often closer to the truth.) Spending your day in a frenzy of activity often achieves less, because you're dividing your attention between so many different tasks. Good time management lets you work smarter - not harder - so you get more done in less time.
2. It may seem counter-intuitive to dedicate precious time to learning about time management, instead of using it to get on with your work, but the benefits are enormous. It improves productivity and efficiency. Your reputation as a professional grows. The stress levels dip and the a world of opportunities opens up for you. Your career advances and important goals are reached.
3. Failing to manage your time effectively can have some very undesirable consequences. Deadlines are missed and the work flow is not only inefficient but of poor quality. It dents your reputation as a professional and your career is in in danger of being stalled. As a result your stress level shoots up.
4. Everyday interruptions at work can be a key barrier to managing your time effectively and, ultimately, can be a barrier to your success. Think back to your last workday, and consider for a minute the many interruptions that occurred. There may have been phone calls, emails, hall way conversations, colleagues stopping by your office, or anything else that unexpectedly demanded your attention and, in doing so, distracted you from the task at-hand. Because your day only has so many hours in it, a handful of small interruptions can rob you of the time you need to achieve your goals and be successful in your work and life. More than this, they can break your focus, meaning that you have to spend time re-engaging with the thought processes needed to successfully complete complex work. The key to controlling interruptions is to know what they are and whether they are necessary, and to plan for them in your daily schedule. (403 words)

- a) On the basis of your reading of the above passage make notes on it 8
using headings and sub-headings. Use recognizable abbreviations wherever necessary.



- b) Write a summary of the above in 80 words using the notes. 3

SECTION B

ADVANCED WRITING SKILLS

30 Marks

4. In a recent survey it was found that your city has the highest rate of pollution 4
in the country. Innumerable vehicles on the road and lack of green cover have made the air unfit to breathe. Draft a poster in about 50 words, creating awareness about the need to keep your city clean and green.. You are Rakhsita/Rohit of MVN Public School.

OR

Your school is organizing a SPICMACAY programme on the occasion of the World Dance Day wherein the renowned Bharatanatyam dancer, Geeta Chandran would be giving a lecture demonstration. As the President, Cultural Society of your school, draft a notice in about 50 words, informing the students about the same. You are Rakhsita/Rohit of MVN Public School.

5. Your school recently launched a GPRS system in the school buses which will enable the parents to keep track of their children while they are travelling in the bus. The service, however, is not smooth and is facing a lot of problems. As the Transport Incharge of DML Public School, Delhi, write a letter in about 120-150 words to the Manager, Forumloft, 21 Park Street, Delhi, complaining about the same.

OR

Your school has opened a new activity wing for the kindergarten students for which you require play equipment. Write a letter to the Manager, OK Toys, 21, Daryaganj, Delhi, in about 120-150 words placing an order for educational toys and other play equipment. You are Neera/Naresh, Manager, DML Public School, Delhi

6. Although students have been using cell phones consistently in their daily 10
lives for almost a decade, schools continue to resist allowing the devices into the classroom. Schools generally grapple with new technologies, but cell phones' reputation as a nuisance and a distraction has been hard to dislodge. Using information given below prepare a speech in about 150-200 words in favour of or against the cell phone being allowed in schools. Critics believe that allowing these devices will only encourage their non-educational use in school. They will be a significant distraction for teachers and students a potential tool for cheating could foster cyberbullying . But on the other hand BYOD-Bring Your Own Device is gaining momentum as a learning tool, not just a toy for entertainment can be cost effective for the schools instead of having to purchase technology for students.? many educators believe that banning any type of technology can foster inequity. Schools can develop rules for how students physically handle the device in the classroom.

OR

It is a toss-up between Class X boards & CCE. The board exams were once considered a rite of passage but with the introduction of the Continuous and Comprehensive Evaluation, (CCE), students have greater choice. Write a speech in about 150-200 words in favour of



or against the topic giving reasons for your stand. The CCE allows students to study select portions of the year's syllabus for the examination.

- ? Stress free and comprehensive encourages project work more than rote learning Board exams have a standardized system of evaluation ? Board exams cater to the competitive spirit in students Board exams provide an equal platform for students from all strata of schools.
7. They may have stood the test of time but there is a growing demand for the need to protect the country's monuments. Write an article in about 150-200 words for your school magazine on how we can conserve our built heritage. You are Akshay/ Akshita. of Graham Public School, Indore.

