

## ENGLISH CORE CODE NO. 301

### CLASS – XI

#### Section A

26 Marks

#### Reading Skills

#### I Reading Comprehension through Unseen Passage (10+8=18 Marks)

1. One unseen passage to assess comprehension, interpretation, analysis, inference and vocabulary. The passage may be factual, descriptive or literary.

2. One unseen case-based factual passage with verbal/visual inputs like statistical data, charts etc. to assess comprehension, interpretation, analysis, inference and evaluation.

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

Multiple Choice Questions / Objective Type Questions will be asked.

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

#### i. Note Making: 5 Marks

o Title: 1

o Numbering and indenting: 1

o Key/glossary: 1

o Notes: 2

#### ii. Summary (up to 50 words): 3 Marks

o Content: 2

o Expression: 1

#### Section B – 23 Marks

#### Grammar and Creative Writing Skills

#### II Grammar 7 Marks

4. Questions on Gap filling (Tenses, Clauses)

5. Questions on re-ordering/transformation of sentences

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

#### III Creative Writing Skills 16 Marks

6. Short writing task – Classified Advertisements, up to 50 words. One out of the two given questions to be answered (3 Marks: Format: 1 / Content: 1 / Expression: 1)

7. Short writing task –Poster up to 50 words. One out of the two given questions to be answered. (3 marks: Format: 1 / Content: 1 / Expression: 1)

8. Long Writing task: Speech in 120-150 words based on verbal / visual cues related to contemporary / age-appropriate topic. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)

9. Long Writing Task: Debate based on visual/verbal inputs in 120-150 words, thematically related to contemporary, topical issues. One out of the two given questions to be answered. (5 Marks: Format: 1 / Content: 2 / Expression: 2)

#### Section C – 31 Marks

#### Literature Text Book and Supplementary Reading Text

This section will have variety of assessment items including Multiple Choice Questions, Objective

**Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, interpretation, analysis, evaluation and extrapolation beyond the text.**

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

#### **Prescribed Books**

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

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

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

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

#### **INTERNAL ASSESSMENT**

Assessment of Listening Skills - 05 marks.

Assessment of Speaking Skills - 05 Marks

Project Work - 10 Marks

**Question Paper Design**  
**English CORE XI (Code No. 301)**  
**2024-25**

Section	Competencies	Total marks
Reading Skills	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s.	26
Grammar and Creative Writing Skills	Conceptual Understanding, application of rules, Analysis, Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	23
	TOTAL	80
Literature Text Book and Supplementary Reading Text	Assessment of Listening and Speaking Skills • Listening • Speaking	10  5+5
	Project Work	10
	GRAND TOTAL	100

**Unseen passage ( factual, descriptive literary)**

**Section A (Reading Skill)**

UNSEEN PASSAGE FOR COMPREHENSION

**Q 1: Read the following passage carefully and answer the questions that follow: (1 x 10 = 10 Marks)**

A piano teacher described an interesting encounter she had with a young lady who came to inquire about music lessons. The young lady asked her, "How long will this course take? My father tells me that it is in fashion now to be able to play musical instruments and that I should learn on quickly. I want something that will be quick, fast and easy like, like....." When the amused teacher explained that it would take a lifetime of meticulous practice to learn music, her face fell and, needless to say, she never came back.

The single most important factor that distinguishes those of us who succeed in any venture and those of us who don't - is this 'instant coffee' attitude. Most of us want results quickly. We want to reach the top immediately and get worked up when things go wrong. Perseverance and patience are forgotten words. We get upset, frustrated and angry when a skill or activity requires us to put in a lot of effort and time. We get dejected and want to give it up. Things should be easy. Why should things take long? It is unfair!

Life is too short and there is not enough time to do all the things we want to. We tend to compare with others and get upset when they seem to be doing well- dismissing their achievement as pure luck, or think that they have support, help, approach .... That God is being too kind to them and not to us. And so, we give up.

But such thinking serves no good. For, it doesn't solve the problem. Life is tough for those with the 'instant coffee' attitude.

Success, real success, and happiness come to those who have a 'bread-making' attitude. Those who are willing to knead the dough, wait for hours for it to rise, only to punch it down and denied some more, wait for another couple of hours for it to rise again, then bake it before it is ready to be eaten. Nothing is instantaneous. For every Endeavour – whether in the area of career, academic, music sports, relationships, physical fitness, or even in spirituality – it is a long arduous journey.

Only if we are willing to put in the time, painstaking effort and have faith can we get results. If we don't accept this difficult – but – true fact of life, our lives will be from being happy and fulfilling. For we may not make that extra effort which can change the course of life dramatically, for the good.

I often come across clients who have changed therapists – and do that even after they have spoken with me – because they are on the lookout for a therapist who will instantly give them relief from their problems. One who will ensure that by the time they reach home from the therapist's office, they will have wonderfully, fulfilling relationships with their families! No wonder, most of us get bitter and disillusioned with life and ourselves and look for escape routes which seem to promise quick result.

The major problems with these 'instant coffee' solutions are that they are invariably short-lived. If we stubbornly refuse to give up this search for quick solutions, all we add is end up on the working track. We never gain anything lasting from them. However, if we just pause to analyse what we are doing, we will realize how much time we are wasting searching for such magical solutions which simply do not exist. We actually save time when we stop this futile search and accept the proven methods of trading the straight and narrow, however difficult it may seem initially.

***Based on your reading of the above passage, answer the following questions briefly:***

(i) The young lady wishing to learn piano did not go back to her teacher because:

a) she had a 'bread-making' attitude

- b) she was told that it needs a lifetime of practice
- c) she wished to learn piano at her own pace
- d) she did not have her own piano

(ii) People with instant coffee attitude want:

- a) get worked up when things go wrong
- b) to reach the top immediately
- c) to get results quickly
- d) all of the above

(iii) A person with 'instant coffee attitude' gets upset or dejected when

- a) things are not easy and take lots of time & efforts
- b) he does not get the coffee instantly
- c) when he completes the task very quickly
- d) None of the above

(iv) Real success is achieved by:

- a) those who have a 'instant coffee' attitude
- b) those who have a 'bread-making' attitude
- c) those who neither have 'bread-making' nor 'instant coffee' attitude
- d) None of the above

(v) What qualities do people with a bread making attitude have?

- a) They know nothing is instantaneous
- b) They are ready for a long arduous journey
- c) Both a) and b) are correct
- d) Only a) is correct

(vi) How can we change the course of our life for the good?

- a) If we do not make any extra effort
- b) When we wish to be happy and fulfilling forever
- c) If we learn to find instant coffee solution
- d) Devoting our time, efforts & faith on results

(vii) A major problem with 'instant coffee' solutions is:

- a) they are invariably short-lived
- b) they are wanted by all
- c) they are too quick to understand
- d) All of the above

(viii) What do we gain if we stop the futile search of instant coffee solution?

- a) We actually save time
- b) We never gain anything
- c) We work more but do not get result
- d) We get the desired result

(ix) Which word in above passage convey the same meaning as 'Differentiates':

- a) dejected
- b) distinguishes
- c) disillusioned
- d) dismissing

(x) Which word in above passage convey the similar meaning as 'obstinately':

- a) wonderfully
- b) actually

- c) stubbornly
- d) dramatically

**Answers:**

Q1:

- (i) b) she was told that it needs a lifetime of practice
- (ii) d) all of the above
- (iii) a) things are not easy and take lots of time & efforts
- (iv) b) those who have a 'bread-making' attitude
- (v) c) Both a) and b) are correct
- (vi) d) Devoting our time, efforts & faith on results
- (vii) a) they are invariably short-lived
- (viii) a) We actually save time
- (ix) b) distinguishes
- (x) c) stubbornly

**Q 2: Read the following passage carefully and answer the questions that follow:**

**(1 x 10 = 10 Marks)**

Chocolate — there's nothing quite like it, is there? Chocolate is simply delicious. What is chocolate? Where does it come from? Christopher Columbus was probably the first to take cacao beans from the New World to Europe in around 1502. But the history of chocolate goes back at least 4,000 years! The Aztecs, who lived in America, thought that their bitter cacao drink was a *divine* gift from heaven. In fact, the scientist Carolus Linnaeus named the plant *Theobroma*, which means "food of the gods."

The Spanish explorer Hernando Cortez went to America in 1519. He visited the Mexican emperor Montezuma. He saw that Montezuma drank cacao mixed with vanilla and spices. Cortez took some cacao home as a gift to the Spanish King Charles. In Spain, people began to drink Cortez's chocolate in a drink with chili peppers. However, the natural taste of cacao was too bitter for most people. To sweeten the drink, Europeans added sugar to the cacao drink. As a sweet drink, it became more popular. By the 17th century, rich people in Europe were drinking it.

Later, people started using chocolate in *pastries*, like pies and cakes. In 1828, Dutch chocolate makers started using a new process for removing the fat from cacao beans, and getting to the center of the cacao bean. The Dutch chocolate maker Conrad J. van Houten made a machine that pressed the fat from the bean. The resulting powder mixed better with water than cacao did. Now, some call van Houten's chocolate "Dutch chocolate."

It was easy to mix Dutch chocolate powder with sugar. So other chocolate makers started trying new *recipes* that used powdered chocolate. People started mixing sweetened chocolate with cocoa butter to make solid chocolate bars. In 1849, an English chocolate maker made the first chocolate bar. In the 19th century, the Swiss started making milk chocolate by mixing powdered milk with sweetened chocolate. Milk chocolate has not changed much since this process was invented.

Today, two countries - Brazil and Ivory Coast - account for almost half the world's chocolate. The United States imports most of the chocolate in the world, but the Swiss eat the most chocolate per person. The most chocolate eaten today is sweet milk chocolate, but people also eat white chocolate and dark chocolate.

Cocoa and dark chocolate are believed to help **prevent** heart attacks, or help keep them from happening. They are supposed to be good for the circulatory system. On the other hand, the high fat content of chocolate can cause weight gain, which is not good for people's health. Other health claims for chocolate have not been proven, but some research shows that chocolate could be good for the brain.

Chocolate is a popular holiday gift. A popular Valentine's Day gift is a box of chocolate candies with a card and flowers. Chocolate is sometimes given for Christmas and birthdays. Chocolate eggs are sometimes given at Easter.

Chocolate is **toxic** to some animals. An ingredient in chocolate is poisonous to dogs, cats, parrots, small rodents, and some livestock. Their bodies cannot process some of the chemicals found in chocolate. Therefore, they should never be fed chocolate.

**Based on your reading of the above passage, answer the following questions briefly:**

- (i) Who took cacao beans from the New World to Europe first?
  - a) A Dutch
  - b) Christopher Columbus
  - c) Hernando Cortez
  - d) Spanish King Charles
- (ii) Who thought that chocolate was a divine gift from heaven?
  - a) The Aztecs
  - b) The Dutch
  - c) The Spanish
  - d) The Swiss
- (iii) Scientist Carolus Linnaeus named cacao plant as *Theobroma*, which means:
  - a) A divine gift
  - b) A sweet drink
  - c) Food of the gods
  - d) Refreshing drink
- (iv) People of different countries drank cacao mixed with:
  - a) Vanilla and spices
  - b) Chili peppers
  - c) Sugar
  - d) All of the above
- (v) Advantages of Cacao and dark chocolates are:
  - a) good for the brain
  - b) help prevent heart attacks
  - c) good for the circulatory system
  - d) all of the above
- (vi) Who made the first powdered chocolate?
  - a) Conrad J. van Houten
  - b) Christopher Columbus
  - c) Hernando Cortez



- d) Spanish King Charles
- (vii) Which people eat the most chocolate per person?
- a) The Aztecs
  - b) The Dutch
  - c) The Swiss
  - d) The Spanish
- (viii) The meaning of 'A **divine** gift' is...
- a) a delicious gift
  - b) a gift from God
  - c) a bitter gift
  - d) a dangerous gift
- (ix) When you **prevent** something, you...
- a) do not let it happen
  - b) do not allow it
  - c) Both a) and b) are correct
  - d) Only a) is correct
- (x) If something is **toxic**, it is...
- a. Disgusting
  - b. Poisonous
  - c. Emotional
  - d. harmless

**Answers: Q2:**

- (i) b) Christopher Columbus
- (ii) a) The Aztecs
- (iii) c) Food of the gods
- (iv) d) All of the above
- (v) d) All of the above
- (vi) a) Conrad J. van Houten
- (vii) c) The Swiss
- (viii) b) A gift from God
- (ix) c) Both a) and b) are correct
- (x) b) Poisonous

**Q 3: Read the following passage carefully and answer the questions that follow: (1 x 10 = 10 Marks)**

1. The first written public examinations were introduced over 2,000 years ago with the establishment of the imperial examination system in 606 AD in China. By the middle of the 19th century, competitive examinations had been introduced in Britain and India to select government officials. Public examination in schools have a shorter; but still considerable, history.

2. At present, the examination system in India is characterized by heterogeneity. They differ in their vintage, organizational design, financial stability, autonomy, organizational culture and credibility. For instance, the National Institute of Open Schooling is unique in conducting exams through the distance mode; the Indian School Certificate Examination confines itself to only private schools; and the West Bengal Board of Madrasa Education is for Islamic educational institutions only. In a situation where public funds are involved, the equity, efficiency and transparency of this expenditure need to be assessed to ensure that the taxpayers' money is being spent with due care and concern. The Amrik Singh report (1997) on reorganizing boards wondered, "Can there also be a system whereby it becomes possible to grade and categorize the boards in respect of how efficiently and honestly examination are organized?"

3. To do so, a set of parameters were chosen to measure effectiveness, cost, transparency and economic efficiency of the functioning of these organizations. These include indicators like cost incurred per students, fee charged per student, number of examinee per employee and number of affiliated schools per employee. An analysis was made of the boards chosen on the basis of these parameters. The functioning of a total of 20 boards was analyzed in terms of 18 performance indicators in 2005.

4. The data collected from the states shows that most boards have an operating surplus. However, the boards seem to be more sensitive to the needs of the disabled. All of them have some special provisions for such candidates. While these provisions vary widely in scope, most provide for a longer duration of examination, concessions in the examination of languages. The CBSE, along with the Maharashtra board, seem to fare the best.

5. Another important measure of effectiveness of the functioning of the boards is the time taken for declaration of examination results. It was found that this ranged from a mere 26 days in the case of Karnataka Secondary Education Examination Board in 2005 to 48 days for class X in neighbouring Maharashtra. The Supreme Court has recently issued directions that results should be declared within 45 days from the end of examinations. In 2005, 10 of the 20 boards, which provided this information, could not declare results within 45 days.

6. The reason for such a wide variation in performance in such a vital parameter was the processes utilized. Boards, which have adopted a centralized system of assessment in comparison to the earlier system of sending answer sheets to examiners, have an obvious edge. Similarly, many boards have outsourced the work of compilation of results faster and used technology extensively. These boards are also able to declare results. In addition, agencies, which have consciously designed question papers with a high proportion of multiple-choice responses, do not need much time for evaluation. In fact, the Karnataka board has 60 percent of all the questions as objective type.

7. The quality of assessments is measured by the reliability of results. Even minor errors serve to destroy confidence in exams. Considerable variation was found between boards on this measure. The criteria were the number of applications made for scrutiny of marks after results had been declared, and the number of corrections made subsequently by the board. Of the 18 boards for which such figures were available, over 40 per cent had more than 10 per cent such corrections. The Council for the Indian School Certificate Examinations reported the lowest number; the highest number of mistakes found in the results declared was by the Bihar Intermediate Education Council at a shocking 60.36 percent. Surprisingly, the Bihar School Examination Board fared much better. It would be interesting to explore the reasons for such a vast difference between the functioning of two similar organization in the same state.

8. A similar discrepancy was noticed in Assam where the Higher Secondary Education Council reported an error level of 19.14 per cent while the Board of Secondary Education had only 7.27 per cent errors. The third such case was in West Bengal where the West Bengal Board of Madrasa Education had an error rate of 8.81 per cent while the West Bengal Board of Secondary Education reported a much higher rate of corrections made in the results declared of only 24.92 per cent.

9. The Karnataka Secondary Education Examination Board exhibited interest in results. It has the lowest cost per examinee and also manages to declare results the fastest.

**Based on your reading of the above passage, answer the following questions briefly:**

- (i) By the middle of the 19th century, Government officials had been selected through competitive examinations in:
- China
  - Britain and India
  - Japan & Russia
  - Sri Lanka
- (ii) Which board conducts exams through the distance mode only?
- Bihar Intermediate Education Council
  - Council for the Indian School Certificate Examinations
  - National Institute of Open Schooling
  - Karnataka Secondary Education Examination Board
- (iii) Which board has/ boards have the best special provisions for disabled candidates?
- The CBSE and the Maharashtra board
  - Bihar Intermediate Education Council
  - West Bengal Board of Madrasa Education
  - Council for the Indian School Certificate Examinations
- (iv) What is the time limit fixed by Supreme Court for declaring the results?
- 26 days
  - 48 days
  - 45 days
  - 60 days
- (v) Which board has 60 percent of objective type questions?
- West Bengal Board of Madrasa Education
  - Council for the Indian School Certificate Examinations
  - National Institute of Open Schooling
  - Karnataka Secondary Education Examination Board
- (vi) Which board has lowest number of mistakes in terms of declared results?
- Bihar Intermediate Education Council
  - Council for the Indian School Certificate Examinations
  - West Bengal Board of Madrasa Education
  - Karnataka Secondary Education Examination Board
- (vii) What factors make Karnataka secondary school examination Board superior to the other Boards?
- It has the lowest cost per examinee
  - It manages to declare results the fastest
  - 60% of its questions are objective type
  - All of the above
- (viii) The highest number of mistakes found in the results declared was by the Bihar Intermediate Education Council with \_\_\_\_\_(percent) of mistakes.
- 19.14 %
  - 60.36 %
  - 24.92%
  - 8.81%

(ix) Find out the word which means the same as 'diversity':

- a) Heterogeneity
- b) Stability
- c) Autonomy
- d) Credibility

(x) Find out the word which means the same as thorough and detailed examination':

- a) Test
- b) Scrutiny
- c) assess
- d) None of the above

**Answers:**

Q3:

- (i) b) Britain and India
- (ii) c) National Institute of Open Schooling
- (iii) a) The CBSE and the Maharashtra board
- (iv) c) 45 days
- (v) d) Karnataka Secondary Education Examination Board
- (vi) b) Council for the Indian School Certificate Examinations
- (vii) d) All of the above
- (viii) b) 60.36 %
- (ix) a) Heterogeneity
- (x) b) Scrutiny

**Q 4: Read the following passage carefully and answer the questions that follow:**

**(1 x 10 = 10 Marks)**

1. India is so lively and refreshing. From here, the West looks somewhat old, gray and struggling. Indeed, India looks all set to regain the centre stage it occupied a few centuries ago. But while it is developing very fast and its elite is striving to match up with the West, is it not, at the same time, putting at stake much of its precious environment, culture, traditions and values? Of course, the great country has ascribed influences of many previous invaders and colonizers without losing its identity. But presently, its "westernization" seems to be taking place at a frightening speed.

2. Foreign trade delegations are rushing into the country even during the hottest months of the year. Starry-eyed businessmen, dressed in crisp black suits are hopping from one five-star hotel to another, cracking mega deals. Market scales and huge figures make them drool. They all want their chunk of the great Indian curry. However, the West is not always exporting its very best to India. Because it's not just higher standards of safety or environmental friendliness, or valuable technologies and know-how that are flowing from the western world.

3. Fast food, tobacco, alcohol and toxic skin-whitening creams are pouring into India. This wave is promoting a western lifestyle based on consumerism, individualism and meaninglessness. And the pace of consumption is indeed picking up in India. Manufacturers of goods as different as cars, clothes or cell phones have noticed that in recent years the life cycle of products has shortened.

4. While the older generation of Indians would buy a new product only when the previous one's useful life had ended, the young generation tends to fall for novelty. People want the latest generation of gadgets because they have more money and more access to such goods. But mostly, they are made to believe, by ever increasing and omnipresent publicity, that they will feel happier with the new product. To encourage this shopping frenzy, a quiet revolution is taking place in the form of rapidly increasing credit penetration.

5. For historical and cultural reasons, well-to-do Indians traditionally avoided indebteding themselves. This may be one less talked about reasons why the country's economy avoided major trouble during the recent crisis. Only 20 million Indians possess a credit card and personal loans represent about 10% of GDP. Whilst in most western economies, the latter account for approximately 100% of it. But all this is about to change with a booming credit industry.

6. These trends may be healthy ingredients for thriving capitalism. But they may not prove soothing for soul. Even if they all possess their own television, car, washing machine and fridge, Westerners are not necessarily a happier lot. Surveys show that their happiness has declined in correlation with the development of consumerism since World War II. Moreover, most people in the so-called developed nations suffer from obesity, loneliness, depression and addiction to prescribed drugs. May be once upon a time they danced, sang songs and told stories, but now, free time often means watching TV or shopping.

7. To meet the growing demand, natural resources are now being exploited in India, displacing millions of tribal people towards urban slums fueling growing pockets of civil war-like conflicts across the country. Efforts may be made to fight the old caste system, but a social stratification based on consumption power is emerging. Along with this, India's comparatively good criminality track record is bound to go on the rise in the coming years.

8. From environmental perspective, the current scenario is down-right terrifying. Mountains are being blown up, forest are being shaved, soil and sacred rivers are being polluted to cater to the endless production of goods that are meant to be replaced as fast as possible. And whilst the West exports its toxic junk to places like India, where it is "recycled" in dangerous conditions by the informal sector, for peanuts, where will the Indians' rapidly growing waste be dumped? Maybe 50 years ago, the effects of massive consumption were largely ignored. But today, most people acknowledge many planets would be required if everyone picked up American consumer habits.

9. Countless other sustainable concepts, values and products from India could benefit Westerners. Strong extended family ties, respect for elders, kriya yoga and tongue-scrapers are just a few of them.

10. India needs to avoid repeating the West's mistakes. Only enlightened citizens can show the way towards a more viable economy but putting pressure on government, stressing India's success should not be measured by GDP growth rates and spending habits alone. Nor should it aspire to become like the US or China.

11. Concerned and responsible Indian citizens can encourage sensible consumption behaviour – by shopping less and wasting even lesser. By buying local products to keep the cottage industries, bazaar culture, traditional

crafts and wisdom alive. In essence, by valuing their rich heritage and living simple and meaningful lives, Indians can set an example, and show the West that Mother India is much more than a well of business opportunities. It's not just a matter of common sense; it's about our survival.

**Based on your reading of the above passage, answer the following questions briefly:**

- (i) In the name of 'westernization' India is putting at stake much of its \_\_\_\_\_:
- a) precious environment
  - b) culture
  - c) traditions and values
  - d) All of the above
- (ii) Who are cracking mega deals in India?
- a) Older generation
  - b) New generation
  - c) Foreign traders
  - d) None of the above
- (iii) How do the salesmen try to tempt buyers for buying modern gadgets?
- a) By publicity
  - b) By introducing credit facility
  - c) Both a) & b) are correct
  - d) Only b) is correct
- (iv) How many Indians possess a credit card and how many take personal loans?
- a) 20 million & 10% of GDP
  - b) 100 million and 100% of them
  - c) 20 million & 100% of GDP
  - d) None of the above
- (v) What do most people in the developed nations suffer from?
- a) obesity & loneliness, depression
  - b) addiction to prescribed drugs
  - c) Only a) is correct
  - d) Both a) & b) are correct
- (vi) What do people of developed countries do in their free time now a days?
- a) They dance
  - b) They sing songs
  - c) They tell stories
  - d) They watch TV or do shopping
- (vii) To cater to the endless production of goods that are meant to be replaced as fast as possible \_\_\_\_\_.
- a) Mountains are being blown up
  - b) Forest are being shaved
  - c) Soil and sacred rivers are being polluted
  - d) All of the above
- (viii) How can the Indians set an example and show the West that Mother India is much more than a well of business opportunities?
- a) by valuing their rich heritage and living simple and meaningful lives
  - b) by putting pressure on government
  - c) by repeating the West's mistakes
  - d) by aspiring to become like the US or China

(ix) Find out the word from the passage, which means the same as 'attackers':

- a) colonizers
- b) invaders
- c) traders
- d) consumers

(x) Find out the word from the passage which means the same as 'frightening':

- a) striving
- b) terrifying
- c) indebting
- d) displacing

**Answers: Q4:**

- (i) d) All of the above
- (ii) c) Foreign traders
- (iii) c) Both a) & b) are correct
- (iv) a) 20 million & 10% of GDP
- (v) d) Both a) & b) are correct
- (vi) d) They watch TV or do shopping
- (vii) d) All of the above
- (viii) a) by valuing their rich heritage and living simple and meaningful lives
- (ix) b) invaders
- (x) b) terrifying

**Q 5: Read the following passage carefully and answer the questions that follow (1 x 10 = 10 Marks)**

1. Time is running out and they're worried. How will all the work be completed? Be it the Guptas of Pitampura, Mehtas of Kalkaji or Sonia of Ghaziabad, parents in the city are in panic. With just over 20 days left for schools to reopen after the summer vacations, parents are working overtime to finish their children's holiday homework.

2. Vacations are meant for fun and children can't compromise. So, it's the parents who are surfing the internet, painting charts, writing essays and designing models. Sonal Gupta from Pitampura is busy all day. Her son, who studies in class V in a Vasant Kunj school, is fond of taking frequent breaks while doing the homework—if at all he agrees to do it.