OR

As part of an Entrepreneurship project the commerce students of your school recently launched a product called Oatlicious. They not only set up a company to produce the product but also designed its advertising and marketing strategy. Write an article in about 150-200 words for your school magazine giving details of the enterprise and its launch. You are Akshay/ Akshita of Graham Public School, Indore.

SECTION C

LITERATURE, TEXT BOOKS, A LONG READING TEXT - 40 Marks

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

"Perhaps the Earth can teach us
As when everything seems dead
And later proves to be alive
Now I will count upto twelve
And you keep quiet and I will go."

- | | |
|--|---|
| a) What does the Earth teach us? | 1 |
| b) What does the poet mean to achieve by counting upto twelve? | 2 |
| c) What is the significance of "keeping quiet"? | 1 |

OR

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

- | | |
|---|---|
| a) Why are Aunt Jennifer's fingers fluttering? | 1 |
| b) What is the result of the fluttering? | 1 |
| c) Explain: 'The massive weight of Uncle's wedding band'. | 1 |
| d) What is Aunt Jennifer's state of mind? | 1 |
9. Answer any four of the following in about 30 -40 words each: 3x4=12
- a) How and why was M. Hamel dressed differently that day?



- b) Mention any two long term consequences of the drowning incident on Douglas.
- c) How does the poem, 'An Elementary School Classroom in a Slum', portray/describe the slum children?
- d) According to Keats what moves away the pain and suffering from human life?
- e) How did the Tiger King's Diwan prove to be resourceful?
- f) How does Evans escape from the jail?
10. Answer any one of the following questions in about 120-150 words : 6
- Edla is able to bring about a change of heart in the Pedlar. Justify this with reference to the story, 'The Rattrap'. What qualities helped her bring about this transformation?

OR

Why did Gandhiji consider freedom from fear more important than legal justice for the poor peasants of Champaran?

11. Answer any one of the following questions in about 120-150 words : 6
- What efforts were made by Dr . Sadao and Hana to save the life of the injured man?

OR

Do you think Jack shared an affinity with Roger Skunk? Explain.

12. Answer any one of the following questions in about 120-150 words: 6
- How do both the thefts determine Marner's interaction with the people of Raveloe?

OR

What disadvantages does Griffin face because of his invisibility?

13. Answer any one of the following questions in about 120-150 words 6
- Not only does Eppie have golden hair but she also has a heart of gold. Justify by giving instances from the novel.

OR

Griffin is the model of science without humanity. Justify with reference to the Invisible Man.



QUESTION PAPER
CLASS XII
ENGLISH CORE

Time- 3 hr.

M.M-100

General Information

- (i) This paper is divided into three sections : A, B and C. All the sections are compulsory.
- (ii) Separate instructions are given with each section and question, wherever necessary, Read these instructions very carefully and follow them faithfully.
- (iii) Do not exceed the prescribed word limit while answering the questions.

SECTION A
READING

- 30 Marks

1. Read the passage given below carefully :

1. For four days, I walked through the narrow lanes of the old city, enjoying the romance of being in a city where history still lives - in its cobble stone streets and in its people riding asses, carrying vine leaves and palm as they once did during the time of Christ.
2. This is Jerusalem, home to sacred sites of Christianity. Islam and Judaism. This is the place that houses the church of the Holy Sepulchre, the place where Jesus was finally laid to rest. This is also the site of Christ's crucifixion, burial and resurrection.
3. Built by the Roman Emperor Constantine at the site of an earlier temple to Aphrodite. It is the most venerated Christian shrine in the world. And justifiably so. Here, within the church are the last five stations of the cross, the 10th station where Jesus was stripped of his clothes, the 11th where he was nailed to the cross, the 12th where he died on the cross, the 13th where the body was removed from the cross, and the 14th, his tomb.
4. For all this weighty tradition, the approach and entrance to the church is non-descript. You have to ask for directions. Even to the devout Christian pilgrims walking along the Via Dolorosa - the Way of Sorrows - first nine stations look clueless. Then a courtyard appears, bemedged in by other buildings and a doorway to one side. This leads to a vast area of huge stone architecture.
5. Immediately inside the entrance is your first stop. It's the stone anointing this is the place, according to Greek tradition, where Christ was removed from the cross. The Roman Catholics, however, believe it to be the spot where Jesus' body was prepared for burial by Joseph.
6. What happened next? Jesus was buried. He was taken to a place outside the city of Jerusalem where other graves existed and there, he was buried in a cave. However, all that is long gone, destroyed by continued attacks and rebuilding; what remains is the massive - and impressive - Rotunda (a round building with a dome) that Emperor Constantine built. Under this, and right in the centre of the Rotunda is the structure that contains the Holy Sepulchre.