3. Says Sonal, "We started the homework only last week. As vacations are going to be over soon, I have to sit all day with his homework. It's so irritating. He manages to sneak out saying it's his break time or that he is just bored." Sonal finds the Hindi homework most difficult. "You can't find any information in Hindi on the internet. I have to think and write the 'anuchhed' (paragraph) or book reviews on my own," Sonal adds.

4. Vandana Soni from Ghaziabad gets creative too—by coming up with ideas to make her children do their homework. "I promise them ice-creams in the evening or a trip to the amusement park. I manage to convince them with attractive efforts," she exclaims. Soni distinctly remembers having made nine scrap books and nine charts for her children last year and is ecstatic that she has just two scrapbooks to make now.

5. Parents say they have to wrack their brains as most of the homework is usually "so high-level" that students can't do it even if they take it upon themselves. "Last year, as part of my child's homework we had to go to the Akshardham Temple and click pictures inside (which is not allowed) for a project. Can a child do this alone? This year, I am still to start the homework," says Sunita from Ghaziabad.

6. Take the case of her neighbour Suraj Kaul (name changed), who had to grapple with the writings of Premchand recently to form a gist for his son. Kaul even modified his writing style to make the piece look genuine and written by a child. "What else could I do? My son is just 10. How can he understand the expressions in Premchand's stories?" Kaul asks. And the need to finish the homework fast was more pressing as the family has dared to plan a vacation.

7. Parents unanimously say that holiday homework is essentially for them. Even those who don't get time because of their own work have in place alternatives. The 'holiday homework-special' classes in the neighbourhood prove to be a lifesaver. Neha Gupta, who holds joint classes for completing the children's homework, says, "I help students of classes II to XII from different schools. I look for information on the internet and lead them to the right website. I also help them make models. Nearly 15 children come to my joint class these days."

8. Neha says she charges anything between Rs. 1,000 and Rs 10,000 per child depending on the class and the volume of homework. "Parents don't have enough time these days. They are ready to pay as long as the work is done," Neha says. Many schools also give away prizes for the best homework or add the marks in internal assessment. This makes it almost imperative for parents to get the best quality.

9. But is it good for children to escape the work assigned to them? Vinay Kumar, principal, DPS Vasant Kunj, disagrees. "Homework should be fun for children. We provide the facilities. We don't expect them to do the homework." says Kumar. Considering the harassment parents go through during their child's vacation, schools have also been making their homework more child-oriented. Ameeta Mulla Wattal, principal Springdales School, Pusa Road, says "The purpose of homework is that the child remains involved with some creative activity during the holidays. The homework usually includes reading books. We then hold a week-long exhibition of their work after the school reopens. So, we find out if a child had not done the homework himself herself."

10. Rima C Ailawadi, Principal, Salwan Public School (afternoon), feels the homework should be designed such that parents need not do it. "The holiday homework should help students keep in touch with the curriculum and also give them an opportunity to go beyond books," she says.

**Based on your reading of the above passage, answer the following questions briefly:**

(i) Why are the parents in panic?

- a) Time is running out
- b) Not being able to finish their children's holiday homework
- c) Their children are making vacations a fun time
- d) Parents don't have enough time these days

(ii) Why is Hindi home work considered the most difficult?

- a) Because there is no information in Hindi on the internet
- b) Because children do not understand the language or expressions
- c) Both a) & b) are correct
- d) Only a) is correct

(iii) What efforts are made by the parents to complete the home work of their children?

- a) Parents only surf the internet, paint charts
- b) write essays for their children
- c) Parents need to design models sitting all day
- d) All of the above



- (iv) What makes home work unrealistic for children?
- Children can not finish their homework without help
  - most of the homework is usually “so high-level” that students can’t do it
  - Only b) is correct
  - Both a) and b) are correct
- (v) What is main objective of giving Home work?
- Child remains involved with some creative activity during the holidays
  - To add the marks in internal assessment
  - To give away prizes for the best homework
  - None of the above
- (vi) What proves to be a lifesaver for parents who do not find enough time?
- The internet with almost all the information
  - The ‘holiday homework-special’ classes in the neighbourhood
  - parents are working overtime to finish their children’s holiday homework
  - All of the above
- (vii) Who says “Homework should be fun for children. We provide the facilities. We don’t expect them to do the homework.”?
- Rima C Ailawadi, Principal, Salwan Public School
  - Ameeta Mulla Wattal, principal Springdales School, Pusa Road
  - Vinay Kumar, principal, DPS Vasant Kunj
  - Vandana Soni from Ghaziabad
- (viii) Parents join the ‘holiday homework-special’ classes because:
- many schools give away prizes for the best homework
  - Schools add the marks in internal assessment
  - the best quality work will deserve best results
  - All of the above
- (ix) Find out the word from the passage which means the same as ‘excited/ thrilled/ overjoyed’:
- harassment
  - ecstatic
  - irritating
  - exclaim
- (x) Find out the word from the passage which means the same as ‘main points/substance/general sense’:
- gist
  - essays
  - genuine
  - paragraph

Answers:

Q5:

- b) Not being able to finish their children’s holiday homework
- c) Both a) & b) are correct
- d) All of the above
- d) Both a) and b) are correct
- a) Child remains involved with some creative activity during the holidays
- b) The ‘holiday homework-special’ classes in the neighbourhood
- c) Vinay Kumar, principal, DPS Vasant Kunj
- d) All of the above

- (ix) b) ecstatic  
 (x) a) gist

**Unseen Passage(Case Based factual)**

**\*In Reading Section, Reading Comprehension is assessed/examined through two kinds of unseen passages. One kind is case-based factual passage with verbal/visual inputs like statistical data, charts etc.to assess comprehension, interpretation, analysis, inference and evaluation. Here, eight multiple Choice Questions / Objective Type Questions will be asked.**

**PASSAGE 1**

Q1. The tourism sector has a significant impact on economic growth. Tourism contributes to the production of goods and services, providing employment and income for locals, and contributing to the overall development of a nation. It continues to play an important role as a foreign exchange earner for our country. In 2018, foreign exchange earnings (FEE) from tourism were US\$ 28.59 billion as compared to US\$ 27.31 billion in 2017, registering a growth of 4.7%. The number of Foreign Tourist Arrivals (FTAs) in India during 2018 increased to 10.56 million as compared to 10.04 million in 2017. The growth rate in FTAs during 2018 over 2017 was 5.2% as compared to 14.0% during 2017 over 2016.

Country of Nationality	Arrivals (in numbers)	Business and Professional	Leisure Holiday and Recreation	Medical	Indian Diaspora	Others
FINLAND	21239	31.1	59.8	0.6	7.5	1
FRANCE	261653	22.9	66.4	0.5	8.6	4.6
GERMANY	274087	31.8	56.5	0.5	10.2	1
GREECE	10656	23	63.6	1.3	8.7	3.4
IRELAND	39276	22.6	46.9	1.1	28.7	0.7
ITALY	126931	25.3	59.7	0.6	13.7	0.7

NETHERLANDS	81615	32.7	52.4	0.8	13	1.1
NORWAY	22631	18.4	56.8	0.8	22.8	1.2
PORTUGAL	74492	9.7	42.3	1.0	46.0	1.0
SPAIN	84356	19.2	73.7	0.4	6.1	0.6
SWEDEN	46743	30.1	57.5	0.7	11.3	0.4
SWITZERLAND	49322	21	67.6	0.7	9.7	1
UNITED KINGDOM	1029757	14.8	55.1	1	27.3	1.8

Tourism Finance Corporation of India (TFCI), since its inception in 1989, has been providing financial assistance to enterprises, for setting up and/ or development of tourism related activities, facilities and services, which inter-alia include hotels, restaurants, holiday resorts, amusement parks and complexes for entertainment, education and sports, safari parks, cultural centres, convention halls, all forms of transport industry, rope ways, travel and tour operating agencies, tourism emporia, sports facilities etc. TFCI provides all forms of financial assistance for new, expansion, diversification/ modernization projects in tourism industry and related activities, facilities and services in addition to imparting high quality Research & Consultancy services to the tourism industry in general and to the investors in tourism industry in particular.

In order to provide quality services to tourists, the Ministry of Tourism grants recognition to inbound tour operators, travel agents, tourist transport operators, adventure tour operators and domestic tour operators in the country. The Ministry has a scheme of approving Travel Agents, Tour Operators, Adventure Tour Operators and Tourist Transport Operators, the idea being to encourage quality, standard and service in these categories so as to promote Tourism in India. This is a voluntary scheme open to all bonafide agencies. India is one of the nations to exhibit significant improvement, in tourism sector and continues to charm international tourists with its vast cultural and natural resources, and its price competitiveness advantage.

**Answer any *eight* of the following questions:**

**1x8=8**

- i. Mention one way of how tourism sector helps in the growth of a country.
- ii. There was a growth of 4.7% in foreign exchange earnings in 2018 as compared to 2017. Give one reason.
- iii. According to the survey of 2018, for what purpose did a greater number of tourists come to the country?
  - a) Business and Professional
  - b) Leisure Holiday and Recreation
  - c) Medical
  - d) Indian Diaspora
- iv. Statement 1: Many tourists from developed countries come to India for medical purposes.  
Statement 2: The medical sector of the country has very good name across the globe.
  - a) Statement 1 can be inferred from the passage but Statement 2 can't.
  - b) Statement 2 can be inferred from the passage but Statement 1 can't.
  - c) Both statements can be inferred from the passage.
  - d) None of the statements can be inferred from the passage.
- v. Which of the following kinds of tourism, with reference to the given passage, play(s) a substantial role in the growth of foreign exchange in a year?
  - a) Recreational tourism
  - b) Religious tourism

- c) Business tourism
- d) Archaeological tourism

I. A) & B)                      II. C) & D)                      III. A) & C)                      IV. B) & D)

- vi. State whether True or False, with reference to the given passage:  
Travel and Tour operating agencies play a pivotal role in the yearly growth of the tourism sector.
- vii. From \_\_\_\_\_, the highest number of Indians came to their homeland in 2018.
- viii. The passage shows that in tourism sector, India has shown unprecedented progress.  
a) Yes                      b) No                      c) May be                      d) Can't say
- ix. "... This is a voluntary scheme open to all bonafide agencies."  
Here, the meaning of the word 'bonafide' is same as in  
a) She was a bonafide expert.  
b) The court will assume that they have acted bonafide.  
A. a)                      B. b)                      C. Both a) & b)                      D. Neither a) nor b)

Q2. Stress is the way human beings react physically and mentally to the changes that occur in their lives in the form of certain events, situations, incidents or experiences. People experience stress in different manners and for different reasons. The reaction of the person is based upon the perception of an event or a situation. For example, John, a middle-aged executive, experienced chronic stress due to work and family pressure, leading to a range of health issues. Having never learned good stress management skills, John overate, drank too much coffee in the daytime and alcohol in the evening, and made no time for exercise or relaxation in his over busy days. He didn't complain or even recognize how stressed he was since all his colleagues and friends seemed to be dealing with the same issues. He didn't recognize the signs of stress but over a few years accumulated a number of medical diagnoses and medications to go with them. Eating on the run and too much coffee and alcohol gave him chronic heartburn, diagnosed as "GERD" (Gastro Oesophageal Reflux Disease) and treated with omeprazole and antacids. John developed high blood pressure and high cholesterol, putting him at high risk for heart disease and stroke, so was given blood pressure medications and statin medication. His increasingly poor sleep was treated with Trazodone, a medication that knocked him out but left him feeling groggy and starting his day with 2 or 3 large cups of coffee.

Susan, a school teacher, faced constant anxiety due to high workload and financial problems. Due to his prolonged exposure to unmanaged stress and anxiety over time, Susan experienced emotional exhaustion leading to feelings of detachment, a condition often referred to as burnout. Chronic stress and burnout affected her ability to concentrate, plan, and make good decisions. Eventually, persistent stress and anxiety triggered the onset of depression in Susan.

Emma, a college student suffering from chronic stress, worry, and anxiety, exhibited changes in her social behaviour. She started withdrawing from her friends and social activities, leading to feelings of loneliness and even more stress.

Identifying these signs of too much stress is the first step towards recovery. None of these people had an illness or disease; they were over stressed and didn't have the tools or support to help them manage it. There are many techniques and tools that can help to keep stress and anxiety at manageable levels:

Techniques like Mindfulness and Meditation helped John stay focused on the present moment, reducing his stress levels. Regular exercise assisted Susan in reducing her stress. It served as a natural mood enhancer and distracted her from constant worry. Emma found that a healthy diet helped combat her stress. Certain foods

even assisted in reducing stress, such as those rich in omega-3 fatty acids and vitamin C. Upon recognizing the detrimental effects of stress and anxiety on their daily lives, John, Susan, and Emma decided to learn how to reduce stress and manage it better when it couldn't be avoided. Either on their own or with the urging of a therapist, they discovered relaxation and guided imagery. The skills and practices they learned became a keystone of their healthy lifestyle, playing a significant role in alleviating their stress and anxiety and guiding them towards recovery.

Answer any *eight* of the following questions:

1x8=8

- i. Stress affects people in different ways. Mention one.
- ii. Find the noun phrase in the passage that means 'a method of relaxation which concentrates the mind on positive images in an attempt to reduce pain, stress etc.'
- iii. Among many youths, withdrawing from social activities is the symptom of the person's suffering from chronic stress.  
a) Yes                      b) No                      C) May be                      D) Not sure
- iv. Statement 1: One can recover oneself from chronic stress.  
Statement 2: The person has to identify the signs of stress in himself/herself.  
a) Statement 1 can be inferred from the passage but Statement 2 can't.  
b) Statement 2 can be inferred from the passage but Statement 1 can't.  
c) Both statements can be inferred from the passage.  
d) None of the statements can be inferred from the passage
- v. Too much of stress can lead to  
a) Depression  
b) Lack of concentration  
c) High blood pressure  
d) All of the above
- vi. Mention one way in which we can help a person who is suffering from chronic stress.
- vii. Assertion: Physically unwell people suffer from stress.  
Reason: John developed high blood pressure and high cholesterol, putting him at high risk for heart disease and stroke.  
a) Both A and R are correct but R is not the correct reason.  
b) A is correct but R is not.  
c) A is not correct but R is.  
d) Not sure
- viii. On the basis of the passage, we have learnt that mindfulness and meditation, Regular exercise and \_\_\_\_\_ can help one combat stress.
- ix. A word in the last paragraph that means same as 'persuading' is \_\_\_\_\_

### PASSAGE 3

**Q3.** The breaking of large, contiguous forested area into smaller forest patches causes the deepest and darkest parts of the world's forests to shrink. It is bad news for many unique animal and plant species that rely on these forests for their survival. It also reduces the forest's ability to capture and store carbon, which is an important part of tackling climate change.

Researchers from a University in China recently conducted a study that mapped changes in global forest fragmentation between 2000 and 2020. Their results show that the most bio diverse forests on the planet – those found in the tropics – continue to suffer increasing fragmentation, mainly due to clearance for agriculture.

Another study in 2022 shed some light on the situation. It highlighted the presence of large areas of planted forest in temperate and boreal regions, alongside natural regenerated forests with signs of human management such as logging.

India has pledged to restore about 21 million hectares of forest by 2030 under the Bonn Challenge. A progress report released by the government of India and the International Union for Conservation of Nature (IUCN) in 2018 claimed around 10 million hectares was under restoration. This focus on increasing the area of land covered with trees is reflected in India's national forest policy, which aims for trees on 33% of the country's area. Schemes under this policy include plantations consisting of a single species such as eucalyptus or bamboo which grow fast. Sometimes these trees are planted in grasslands and other ecosystems where tree cover is naturally low.

The result is that afforestation harms rural and indigenous people who depend on these ecosystems for grazing and produce. The objective of increasing tree cover should be assessed in terms of its implications for forest rights, local livelihoods, biodiversity and carbon storage. Some of the best practices on restoration through communities such as Gadchiroli should be studied and scaled up. Planting trees does not necessarily mean a forest is being restored. Determining whether local people and the environment are benefited is a more helpful measure of success in this regard.

**Answer any *eight* of the following questions:**

**1x8=8**

- i. The breaking of large, contiguous forested area into smaller forest patches is called
  - a) Deforestation
  - b) Fragmentation
  - c) Decomposition
  - d) Sustainability
- ii. If in 2018, around 10 million hectares of forest was under restoration, as per India's pledge, how many hectares of forest to be restored by 2030?
- iii. Assertion: In India, plantations of a single species such as eucalyptus or bamboo which grow fast is done in grasslands where tree cover is naturally low.

Reason: India's national forest policy aims for trees on 33% of the country's area.

- a) Both A and R are correct and R is the correct reason.
  - b) Both A and R are correct but R is not the correct reason.
  - c) A is correct but R is not.
  - d) A is not correct but R is.
- iv. While increasing tree cover, the following factors should be taken into account
  - a) biodiversity
  - b) local livelihoods
  - c) carbon storage
  - d) Economic growth of the country
  - A. a,b,c
  - B. b,c,d
  - C. c,d,a
  - D. a,c,d
- v. Some of the best practices on restoration makes one city of Maharashtra famous. Name it.

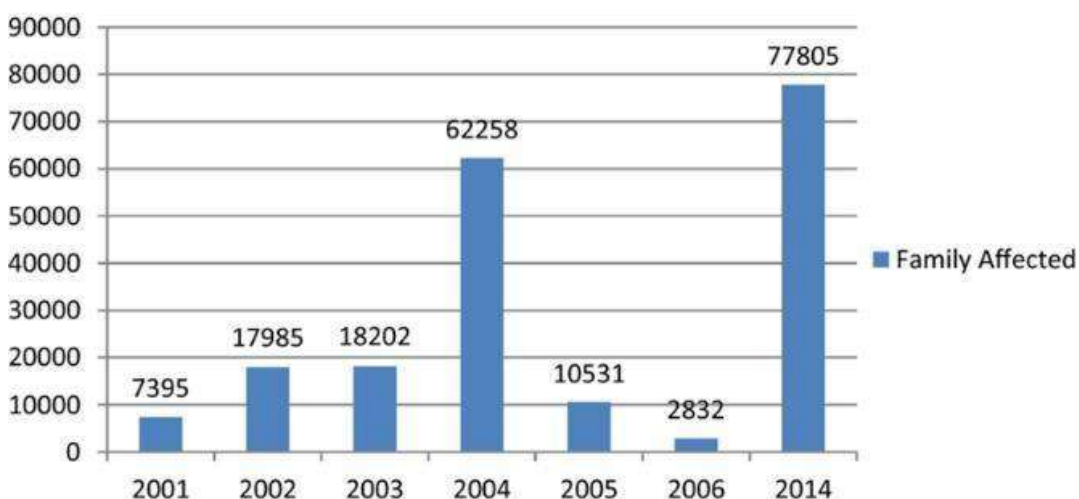
- vi. Statement 1: Planting trees does not necessarily mean a forest is being restored.  
Statement 2: Local people and the environment are to be benefited from the tree plantation.
- a) Statement 1 can be inferred from the passage but Statement 2 can't.  
b) Statement 2 can be inferred from the passage but Statement 1 can't.  
c) Both statements can be inferred from the passage.  
d) None of the statements can be inferred from the passage.
- vii. In most bio diverse forests in the tropics, the main reason of fragmentation is \_\_\_\_\_.
- viii. State whether *True* or *False*, with reference to the given passage:  
In all areas, afforestation helps people. Eg. in grasslands and other ecosystems where tree cover is naturally low, rural and indigenous people are greatly benefited by afforestation.
- ix. The word 'scaled up' in the last paragraph means
- Measured
  - Increased
  - Climbed
  - learnt

#### PASSAGE 4

Q4. Assam is located in the north eastern part of India. The mighty Brahmaputra river, which flows through the state, is the major cause of flooding in the state. The Brahmaputra River is considered the most flood-prone river in the world due to high sediment and unpredictable flooding pattern. Flooding in Assam affects millions of people. The floods are caused by heavy monsoon rains. The water level of the Brahmaputra and its tributaries rise due to this and that results in significant damage to the state's economy and infrastructure. The floods are further exacerbated by the release of water from upstream dams in Bhutan and China. Deforestation and the construction of infrastructure, such as roads and buildings, also contribute to flooding.

The impacts of floods are severe. Many people lose their lives, and millions are affected by the flooding. The floods causes damage to crops, livestock, and infrastructure, leading to significant economic losses. The state's road and rail networks are disrupted, making it challenging to transport essential supplies and access medical care. The floods also increase the risk of waterborne diseases, such as cholera and dysentery, and lead to a shortage of clean drinking water.

#### Family Affected



The state government of Assam takes several measures to mitigate the impact of the floods. The government provides relief measures, such as food, shelter, and medical aid, to those affected by the floods. The government also sets up relief camps to provide temporary housing for those who are displaced. The government also deploys boats and helicopters to reach those who remain stranded in flooded areas.

To prevent future floods in Assam, there is a need to take a more comprehensive approach. The government should take steps to prevent deforestation and protect the natural environment. It should also regulate the construction of infrastructure and ensure that it does not contribute to flooding. On an individual level, it is necessary to promote afforestation and maintain an ecological balance. Moreover, there is a need to invest in flood-resistant infrastructure and improve the state's drainage system.

**Answer any eight of the following questions:**

**1x8=8**

- i. Due to high sediment and unpredictable flooding pattern, what the Brahmaputra River is known as?
- ii. What is one reason other than monsoon rain that further exacerbates floods in Assam?
- iii. What does damage to crops, infrastructure, disrupted road and rail networks during floods in the state lead to?
- iv. In which two years, the difference between the number of families affected was least?  
a)2001 & 2005      b)2002 & 2003      c)2001 & 2006      d)2004 & 2014
- v. Assertion: People do not suffer much during flood

Reason: The state government of Assam takes several measures to mitigate the impact of the floods

- a) Both A and R are correct and R is the correct reason.
  - b) Both A and R are correct but R is not the correct reason.
  - c) A is correct but R is not.
  - d) R is correct but A is not.
- vi. During flood,
- a) medical care always remains accessible
  - b) the risk of waterborne diseases increases
  - c) people remain at home together
  - d) there is shortage of clean drinking water
- A. a) & d)  
B. b) & c)  
C. c) & d)  
D. b) & d)
- vii. Mention one of the several measures of the state government of Assam to mitigate the impact of the floods.
- viii. Statement 1: Deforestation leads to floods  
Statement 2: Till now, Assam government has not taken any step to prevent deforestation.
- a) Statement 1 can be inferred from the passage but Statement 2 can't.
  - b) Statement 2 can be inferred from the passage but Statement 1 can't.
  - c) Both statements can be inferred from the passage.
  - d) None of the statements can be inferred from the passage.
- ix. In paragraph 3, the word 'mitigate' means
- a) Compromise
  - b) Minimize
  - c) Finish
  - d) Reduce

### **PASSAGE5**

Q5. Heatwave is defined as a prolonged period of excessively hot weather, which may be accompanied by high humidity. According to the Indian Meteorological Department (IMD), a heatwave is declared when the maximum temperature exceeds 40°C in the plains, 37°C in coastal areas, and 30°C in hilly regions. If



temperatures are 4.5 to 6.4°C above the normal, it is termed a heatwave; if the deviation exceeds 6.4°C, it is classified as a severe heatwave. Several cities across India have recorded unprecedented temperatures, exacerbating the plight of millions

#### Hottest Cities in India in May 2024

SL NO	Place	Temperature
1	Phalodi, Rajasthan	50.8°C
2	Churu, Rajasthan	50.3°C
3	Ganganagar, Rajasthan	49.9°C
4	Nagpur, Maharashtra	48.5°C
5	Delhi	48.0°C
6	Ratlam, Madhya Pradesh	45.0°C
7	Akola, Maharashtra	44.8°C
8	Kandla, Gujarat	46.1°C

Most recently, a study by the World Weather Attribution Initiative confirmed that

- (i) extreme heat in South Asia during the pre-monsoon season is becoming more frequent
- (ii) climate change has played a key role in ratcheting up the 2024 April mean temperature.

According to the World Health Organization, more than 1,66,000 people died as a result of heatwaves between 1998 and 2017. India reported 3,812 deaths due to heatwaves between 2015 and 2022, with Andhra Pradesh alone logging 2,419 fatalities, the Union health ministry told Parliament in July 2023. Certain regions in India are more susceptible to heat waves due to their location and climate. The northwestern and central parts of the country, including Rajasthan, Madhya Pradesh and Gujarat, are prone to heat waves due to their continental climate characterised by hot, dry summers and sparse rainfall.

Heat waves often result in decreased workforce productivity. High nighttime temperatures make it difficult for the body to cool down, especially in urban areas experiencing the urban heat island effect, where temperatures are significantly higher than in surrounding regions. This phenomenon worsens the impact of heat waves.

In a country like India, where a large portion of the workforce is engaged in outdoor activities, the consequences are severe. Around 45.76 per cent of the workforce is employed in agriculture, with 83 per cent working in the unorganized sector. Outdoor workers, including farmers, are particularly vulnerable to heat-related illnesses such as heat exhaustion and heatstroke, leading to frequent breaks and reduced productivity. Doctors have recommended that during the periods of extreme heat, it is essential to stay hydrated, consume a liquid-rich diet, avoid outdoor activities, wear protective clothing, and seek medical attention if any health issues is experienced.