7. " How do you know that this is Jesus' tomb?" I asked one of the pilgrims standing next to me. He was clueless more interested like the rest of them in the novelty of it all and in photographing it, than in its history or tradition.
8. At the start of the first century, the place was disused quarry outside the city walls, According to the gospels, Jesus' crucifixion occurred at a place outside the city walls with graves nearby...' Archaeologists have discovered tombs from that era, so the site is compatible with the biblical period.
9. The structure at the site is marble tomb built over the original burial chamber, It has two rooms, and you enter four at a time into the first of these. the Chapel of the Angel. Here the angel is supposed to have sat on stone to recount Christ's resurrection. A low door made of white marble, partly worn away by pilgrims' hand leads to a smaller chamber inside. This is the room of the tomb. the place where Jesus was buried.
10. We entered in single file. On my right was a large marble slab that covered the original rock bench on which the body of Jesus was laid. A woman knelt and prayed. Her eyes were wet with tears. She pressed her face against the slab to hide them, but She pressed her face against the slab to hide them, but it only made it worse.

On the basis of your understanding of this passage answer the following questions with help of given options

(1x4=4)

- (a) How does Jerusalem still retain the charm of ancient era?
 - (i) There are narrow lanes.
 - (ii) Roads are paved with cobblestones.
 - (iii) People can be seen riding asses
 - (iv) All of the above.
- (b) Holy Sepulchre is sacred to?
 - (i) Christianity
 - (ii) Islam
 - (iii) Judaism
 - (iv) Both (i) and (iii)
- (c) Why does one have to constantly ask for directions to the church?
 - (i) Its lanes are narrow
 - (ii) Entrance to the church is non-descript
 - (iii) People are not tourist - friendly
 - (iv) Everyone is lost in enjoying the romance of the place.
- (d) Where was Jesus buried?
 - (i) In a cave
 - (ii) At a place outside the city
 - (iii) In the Holy Sepulchre
 - (iv) Both (i) and (ii)



Answering the following questions briefly :

(1x6 =6)

- (e) What is the Greek belief about the 'stone of anointing'?
- (f) Why did Emperor Constantine attitude build the Rotunda?
- (g) What is the general attitude of the pilgrims?
- (h) How is the site compatible with the biblical period?
- (i) Why did the pilgrims enter the room of the tomb in a single file?
- (j) Why did 'a woman' try to hide her tears?
- (k) Find words from the passage which mean the same as :

(1x2 = 2)

- (i) A large grave (para 3)
- (ii) Having no interesting features/dull (para 4)

1. Read the passage given below carefully :

1. We often make all things around us the way we want them. Even during our pilgrimages we have begun to look for whatever makes our heart happy, gives comfort to our body and peace to the mind. It is as if external solutions will fulfil our needs, and we do not want to make any special efforts even in our spiritual search. Our mind is resourceful- it works to find shortcuts in simple and easy ways.
2. Even pilgrimages have been converted into tourism opportunities. Instead, we must awaken our conscience and souls and understand the truth. Let us not tamper with either our own nature or that of the Supreme.
3. All our cleverness is rendered ineffective when nature does a dance of destruction. Its fury can and will wash away all imperfections. Indian culture, based on Vedic treatises, assists in human evolution, but we were now using our entire energy in distorting these traditions according to our convenience instead of making efforts to make ourselves worthy of them.
4. The irony is that human are not even aware of the complacent attitude they have allowed themselves to sink to. Nature is everyone's Amma and her fierce blows will sooner or later corner us and force us to understand this truth Earlier. pilgrimages to places of spiritual significance were rituals that were undertaken when people became free from their worldly duties. Even now some seekers take up this pious religious Journey as a path of peace and knowledge. Anyone travelling with this attitude feels and travels with only a few essential items that his body can carry. Pilgrims traditionally travelled light. on foot, eating light. dried chickpeas and fruits, or whatever was available. Pilgrims of olden days did not feel the need to stay in special AC bedrooms, or travel by luxury cars or indulge themselves with delicious food and savouries.
5. Pilgrims traditionally moved ahead, creating a feeling of belonging towards all, conveying a message of brotherhood among all they came across whether in small caves, ashrams or local settlements. They received the blessings and congregations of yogis and mahatmas in return while conducting the dharama of their pilgrimage is like penance of sadhana to stay near nature and to experience a feeling of oneness with it. to keep the body healthy and fulfilled with the amount of food. while seeking freedom



from attachments and yet remaining happy while staying away from relatives and associates.