**Answer any eight of the following questions:**

**1x8=8**

i. Heat wave-

- 1) a prolonged period of excessively hot weather
- 2) if temperatures are 3 to 4°C above the normal

A. 1)                      B. 2)                      C) Both 1) & 2)                      D) Neither 1) nor 2)

ii. If the deviation from the normal temperature exceeds 6.4°C, it is known as \_\_\_\_\_.

iii. Two cities having the temperature difference of 0.5°C are

- a) Phalodi and Churu
- b) Nagpur and Delhi
- c) Akola and Kandla
- d) Churu and Ganganagar

- A. a) and b)                      B. a) and c)                      C. b) and d)                      D. b) and c)

- iv. Other than that of Andhra Pradesh, how many heatwaves related death cases were reported in India between 2015 and 2022?
- v. Mention one reason that makes the northwestern and central parts of the country prone to heat waves.
- vi. State whether *True* or *False*, with reference to the given passage:  
Impact of heat waves is visible more in big cities.
- vii. Assertion: Farmers are vulnerable to heat-related illnesses.  
Reason: They are outdoor workers.  
a) Both A and R are correct and R is the correct reason.  
b) Both A and R are correct but R is not the correct reason.  
c) A is correct but R is not.  
d) R is correct but A is not.
- viii. During extreme heat, one should  
a) Stay hydrated  
b) consume protein-rich diet  
c) go for outings  
d) wear protective clothing  
A. a), b) & c)  
B. b), c) & d)  
C. b) & d)  
D. a) & d)
- ix. In Paragraph 2, the word 'susceptible' means same as the underlined word(s) in the following sentence(s).  
a) We need to develop bold policies for the farmers as they are more vulnerable to drought and floods.  
b) Without our immune system, we'd be exposed to all sorts of deadly infections.  
A. a)                      B. b)                      C. Both a) & b)                      D. Neither a) nor b)

.....X.....

## Answers/Hints:

### PASSAGE NO - 1

- i. Tourism sector contributes to the production of goods and services/provides employment and income for locals/plays an important role as a foreign exchange earner for the country.
- ii. The Ministry of Tourism has adopted lots of initiatives/Tourism Finance Corporation of India provides financial assistance to enterprises for tourism related activities.
- iii. b) Leisure Holiday and Recreation
- iv. a) Statement 1 can be inferred from the passage but Statement 2 can't.
- v. III. A) & C)
- vi. True
- vii. Portugal
- viii. Can't say
- ix. A. a)

### **PASSAGE NO. 2**

- i. Chronic stress affects ability to concentrate, plan, and make good decisions/Changes are seen in social behaviour/Many people develop heart related diseases.
- ii. guided imagery
- iii. a) Yes
- iv. c)Both statements can be inferred from the passage.
- v. d)All of the above
- vi. By telling them about techniques and tools that can help them to keep stress and anxiety at manageable levels/we can take them to a therapist.
- vii. c)A is not correct but R is.
- viii. a healthy diet
- ix. urging

### **PASSAGE NO. 3**

- i. b) Fragmentation
- ii. 11 million hectares
- iii. a)Both A and R are correct and R is the correct reason.
- iv. A. a,b,c
- v. Gadchiroli
- vi. Both statements can be inferred from the passage.
- vii. Clearance of the land for agriculture
- viii. False
- ix. b) increased

### **PASSAGE NO.4**

- i. The most flood-prone river in the world
- ii. The release of water from upstream dams in Bhutan and China
- iii. Significant economic losses
- iv. b)2002 & 2003
- v. d) R is correct but A is not.
- vi. D.b) & d)
- vii. relief measures, such as food, shelter, and medical aid, to the affected people/ relief camps to provide temporary housing/deploys boats and helicopters to reach those who remain stranded in flooded areas.
- viii. a)Statement 1 can be inferred from the passage but Statement 2 can't.
- ix. d) Reduce

### **PASSAGE NO. 5**

- i. A.1)

- ii. a severe heat wave
- iii. A.a) and b)
- iv. 1393
- v. Hot and dry summers/ sparse rainfall
- vi. True
- vii. a)Both A and R are correct and R is the correct reason.
- viii. D.a) & d)
- ix. C. Both a) & b)

## **Note Making & Summarizing**

### **What is NOTE MAKING?**

NOTE MAKING is a brief record of

- Points
- Ideas

Written down as an aid to memory.

### **NOTE MAKING**

The skill of writing a note.

This is helpful to anyone who wants to compress a large piece of information into a brief, organized summarized Piece which can be conveniently referred to as and when required.

### **IMPORTANCE OF NOTEMAKING**

1. Keeps a lot of information at our disposal for ready reference.
2. To record a speech or dictation while listening to it or after reading a book.
3. Helps us reconstruct what was said or written and thus accelerates the process of remembering/recall.
4. Useful to students preparing so many subjects.

### **Important points to be followed while making notes.**

- Third person

- Facts
- Relevant details
- No diagrams
- Full sentences are not used
- Words, phrases or short sentences
- Logical sequence
- Abbreviations
- Symbols (% , # , Kg , & , \$ )
- Short forms ( exp. , etc. , mfg. , govt. )

**STEPS TO BE FOLLOWED WHILE MAKING NOTES.**

- STEP 1: Read the passage carefully and try to get what it is about.
- STEP 2: Underline the key words/sentences, which reflect the main ideas and important supporting details.
- — STEP 3: Read the passage again asking yourself questions and answering them as you read (what, where, when, which, how, etc.)
- — STEP 4: Provide a suitable Title. (preferably in BLOCKLETTERS)
- — STEP 5: With the help of the answers make notes of the main ideas under headings and add sub-points under sub-headings. Write the points without full forms of the verbs. (2/3 related ideas can be combined into one; use of colons & long dash)
- — STEP 6: Use proper indentation.
- — STEP 7: Give the abbreviation list within a box.

**Format of a note**

**Title**

**1. Main Point**

1.1 Sub Point

1.1.1 Sub-sub point

1.1.2 Sub-sub point

**2. Main Point**

2.1 Sub Point

2.2 Sub Point

2.2.1 Sub-sub Point

2.2.2 Sub-sub Point

**(Use abbreviations, short forms, symbols)**

**SUMMARISING**

- Summarising follows Note making. The purpose of note making is usually for one's own personal reference. If the main points are to be reported, we present a summary. It is not as severely shortened as note-making.
- Summarising is the selection and paraphrasing of all important information of the original source.

## HOW TO SUMMARISE

- The points should be expanded into full sentences and linked using suitable connectors.
  - We need to be precise in our expression.
  - The summary will contain all the main ideas of the original.
  - — Avoid examples, explanations, repetition.
  - — A summary is usually one-third the length of the original Passage
- 
- Note making and summarising
  - a).Title---1 mark
  - Notes with proper numbering and indentation-1mark
  - Key glossary-1mark
  - Notes-2mark
  - b. summary(about 50 words)-3marks
  - content-2marks
  - Expression-2marks

### Sample Example (Note Making & summarizing)

#### Passage- 1 (for Note Making)

**Read the following passage carefully:**

The innocuous looking double fence of barbed wire can be easily crossed over, but the jawan at the nearby bunker advises against it. The entire area beyond is densely mined. From the small window of the bunker the muzzle of a machine gun sticks out, aimed at Pakistan. From the sentry post a little higher up, the Pakistan border outpost can be seen with binoculars and there is a smaller hut much closer with a machine gun. Two days ago, one of the men had his hat blown off by automatic fire from across the border. The tension is heightened by the sub-zero breeze. Its winter in Gorez, Kashmir, 8000 ft above sea- level, the line of control between India and Pakistan occupied territory. And officially, the two countries are at peace.

But peace has rarely ever extended to the line of control, the ceasefire line determined after the 1971 war. The line of control does not have the sanctity of the international boundary, as the Border Security Force's Inspector-General for Kashmir observes, "We cannot take it for granted that 'they' won't do anything here even with best of relations between India and Pakistan. Ergo, the perpetual alert.

The alertness is responsible for the military atmosphere that prevails at Kashmir Headquarters and outposts. At international boundaries, as in Rajasthan and Bangladesh, the BSF functions as the police force it was envisaged to be when founded in 1965. It checks smuggling and infiltration, and even sorts

out problems of straying cattle. Those intercepted are often armed with closed-combat automatic weapons, which can be very effective against the BSF's standard 7.62 self-loading rifle.

And death comes easily in those mountains, where the body's energy is spent fighting the cold. On daily border patrols, small injuries can spell death. Not long before our visit, two jawans overcame by fatigue had stopped to rest near Razhdan. They simply froze to death. Ten-day patrols often set out from the outposts, eating, sleeping and moving about in snow, with blizzards and avalanches possible any time. And it's never certain that every man will return alive.

The BSF has a greater responsibility on the mountain passes of the line of control; it is very often on its own. In case of attack, the army will not be able to reach the passes quickly as it would on the plain. And the Kashmir outposts are cut off from the rest of the world in the winter months, when the BSF men are expected to hold on to their posts under attack.

- (a) On the basis of your reading of the passage, make notes on it, using headings and sub-headings. Supply an appropriate title to it. Use recognisable abbreviations (minimum 4), wherever necessary. ( 5 marks)
- (b) Write a summary of the notes prepared, in not more than 80 words. ( 3 marks )

### **ANSWER**

Our brave jawans

1. Line of Control

1.1 marked – double fence of barbed wire

1.2 area beyond – densely mined

1.3 disputed – high tension and perpetual alert

2. BSF

2.1 founded – 1965

2.2 fns. as a police force

2.2.1 at Raj., Bang., borders and LoC

2.2.2 checks – smuggling, infiltration, prob. of straying cattle

3. difficulties faced by the jawans

3.1 armed aggressors

3.2 hostile weather

3.2.1 bitterly cold in Kashmir – small injuries spell death

3.2.2 extremely hot in Raj.

Abbreviations used:

Fns. – functions

Raj. – Rajasthan

Bang. – Bangladesh

LoC - Line of Control

Prob.-- problem

b. Summary –

The area beyond the fenced Line of Control is densely mined. Since it is disputed, perpetual alert is maintained. Border Security Force founded in 1965 functions as a police force at Rajasthan and Bangladesh borders. It checks smuggling, infiltration, and problems of straying cattle. The jawans have to face armed aggressors, hostile weather and difficult terrain. On daily border patrols, small injuries can spell death. They simply froze to death.

### **Passage- 2 (for Note Making)**

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

A. Every code of etiquette has contained three elements: basic moral duties; practical rules, which promote efficiency; and artificial optional graces such as formal compliments to say, superiors on their generosity and importance.

B. In the first category, consideration for the weak and respect for age. Among the ancient Egyptians, the young always stood in the presence of older people. Among the Mpongwe of Tanzania, the young men bow as they pass the huts of the elders. In England, until about a century ago, young children did not sit in their parents' presence without taking permission.

C. Practical rules are helpful in such ordinary occurrences of social life as making proper introductions at parties or other functions so that people can be brought to know each other. Before the invention of the fork, etiquette directed that the fingers should be kept as clean as possible; before the handkerchief came into common use, etiquette suggested that, after spitting, a person should rub the spit inconspicuously underfoot.

D. Extremely refined behaviour, however, cultivated as an art of gracious living, has been a characteristic only of societies with wealth and leisure, which admitted women as the social equals of men.

E. In fourteenth and fifteenth centuries, a wealthy and leisured society developed an extremely complex code of manners, but the rules of behaviour of fashionable society had little influence on the daily life of the lower classes. Indeed many of the rules, such as how to enter a banquet room, or how to use a sword or handkerchief for ceremonial purposes, were irrelevant to the way of life of the average working man who spent most of his life outdoors or in his own poor hut and most probably did not have a handkerchief certainly not a sword, to his name.

F. Yet the essential basis of all good manners does not vary. Consideration for the old and the weak and the avoidance of harming or giving unnecessary offence to others is a feature of all societies everywhere and at all levels from the highest to the lowest. You can easily think of dozens of examples of customs and habits in your own daily life, which come under this heading.

(a) On the basis of your reading the passage, make notes using recognisable abbreviations wherever necessary. Use a format you consider suitable, and supply a suitable title.

(b) Make a short summary of the passage in about 50 words.

**ANSWER:**

(a) RIGHT Elements of Etiquettes

1. Basic moral duties:

1.1. Consideration for the weak and respect for age

1.2. Bowing before elders

1.3. Not sitting in front of their elders

2. Practical rules:

2.1. Proper introduction at parties



2.2. Keeping fingers clean

2.3. Cleaning the spit underfoot

3. Artificial optional graces:

3.1. Dev, by wealthy and leisured society

3.2. How to enter a banquet room

3.3. How to use a sword or a handkerchief

Key to Abbreviations		
S. No.	Abbreviation	Word
1	Consd'r'tion.	Consideration
2	Prac.	Practical
3	Intro.	Introduction
4	Dev.	Development

(b) Summary

Every code of etiquette contains three elements: basic moral duties, practical rules and artificial optional graces. Basic moral duties include consideration for the weak and respect for age.

Practical rules include etiquettes in ordinary occurrences of social life. The third element includes rules and behaviour of wealthy and fashionable society.

### **Passage- 3 (for Note Making)**

1. Values are psychological objects. Although we cannot see or touch them, they are every bit as real as any physical object. People may dedicate their entire lives or even give up their lives to pursue their values. We all have values that determine our decisions and guide our lives. The quality of the values we embrace and the intensity of our commitment to them determine the level of our accomplishment in life. A value is a belief, a mission or a philosophy that is meaningful. Whether we are consciously aware of them or not, every individual has a core set of personal values. Values can range from the common place such as the belief in hard work and punctuality, to the more psychological such as self-reliance, concern for others and harmony of purpose.
2. Values are powerful determinants of human accomplishment, progress, fulfillment and evolution. Values are those things and processes that we will invest time, energy, money and resources to move towards or away from. Values are the greatest power known to humanity. Values have power when we aspire to achieve them not just we merely understand they are desirable. Values come alive when our emotions embrace them. Values are an embodiment of higher truth. Values are a path to perfection. Values channel our energies to express at the highest possible level. Values are spiritual skills.

3. Values multiply the power of action. The power of values comes from feeling and expressing them in action. Just as individuals and organizations set goals and implement plans, they can implement values as well. Value Implementation is a process that can be learned. No matter how high a company's performance, how great its accomplishments, values can take it further. As the Internet has the power of a subtle organization, values are subtle power. Values contain all the powers of the physical, vital, mental energies. One value, especially if it is representative, by one single act can accomplish at once what others have labored for decades, even centuries, to achieve. Values make life respond.

4. Values are the essence and source of all high accomplishment. Values create energy that of a higher level and higher power. Every value can be converted into profit-value. Every great achievement by an individual, an organization or a nation has been founded on the expression of high values in action. No matter how great the challenges or constraints, a determined commitment to elevate values can overcome the limitations and carve out a path for recovery and endless expansion. Values create opportunities, attract the market, and make life respond to your aspirations. Values create leaders and they shape our lives. Values create not only wealth and success. They create knowledge, joy, and aspiration.

(a) On the basis of your reading of the above passage, make notes on it using recognizable abbreviations (Min. 4) wherever necessary. Use a format you consider appropriate. Supply a suitable title. (5 Marks)

(b) Write a summary of the passage. (3 Marks)

Title - **Values**

1. What is value

1.1. psych. objects.

1.2. a belief

1.3. a mission

1.4. a philosophy

2. Impot. of values

2.1. determinants of human acplmant

2.2. spiritual skills.

2.3. a path to per

2.4. Channelise our energies

3. Power of values.

3.1. multiply power of action.

3.2. contain vital physical, mental energies.

3.3. power to respond

4. why we require values

4.1. source of high acplmant.

4.2. create oprtny

4.3. create leaders.

4.4. create joy

Key to abbreviation

psych. - psychological

Impot - importance

acplmant. - accomplishment

Oprtny - opportunity

SUMMARY

Values are psychological objects values determine are guy determine a decisions and guided our lives. Values are powerful determinants of human accomplishment. The power of values comes from feeling and expressing them in action. Just as individuals and organizations set goals and implement plans, they can implement values as well. Value Implementation is a process that can be learned. Values multiply the power of action. Values create energy that of a higher level and higher power. Values create joy and satisfaction in life and leaders in the society.

### **Passage- 4 (for Note Making)**

1. In different parts of India, people have been celebrating *Dussehra* for years. However, have we ever wondered what the real significance of this celebration is? We burn effigies of *Ravana* every year and still he keeps getting bigger instead of being eliminated. Now-a-days whose effigies do we generally burn? Normally, we burn effigies of someone who is much more powerful but whose presence or deeds we do not approve of. We express our anger and protest against such people by burning their effigies.

2. In reality, *Ravan* represents the vices that are present within each soul. The ten heads of *Ravana* symbolically represent the five vices in men and five vices in women namely lust, anger, greed, attachment and ego, known as *kaam*, *krodh*, *lobh*, *moh* and *ahankar*. *Ravana* (the vices) are the most ancient invader that has kept us captive ever since we forgot true identity as souls and descended into body consciousness. As we are now not capable enough to get rid of *Ravana* on our own, we start burning of his effigy as an expression of our helplessness.

3. According to the myth, *Ravana* was known as a great man of learning. He was well verse in the scriptures. But driven by extreme lust, anger and pride, he acted against his learning and moral values. When a person breaks moral laws, he invites his own suffering and doom. It was said that there was no other person as wealthy, strong and intelligent as *Ravana*. He was also a great devotee of *Lord Shiva*. In spite of all these, he invites his own doom because of immorality. In the same way, modern society is leading towards degradation due to lack of spiritual values in spite of tremendous material progress.

4. We are radiating energy all the time. The world around us is a reflection of our attitudes, moods and feelings. We have all seen how ripples are created when a stone is dropped in water. Similarly, we are constantly sending out 'vibes' or the subtle energy of thoughts, and influencing our environment. At the same time, we are also getting influenced by other people's energy. Any negative or positive event is the result of such an exchange of energy between humans and the ripple effects. The violation of the innate qualities of human soul, such as truth, purity, peace, love and respect, has led to the violation of natural law and order. There is so much violence in human mind that nature too has started reacting violently in the form of storms, earthquakes and famine etc. Poisoned feelings of human heart have poisoned the air, water and soil.

5. It is said that Rama prayed to Lord Shiva before killing *Ravana* because it was not an easy task to defeat a powerful demon like him. Similarly, the vices within us have become so deep rooted that it is very difficult to get rid of them without the help of God. By connecting ourselves to God, the Supreme Energy, we can empower ourselves to fight against these vices. The true knowledge of self-realization of being originally pure cleanses the soul and takes away all the dirt of vices that have been accumulating on the

soul. Meditation is that invisible channel that facilitates a constant flow from the purest of the pure energy from God, who us the Supreme Father of all souls. If we really want to be free from fear, sorrow and vices, rather than trying to kill *Ravana* by burning effigies outwardly, it is the time to detoxify soul by awareness of our true self, kill the *Ravana* within and absorb pure energy within and then radiate it to the world around us.

(a) On the basis of your reading of the above passage, make notes on it using recognizable abbreviations (Min. 4) wherever necessary. Use a format you consider appropriate. Supply a suitable title. (5 marks)

(b) Write a summary of the passage. (3 marks)

### **Title-Ravan Within**

#### 1. Ravan represents

- 1.1 lust
- 1.2. anger
- 1.3. greed
- 1.4 attachment
- 1.5. ego

#### 2. Ravan in scripture –

- 2.1. was a man of learning
- 2.2 well versed in scriptures.
- 2.3. acted against human values
- 2.4. victim of lust, anger and pride
- 2.5. Symbolises modern society.

#### 3. Real empowerment

- 3.1. giving up
  - 3.1.1. male chauvinism
  - 3.1.2 female chauvinism
  - 3.1.3. gender consness
  - 3.1.4 body consness

#### 4. Accepting and practicing

- 4.1 soul consciousness.
- 4.2. spirituality

#### 5. Kill Ravan within

- 5 1. by connecting to Supreme Energy
- 5.2 empowering ourselves with knldg

Key to abbreviation

Envint- environment

Qlts-qualities

Consness-consciousness

Knldg-knowledge

## SUMMARY

The real significance of celebrating Dussehra is to express our anger against our own negativities. Ravan represents the five voices in men and women namely lust, anger, greed, attachment and ego. According to the scriptures, in spite of being a great man of learning Ravan invites his doom because of his own lust, anger and pride. In the same way ,the modern society is leading towards degradation due to the lack of spiritual values inspired in spite of tremendous material progress. By connecting to the Supreme Energy and detoxifying us from all negativities we can experience true sense of progress.

### **Passage- 5 (for Note Making)**

1. There are several organizations and movements that have been working for women empowerment, for equal rights for women in the field of education, employment, social justice and family issues. Trying to break free from the conventional norms and customs, from unjust limitation imposed by male dominated system, some women have succeeded in giving voice for women's liberation and equality, in bringing many positive changes and awareness in the conditions of girls and women. It is a very positive sign to see young girls and women scaling heights of excellence in education, sports and many other creative fields that were earlier considered only to be male's dominion. They have become quite confident and capable of playing several roles and become influential in the development of the society. Many women are now working in the position of leadership as heads of state, judges, bankers, administrators, scientists, business leaders and academic scholars etc.

2. Yet there have been another face of women which we can see very clearly in our society, i.e., woman as a commodity, an item for entertainment, a physical entity treated purely on the basis of outer appearance and feminine charm. In the name freedom, equality and empowerment, many women have started competing in habits and vices which were earlier considered as taboo, instead of empowering themselves with virtues and skills. Smoking, drinking, exposing their body and indulging in such conduct which earlier thought of as shameful or embarrassing- have now become an expression of modernity, smartness, confidence and freedom. By asserting their freedom in such a manner they are creating more bondages and barrier to their safety and dignity.

3. "Empowerment" as is usually seen, does not mean to give some external powers to women by some agencies. Being 'empowered' is not about begging for their rights or freedom to go out in 'short' It is about feeling free from inside. It is about the freedom to say 'no' when they are asked to do something they would not like to do; it is about the freedom no to allow to be seen or sold as a commodity. It is about priorities. Once women develop self- confidence, outside help will automatically come. For this,

they will have to stop believing themselves to be weak individual but capable of doing whatever they decide to do. This kind of self-empowering process will not divide the society into two different halves, each fighting for his or her supremacy. But will create a society which teaches them to live with cooperation and respect.

4. The real solution of the problems does not lie in replacing male-chauvinism by female chauvinism, but by liberating both halves of the society from gender-discrimination or discrimination based on body – consciousness. It is obvious that there cannot be equality on the basis of body, because body-wise each gender has different abilities and role to play. The equality that is sought can be achieved by “transcending the differences between the male and the female identity, based on body-consciousness and gender consciousness and, instead, identifying the self as a soul- a tiny point of light, might and divinity. It is soul-consciousness that will give self-respect, feeling of human dignity, spiritual strength and strong will” Instead of having antagonistic attitude, men and women have to play complementary roles in the society.

5. The human soul, whether it be in a male or female body, can have the qualities of courage, hard work and strong will action, which are usually identified as male qualities and it can also have the qualities of compassion, caring, nurturing which are generally considered as female qualities. It is possible to have qualities of both of these kinds by making a shift in consciousness, by being soul-conscious instead of being body-conscious and by connecting the self to the Supreme Soul, God. It is this spiritual connection with the Supreme soul that really leads to the right type of empowerment, not only for women, but for all human beings in general. It restores self-confidence, self-respect and self-reliance when one learns to consider oneself as the child of the Supreme. Spirituality ends hostility, antagonism, clash of interests in the society. It opens the third eye of wisdom and enables us to reach our inner inexhaustible source of power and purity that leads to empowerment in true sense of the term.

(a) On the basis of your reading of the above passage, make notes on it using recognizable abbreviations (Min. 4) wherever necessary. Use a format you consider appropriate. Supply a suitable title. (5 Marks)

(b) Write a summary of the passage. (3 marks)

Title-women empowerment

1. Development of women 1.1. organizations working for women 1.2. increasing women employees 1.3 women showing height of excl. in

5.2.1 sports

1.3.2. eductn, etc

2. Negative aspects

2.1. woman as comity

2.2. unhealthy comptn

2.3. imitating men in wrong way

2.4. wrong concept of mdrnty.

3. Real empowerment

- 3.1. giving up
  - 3.1.1. male chauvinism
  - 3.1.2 female chauvinism
  - 3.1.3. gender consness
  - 3.1.4 body consness
- 4. Accepting and practicing
  - 4.1soul consciousness.
  - 4.2. spirituality

Key to abbreviation Eductn- education Comptn- competition Mdrnty-modernity Consness- consciousness
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## GRAMMAR

### TOPIC: REORDERING OF SENTENCES

**Q1. Rearrange the following jumbled up words and phrases to make meaningful sentences:(1 mark each)**

- a. is/an/known/Jaipur/Pink City.
- b. in the/are/buildings/city/in pink colour/ painted/most of the
- c. have made / a popular / it / its / historical buildings / destination/ tourist.
- d. go there / one / bus / from Delhi / can easily / by

**Answers:**

- a. Jaipur is known as Pink City.
- b. Most of the buildings in the city are painted in pink colour.
- c. Its historical buildings have made it a popular tourist destination.
- d. One can easily go there by bus from Delhi.

**Q2. Rearrange the following jumbled up words and phrases to make meaningful sentences:(1 mark each)**

- a. two/failure/are/coin/success/and/the/sides/of/a
- b. also/we/success/like/should/failure/accept
- c. success/repeated/lead/efforts/one/to
- d. an/the/and/spider/of/story/King Bruce/is/excellent/the/example

**ANSWERS:**

- a. Failure and success are the two sides of a coin.
- b. Like success we should accept failure also.
- c. Repeated efforts lead one to success.
- d. The story of King Bruce and the spider is an excellent example.