6. This how a pilgrimage should be rather than making it like a picnic by taking a large group along and living in comfort. packing in entertainment, and tampering with environment. What is worse is giving a boost to the ego of having had a special darshan. Now alms are distributed, charity done while they brag about their spiritual experience.
7. We must embark on our spiritual journey by first understanding the grace and significance of a pilgrimage and following it up with the prescribed rules and rituals- this is what translates into the ultimate and beautiful medium of spiritual evolution. There is no justification for tampering with nature.
8. A pilgrimage is symbolic of contemplation and meditation and acceptance, and is a metaphor for the constant growth or movement and love for nature that we should hold in our hearts.
9. This is the truth!

On the basis of your understanding of the above passage answer the question that follow with the help of given options :

(1x2=2)

- (a) How can a pilgrim keep his body healthy?
 - (i) By travelling light
 - (ii) By eating small amount of food
 - (iii) By keeping free from attachments
 - (iv) Both (i) and (ii)
- (b) How do we satisfy our ego?
 - (i) By having a special darshan
 - (ii) By distributing alms
 - (iii) By treating it like a picnic
 - (iv) Both (i) and (ii)

Answer the following as briefly as possible :

(1x6=6)

- (c) What change has taken place in our attitude towards pilgrimages?
- (d) What happens when pilgrimages are tuned into picnics?
- (e) Why are we complacent in our spiritual efforts?
- (f) How does nature respond when we try to be clever with it?
- (g) In olden days with what attitude did people go on a pilgrimage?
- (h) What message does the passage convey to the pilgrims?
- (i) Find words from the passage which mean the same as the following : (1x2=2)
 - (i) made/turned (para 3)
 - (ii) very satisfied (para 4)



3. Read the passage given below carefully :

It is surprising that sometimes we don't listen to what people say to us. We hear them, but we don't listen to them. I was curious to know how hearing is different from listening. I had thought both were synonyms. but gradually. I realised there is a big difference between the two words.

Hearing is a physical phenomenon. Whenever somebody speaks, the sound waves generated reach you. and you definitely hear whatever is said to you. However, even if you hear something it doesn't always mean that you actually understand whatever is being said. Paying attention to whatever you hear means you are really listening. Consciously using your mind to understand whatever is being said is listening.

Diving deeper, I found that listening is not only hearing with attention, but is much more than that. Listening is hearing with full attention, and applying our mind. Most of the time, we listen to someone. but our minds are full of needless chatter and there doesn't seem to be enough space to accommodate what is being spoken.

We come with a lot of prejudices and preconceived notions about the speaker or the subject on which he is talking. We pretend to listen to the speaker, but deep inside, we sit in judgment and are dying to pronounce right or wrong, true or false, yes or no. Sometimes, we even come prepared with a negative mindset of proving the speaker wrong. Even if the speaker says nothing harmful, we are ready to pounce on him with our own version of things.

What we should ideally do is listen first with full awareness. Once, we have done that, we can decide whether we want to make a judgement or not. Once we do that, communication will be perfect and our interpersonal relationship will become so much better. Listening well doesn't mean one has to say the right thing at the right moment. In fact, sometimes if words are left unspoken, there is a feeling of tension and negativity. Therefore, it is better to speak out our mind, but do so with awareness after listening to the speaker with full concentration.

Let's look at this in another way. When you really listen, you imbibe not only what is being spoken. but you also understand what is not spoken as well. Most of the time we don't really listen even to people who really matter to us. That's how misunderstanding grows among families, husbands and wives, brothers and sisters.

(A) On the basis of your reading of the above passage make notes on it, using headings and sub-headings. Use recognizable abbreviations (whatever necessary - minimum four) and a format you consider suitable. Also supply an appropriate title to it.

(5)

(B) Write a summary of the passage in about 80 words.