**Q3. Rearrange the following jumbled up words and phrases to make meaningful sentences:(1 mark each)**

- a. of mankind / reading is / one of / pleasures / the greatest
- b. we / enjoy / the / much more / borrowed ones / our own books / reading / than
- c. book / care / must be / with / a borrowed / treated
- d. book / afraid of / you should / writing notes on / not be / your own

**ANSWERS:**

- a. Reading is one of the greatest pleasures of mankind.
- b. We enjoy reading our own books much more than the borrowed ones.
- c. A borrowed book must be treated with care.
- d. You should not be afraid of writing notes on your own book.

**Q4. Rearrange the following jumbled up words and phrases to make meaningful sentences:(1 mark each)**

- a. are / a storehouse / Indian / Indian art / of / temples
- b. these / the architecture / artistic masterpiece / of / temples / is an
- c. is situated / north-eastern / Konark temple / side / on the / of Puri
- d. chariot / from of / temple is / the / the / a / in

**ANSWERS:**

- a. Indian temples are a storehouse of Indian art.
- b. The architecture of these temples is an artistic masterpiece.
- c. Konark Temple is situated on the north-eastern side of Puri.
- d. The temple is in the form of a chariot.

**Q5. Rearrange the following jumbled up words and phrases to make meaningful sentences:(1 mark each)**

- a. that life began/ centuries ago/ scientists think/ twenty million/ on earth/ about
- b. endless process/ the plants and animals/ of evolution/ are the products/ of an
- c. are/ their/ animals / products of/ all the/ environment
- d. lose/ habitat/ human/ due to/ their/ the animals/ encroachment

**Answers:**

- a. Scientists think that life began on earth about twenty million centuries ago.
- b. The plants and animals are the products of an endless process of evolution
- c. All the animals are products of their environment.
- d. The animals lose their habitat due to human encroachment.

## **TRANSFORMATION OF SENTENCES**

### **WHAT IS TRANSFORMATION OF SENTENCES?**

Transformation of sentences is the process by which a sentence in a particular form is transferred to another without altering its meaning, unless asked to do so.

### **EXERCISES:**

**Q1. Transform the following simple sentences into complex or compound sentences.(1 mark each)**

- a. Knocking at the gate, he demanded admission.



- b. Blinded by a dust storm, they lost their way.
- c. Deceived by his friends, he lost all hope.
- d. Driven by hunger, he stole a piece of bread.

**ANSWERS:**

- a. He knocked at the gate and demanded admission.
- b. As they were blinded by a dust storm, they lost their way.
- c. As he was deceived by his friends, he lost all hope.
- d. Because he was driven by hunger, he stole a piece of bread.

**Q2. Transform the following complex sentences into simple sentences:(1 mark each)**

- a. I know that he is an honest guy.
- b. We could not figure out what he said.
- c. I believe that God exists.
- d. Those that are helpless deserve our pity.

**ANSWERS:**

- a. Simple: I know him to be an honest guy.
- b. Simple: We could not figure out the meaning of his words.
- c. Simple: I believe in God's existence.
- d. Simple: The helpless deserve our pity.

**Q3. Transform the following sentences as directed.**

**(1 mark each)**

- a. Are there any restrictions? (Change into an assertive sentence.)
- b. Isn't table no. 6 reserved for Mr. Sherlock? (Change into an assertive sentence.)
- c. They are visiting the second time. (Change into an interrogative sentence.)
- d. Won't George and Asha be attending their daughter's graduation ceremony?  
(Change into an assertive sentence.)

**ANSWERS:**

- a. There are no restrictions.
- b. Table no. 6 is reserved for Mr. Sherlock.
- c. Aren't they visiting the second time?
- d. George and Asha will be attending their daughter's graduation ceremony.

**Q4. Transform the following sentences as directed.**

**(1 mark each)**

- a. Some boys were helping the wounded man. (Change into passive voice.)
- b. The cat has drunk all the milk. (Change into passive voice.)
- c. Is any game played by you? (Change into active voice)
- d. Teachers are always respected by people. (Change into active voice)

**ANSWERS:**

- a. The wounded man was being helped by some boys.

- b. All the milk has been drunk by the cat.
- c. Do you play any game?
- d. People always respect teachers.

**Q5.Transform the following sentences as directed.**

**(1 mark each)**

- a. Babu is faster than any other boy in the class. (Change into superlative degree.)
- b. What a pleasant weather it is! (Change into a statement.)
- c. The box is too large to carry.(use so....that)
- d. He drove too fast for the police to catch him.(so....that)

**ANSWERS:**

- a. Babu is the fastest boy in the class.
- b. It is a pleasant weather.
- c. The box is so large that we cannot carry.
- d. He drove so fast that the police could not catch him.

## **CLASSIFIED ADVERTISEMENT**

**Types-**

- a) Classified advertisement
- b) General advertisement or Commercial Advertisement

**Advertisements on Classified columns**

# CLASSIFIEDS BOOK ONLINE NOW !!!

## RECRUITMENT

**Modern English School**  
Mistry to Class XII, Science & Commerce  
Inran Nagar, Vapi (E)- 396191  
MOB: +91 9376125585

**Wanted : Male Principal**

- Schooling through English Medium
- Qualification: M.Sc, M.Com, M.A. with B.Ed, M.Ed, Phd, Net.
- Age: 40 to 50 Years
- Salary : Attractive & Negotiable
- Interview at Vapi Only.
- Rs.500/- will be given as TA / DA

Send your Biodata, recent Photo & Degree Certificates by Courier before 30th April.  
Soft Copies via:  
refiq.modern.maa@gmail.com

**HIRING** Nurses for United Kingdom and Singapore for Gov Hospital HSC & TTM. Client Interview on 15th & 16th January. Call. Allwyn: 9738144115 / 117. (CL00414526)

**MAA**  
**Multispeciality Hospital**  
Site road, Chandausi, Sombhal.  
**Required Team Doctors**

- 1.General Physician (M.D.Medicine)
- 2.General surgeon (M.S.)
- 3.Gynaecologist (M.S./DGO).
- 4.Orthopedic surgeon (MS/D ortho)
- 5.Radiologist / Sonologist (DRME)

Interested Doctors are contact to Dr. M.L.Pal (Chairman)  
M: 9837564456 / 9837564466  
maaspecialityhospital@gmail.com  
Salary package according to experience.

(CL00416503)

**WANTED** Teachers for Little Flower Mat. Hr. Sec. School, Ashoknagar, Chennai - 83 Contact : 944 24894612 / Email: lfmhssan@gmail.com

## LOST & FOUND

I Sushant Patanjali would like to inform that I have misplaced my original B.D.S marksheet Of 3rd Year issued by Swami Vivekanand Subharti University, Meerut, U.P. Year 2016. Enrolment No. 300210997. If found Please Contact: 9811089430.

IT is notified for the information that my original qualifying examination certificate of main secondary examination of year 1999 and Roll No. 6182251 issued by CBSE has been actually lost. Rahul Madan, H No: 265 Block A-1 Sushant Lok-II Gurugram. (0003-2018/19)

## CHANGE OF NAME

I, G N Varma Pericherla S/o Late P V R Raja, Resident of D/No: 68-2-16 f, Ashok Nagar, East Godavari District, KAKI-NADA, Andhra Pradesh, Pin: 533003 have changed my name from G N Varma Pericherla to Goutham Narasimha Varma Pericherla vide affidavit no. 6173 dated 17/03/2018 at Sec. underabad.

I, Dhanireddy Janardhan Reddy S/o Dhanireddy Venkats Reddy, born on 31/01/ 1969.R/O: Mulapalli, P.O. Reddy Charla, Dist: Prakasam, Andhra Pradesh-523373 have changed my name from Dhanireddy Venkatsa Janardhan Reddy to Dhanireddy Janardhan Reddy vide affidavit before Notary Bangalore, Karnataka, dated: 9/02/2018.

## LOAN

**PERSONAL** Loan, need Money? upto 5 lakhs, Contact - 8818946242, 8th Mile Circle, Bangalore. (210)

## EDUCATION

**Assured Placement in MNCs with handsome salary.**

Learn from Industry experts.  
**SAP, SAP HANA, AWS, DevOps**  
WITH LIVE PROJECT AND PRACTICAL SESSION

Easy Instalment Facility.  
**TRIO TECH : 9830191436**  
www.triotechsolutions.co.in

**ICLC**  
International Centre for Language and Communication  
Self Improvement Solutions

**INTERVIEW READY PACKAGE FOR GUARANTEED JOB INTERVIEWS ON COURSE COMPLETION**

- SPOKEN ENGLISH
- SOFT SKILLS TRAINING
- GROOMING & ETIQUETTE
- PERSONALITY DEVELOPMENT

Avail our introductory offer !!  
1 / 425 Jodhpur Park, 7th Floor, Kolkata-700068 (Above Standard Chartered Bank)  
Call Us For Details On 9831013242 / 6290324620

## OBITUARY



**शोकसभा**  
वर्षे दुःख के समय व्यक्ति कितना जलता है कि जलते दिव्य भी अतित्त कुशल जैन (जलता) पुत्र श्रीमती मीना सुन्दरी जी - स्व. श्री दत्तेश सिंह जी वैद, का स्वर्गवास दिनांक 12-8-18 को हो गया है। उनकी शोकसभा दिनांक 14-8-18 को प्रातः 9.30 बजे से 11.30 बजे तक घाटीदार समाज हॉल, कैलासी बिल्डिंग, ओपेरा हाउस, मुम्बई में रखी गयी है।

**शोकसभा :-**  
श्रीमती मीना सुन्दरी (माता)  
सुश्री विज, जयरा, अशोक,  
श्रीमती रीता जैन (पत्नी),  
दिनेश अग्रवाल, संजय एवं  
अश्विनी - अश्विनी (पुत्री - जयराद)  
समस्त वैद परिवार।  
बहन-बहनोई :-  
खरला - जयसुन्द जी,  
मंजू - जी, प्रकाश, कुलकुम - जयरा  
जी, सविता - स्व. रमेश जी, जयरा  
(बहन)। ससुराल का: कुलकुमला -  
स्व. जयसुन्द जी (ससुरा - ससुर),  
जयरा, संजय एवं पारस परिवार  
सम्मानित।  
**EARTH STAR**  
पारस शोकसभा मुंबई  
काका-कुर्सी कॉलेजोस, मुम्बई



CREATIVE THINKS MEDIA  
CTM Branding Solutions

### Classified Advertisement can be categorized into:

- Situation vacant
- Situation wanted
- Lost & Found
- For sale and purchase of property / vehicle / house hold goods etc.
- To Let
- Missing persons / pet animal
- Matrimonial
- Travel and Tours
- Accommodation Wanted
- Etc.

### SITUATION VACANT

#### Essential details to write situation vacant:

- Begin with 'Wanted' or 'Required'
- Name of the company, post and no of vacancies
- Age and sex of the candidate
- Qualification and experience

- Other details
- Pay scale and perks
- Mode of applying
- Contact address and phone no.

**Qs: A leading export company is holding a vacancy for the post of stenographer/PA. Being the HR manager of the company write an advertisement seeking a suitable candidate for the post. Create all the necessary details required for the advertisement to be published in The Times of India. You are Kishore/Kalpana, HR manager of the company.**

**SITUATION VACANT**

**REQUIRED** a smart, confident PA/Stenographer for a leading export house. Qualification graduate, age 25-30 years, typing speed 40 w.p.m. Preference to those who can handle computer. Salary negotiable. Apply with complete Bio-data up to 12 August 2024 to the HR Manager, Orient Export House, M. H. Nagar, Chennai – 670001

**SITUATION WANTED**

**Essential details to write “Situation Wanted”**

- Adjectives complimenting the candidate
- Educational qualifications
- Age and sex of the candidate
- experience
- Other details
- Pay scale and perks expected
- Contact address and phone number
- 

**Qs: You’re a very talented, young and energetic graduate with a diploma in stenography. You’re seeking a job as a stenographer/PA in a leading export company. Write an advertisement to be published in the Times of India. Create all the necessary details required for the advertisement. You’re Kishore/Kalpana**

**SITUATION WANTED**

A very young and energetic first-class graduate from Calicut University, with a diploma in stenography, seeks a job in or around Cochin as a stenographer in a leading company. Presently working with a private firm in Calicut. Salary expected 25,000. Please contact Kishore, Shastri Nivas-Kannur (Dist.) Phone 0497 - 2786003

**MATRIMONIAL**

**Essential details to write Matrimonial:**

- Mention groom / bride groom
- height, age, caste, religion, complexion, educational qualifications
- Phone number / post box no. and name of newspaper.