(3)

SECTION - B
ADVANCED WRITING SKILLS

(30 Marks)



4. Every year in the central park of the city a flower show is held in the month of February. Your School has received a circular from the District Collector inviting your students to visit it. Write a notice in about 50 words informing the students about the show and advising them to go and enjoy it. You are Navtej/Navita. Head Boy/Head Girl Sunrise Public School. Surat.

(4)

OR

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

5. Recently you went to your native village to visit your grandparents. You saw that some of the children in the age group 5-14 (the age at which they should have been at school) remained at home were working in the fields or simply loitering in the streets.

Write a letter in 120-150 words to the editor of a national daily analyzing the problem and offering solutions to it. You are Navtej/Navita. M-114 Mount Kailash, Kanpur. (6)

When cricket teams go abroad the members are allowed to take their wives, even friends along with them Does this fact distract them or help them to focus on their game in a better way? If it is good, why don't we allow our athletes to enjoy the same privilege?

Write a letter to editor of national daily in 120-150 words giving your views on the issue. You are Navtej/Navita. M-114 Mount Kailash, Kanpur.

6. Mobile phone of today is no longer a mere means of communication. Music lovers are so glued to it that they don't pay attention even to the traffic while crossing the roads. This leads to accidents sometimes even fatal ones.

Write a speech in 150-200 words to be delivered in the morning assembly advising the students to be careful in the use of this otherwise very useful gadget. Imagine you are Principal of your school

(10)

OR

Power shortage has become a norm even in the metropolitan cities. One way to face this situation is by preventing the wastage of power.

Write a speech in 150-200 words on the importance of power in our daily life and how to save power at school and at home, Imagine that you are the Principal of your school.

7. In the year to come (if you have not already done this year) you are going to celebrate your 18th birthday. Write an article in 150-200 words on the joys and responsibilities of being eighteen. You are Navtej/Naveeta. (10)

OR

Write an article in 150-200 words on how we can make India a carefree and enjoyable place for women when they can go wherever they like to without any fear of being starred at molested or discriminated against. You are Navtej/Navita.



SECTION - C
LITERATURE : TEXT BOOKS AND LONG READING TEXT

(40 Marks)

8. Read the extract given below and answer the question that follow :

4

I saw my mother
beside me.
doze, open mouthed, her face
ashen like that
of a corpse and realized with
pain
that she was as old as she
looked but soon
put that thought away.....

- (a) What worried the poet when she looked at the mother? (1)
(b) Why was there pain in her realization? (1)
(c) Why did she put that thought away? (1)
(d) Identify the figure of speech used in these lines (1)

OR

Far far from gusty waves these children's faces.
Like rootless weeds, the hair torn round their pallor,
The tall girl with her weighed-down head.

- (a) Who are these children? (1)
(b) What does the poet mean by 'gusty waves'? (1)
(c) What has possibly weighed-down the tall girl's head? (1)
(d) Identify the figure of speech used in these lines. (1)

9. Answer any four of the following in 30-40 words each : 3x4 = 12

- (a) Who occupied the back benches in the class room on the day of the last lesson?
(b) Why did Douglas' mother recommend that he should learn swimming at the YMCA swimming pool?
(c) What will counting upto twelve and keeping still help us achieve?
(d) What does a thing of beauty do for us?
(e) Which do you think is a better ending of Roger Skunk' story, Jo's or her father's? Why?
(f) What could the Governor have done to securely bring Evans back to the prison from the 'Golden Lion'?

10. Answer the following in 120-150 words :



Giving a bribe is an evil practice. How did the Tiger King bribe the British officer to save his kingdom? How do you view this act of his?

(6)

OR

Dr. Sadao was a patriotic Japanese as well as a dedicated surgeon. How could he honour both the values?

11. Answer the following in 120-150 words :

Describe the difficulties the bangle makers of Firozabad have to face in their lives. (6)

OR

The peddler declined the invitation of the ironmaster but accepted the one from Edla. Why?

12. Answer the following in 120-150 words :

Describe the ironical situation in which Silas Marner had to leave Lantern Yard. (6)

OR

Within a few days of his arrival in Iping, people became suspicious of Griffing. Why?

13. Answer the following in 120-150 words :

Describe Dolly Winthrop as the most lovable character in George Eliot's 'Silas Marner'

(6)

OR

Attempt a character sketch of Marvel.