**Qs. Write a matrimony for Rathna, Tamil, Hindu girl, 29/165 to be published in The Times of**

**BRIDEGROOM WANTED**

**ALLIANCE INVITED**, for Rathna, Tamil, Hindu Girl 29/165 cm tall, fair & beautiful, educational qualification M. A. (Education). Caste no bar. Interested grooms may send recent photo & biodata. Ph. 0497 – 2788330. Box No. 1015 – B, Express Street, COCHIN – 650337

**LOST AND FOUND**

**Essentials details to write Lost and Found**

- Begin with 'lost' or 'found'
- Specify item
- Brief physical description.
- When / where lost or found.
- Reward if any
- Contact address and phone no.

**LOST**

LOST, a black-coloured VIP suitcase model no 555, 38 x 30 inches, contain important documents related to marketing, left in bus no. AS-20-6778 on Guwahati to Lakhimpur route on 05 July 2024. Reward guaranteed. Kindly contact ParimalGogoi, ward no3, Nakari, Lakhimpur-787001, Phone no. 9419284539.

**FOR SALE**

**Essentials details to write 'For Sale'**

- with for sale/purchase etc.
- Type of accommodation / vehicle /article / household items.
- Brief physical description
- Contact address & phone number.

**FOR SALE**

FOR SALE, a Maruti 800 DX, 2000, white, sparingly used, only 20,000 kms run, scratch less, mileage 15 km/litre, stereo-fitted with latest Bluetooth technology, beautiful upholstery, in excellent condition, all documents updated, rate negotiable. Interested parties may contact

**TO LET**

**Essentials details to write 'To Let'**

- Begin with 'Wanted' or 'Available'
- Type of accommodation

- Brief description
- Rent expected
- Contact address & phone no.

### TO LET

**AVAILABLE** on rent a 3BHK flat at AnandVihar Colony, first floor, well-furnished and ventilated, 25x7 electricity and water supply, gas connection available, facing Vihar Park, having car parking, at walking distance from main market and railway station. Reasonable rent. Contact. H. R. Bora, 1A /23, AnandVihar, Lakhimpur, Assam -787001,9xxxxxxx.

## MISSING PERSON/PET ANIMALS

### Essentials details to write 'Missing person/pet animals'

- Begin with 'missing'
- Brief physical description
- For person- name, age, height complexion, built, clothes and other identifying features
- For pet-name, age, colour of fur and other identifying feature
- Since when/ from where missing
- Reward
- Contact address and phone no.

### MISSING A BOY

**MISSING A BOY**, KripaNarnarayan, 16 years, 5'5", fair slim built, wearing black t-shirt and a pair of white pants, last seen near Battalion camp on 12th June 2024. Finder will be duly rewarded. Inform Lakhimpur Police Station phone no. 9856123654 or A.K. Narnarayan, CD road, Lakhimpur, Assam, phone no. 7361220007

### MISSING A PET

**MISSING A CAT**, YUMMI, 4 Months, slim and slender built, white, last seen near Battalion camp on 12th June 2024. Finder will be duly rewarded. Inform Lakhimpur police station phone no. 9856123654 or A.K. Narnarayan, CD road, Lakhimpur, Assam, phone no. 7361220007

### TRAVELS AND TOURS:

- ❖ Begin with 'Travel package available', etc.
- ❖ Name of travel agency
- ❖ Destination and duration
- ❖ Details of package-food/ boarding/lodging/sightseeing, etc.
- ❖ Cost and discount if any.
- ❖ Contact address and phone no.

### QUESTIONS FOR PRACTICE

1. You are Manisha of 10, Rajaji Nagar, Bangalore. You want a Mathematics teacher for your son who is a Class 12 student. Draft a suitable advertisement in not more than 50 words stating your requirements.
2. You want to sell your newly built flat. Draft a suitable advertisement in not more than 50 words to be inserted in the classified columns of 'The Hindu' giving all necessary details. You are Niranjan, 247, J.P. Nagar, Lakhimpur, Assam, 9406XXXXXX .
3. You are General Manager of Ivy Software Solutions, North Lakhimpur, Assam. You need a software engineer for your organisation. Draft an advertisement in not more than 50 words to be published in 'The Times of India' under the classified columns
4. You are the General Manager of E.V.L. Company which requires posh bungalows in company lease, as guest houses. Draft an advertisement in not more than 50 words under classified columns to be published in 'The New Indian Express'.
5. You have retired from a bank after 30 years of service and are looking for a job. Draft an advertisement in about 50 words for the situation wanted column of a local daily giving your qualifications, experience and the kind of job expected. You are Sunil/Sita, 4, Bank Enclave, Jamuna Nagar.
6. You have lost an expensive watch probably in the market. Write an advertisement for the 'Lost and Found' column of a local newspaper giving all the relevant details. Offer a reward also. Write the advertisement in about 50 words. You are Gopal/Gopa, 4/1, Kimin, Arunachal Pradesh.
7. You have cleared your IIT Entrance Exam and so want to sell off the reading material you have with you. Write an advertisement to be placed in the 'For Sale' columns of a local daily giving all details of the material you have with you in not more than 50 words. You are Mohan/Mohini. Contact No. 9811111111.

### POSTER MAKING

#### Marking scheme

Format	01 mark
Content	01 mark
Expression	01 mark
<b>Total</b>	<b>03 marks</b>

**What is poster making?**


Poster Making – A poster is a very useful means of making an announcement or appeal, issuing a notice, advertising a product or bringing about awareness on any issue of public interest. A poster should be visually attractive and readable from a distance. They are extensively used by NGOs, political parties, government departments, etc.

Format of a Poster-

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

- **TAGLINE OF THE EVENT**– it has to be in accordance with the question. A catchy tagline for the occasion. It should be clearly visible. Thus, it can be bold, underlined or in capitals.
- **TITLE OF THE EVENT**- it should be short and as per the question.
- **SPECIAL ATTRACTIONS**– This is optional. For example: - Guest speaker, etc.
- **ILLUSTRATION**- It involves pictorial representation. For e.g., a drop of blood for a blood donation camp, a book for a Book Fair, etc.
- **DATE, TIME AND VENUE**- It is very important to mention date, time and venue of the event. It is a point you cannot risk forgetting.
- **CONTACT INFORMATION**– In case of any queries, the targeted audience should have someone to contact to.
- **OTHER RELEVANT INFORMATION**– If there is any other information mentioned in the question and is supposed to be there in the poster, it is important you mention it.
- **ISSUING AUTHORITY**– By whom or by which organisation the poster is being published.
- **PUT THE POSTER IN A BOX** – It is absolutely necessary

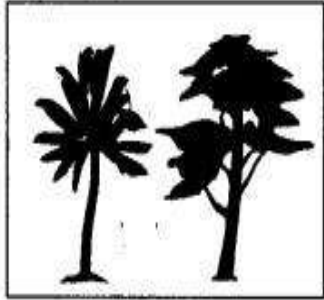
Q 1. Design a poster in not more than 50 words for your school library on the value of books and good reading habits. You may use slogans.

<b>ISSUED BY ANAND VIHAR SCHOOL</b>		
<b>Books—Our Best Friends</b>		
<p><b>BOOKS</b></p> <ul style="list-style-type: none"> <li>♦ inform</li> <li>♦ instruct</li> <li>♦ delight</li> <li>♦ enrich</li> </ul>		<p><i>Take a book a day! Don't Delay</i></p>
<p><i><u>Read best</u></i> <i><u>Speak best</u></i> <i><u>Think best</u></i></p>	<p><b>Your School Library has ten thousand books</b></p> <p>When you are gloomy or lonely Your best friend is a book! <b>Don't judge a book by its cover – Read it !</b></p> <p><b><i>Reading makes a ready man</i></b></p>	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p><i>Make reading a regular habit</i></p> </div>



Q 2. Design a poster to launch 'Tree Plantation Campaign' in the area surrounding your school.

**PLANT TREES  
&  
LIVE LONGER**



*Join*

# TREE PLANTATION CAMPAIGN

***Remember the Benefits of Trees***

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

Q 3 As the Cultural Secretary of Holy Heart School draft a poster inviting parents and students to the Annual school Fete and a Blood Donation Camp invent the necessary details.

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

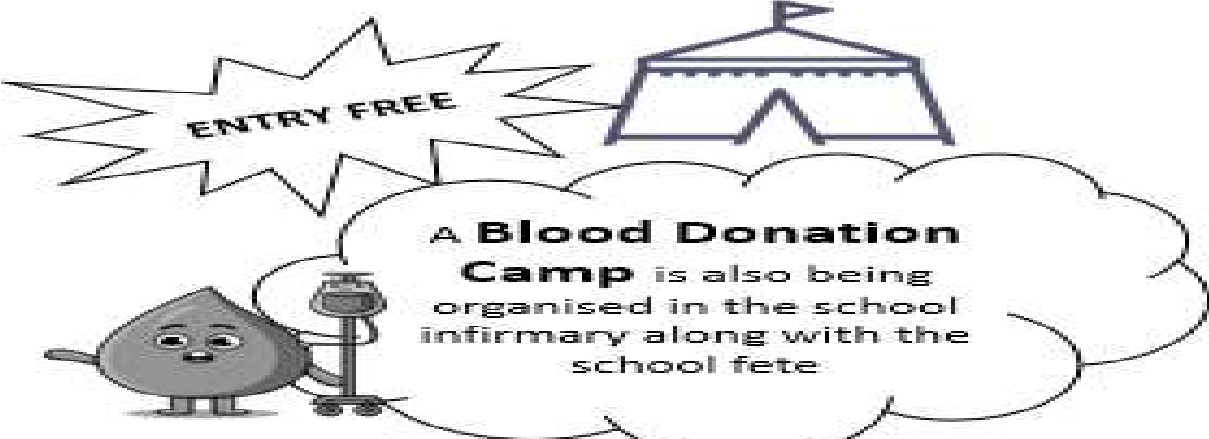
Q 3 As the Cultural Secretary of Holy Heart School draft a poster inviting parents and students to the Annual school Fete and a Blood Donation Camp Invent the necessary details.

**Holy Heart School, Vasant Nagar Lucknow**

**Invites you to the Annual School Fete,  
where education collaborates with fun!**

**Date: 10<sup>th</sup> and 11<sup>th</sup> January 2023**  
**Timings: 10 a.m. – 6 p.m.**  
**Venue: School ground**


**Attractions: Carnival rides, food and games  
stalls, science, art and cultural exhibitions**



**A Blood Donation  
Camp** is also being  
organised in the school  
infirmary along with the  
school fete

**Q 4.** Your school is organising a Blood Donation Camp. Prepare a poster for your school notice board with a catchy heading.

Donate Blood, Save Lives!  
Donate your precious blood at:  
The New Era School Donation Camp  
on: 25th. September, 2024



from: 10:00 a.m to 4:00 p.m.  
Venue: New Era Public School, B – Block, Dibrugarh  
Important Features include:  
Trained Medical Staff  
Free Checkup of B.P.  
Issue of Donor Cards  
Donate your precious blood today, you might need it one day!

Blood donation camp organized by The New Era School in  
association with the Indian Red Cross association

**Q 5.** You are a fitness trainer in a college. Design a poster in not more than 50 words, to be put up on the college notice board, to emphasise the importance of yoga in maintaining mental and physical fitness. You are Vishal / Vishali.

Yoga-Discover the power within  
Breathe, flow, transform.

**Stressed? Suffering from anxiety?**

**Do Yoga for physical and mental health**

Breathe, flow, transform.



**Improve your concentration and your well being**

**Join our free Yoga Classes from 5a.m. to 6a.m. at the School Auditorium**

**Issued by Yoga Department. Anandmayee Institution, Milan Nagar, Jorhat**

### **Sample Questions**

Q1. You are the director of the healthcare system in the state of Mizoram. It is necessary to raise awareness among the general population about the necessity of oral polio immunisation for children under the age of two. Create a straightforward and eye-catching poster that can be put in the state's most visible locations.

Q2. You are a member of the social awareness team of your school and you have to participate in an awareness drive regarding the importance of water. Prepare a poster highlighting the importance and ways of rainwater harvesting that can be implemented by the residents of the area.

Q 3. You are a member of an NGO, which adopts stray animals. Draft a poster in not more than 50 words, appealing to people to show kindness to animals.

Q 4. As Cultural Secretary of your school, draft a poster announcing the staging of an original play on the theme of 'Women Empowerment' in the school auditorium. Invent the necessary details.

Q 5. Design a poster on "Climate Change and the world in 2050".

## SPEECH WRITING

### DISTRIBUTION OF MARKS

Format:	01 mark
Content:	02 marks
Expression:	02 marks
Total:	05 marks

### Word limit: 120-150 words

SPEECH is the faculty of expressing or describing thoughts, feelings or perceptions by vocal communication or conversation. It is always addressed to a vast multitude of people. Writing a speech is very much similar to writing an essay, a report or an article, but the difference is that your words are being HEARD not READ, the audience is a listener, not a reader. So, you only have one chance to get your message across.

### Points to remember

1. Give the title at the top.
2. Begin with "Good morning to all of you, today I am here to express my views on the topic"/ It's a matter of great privilege for me to deliver a speech on the topic...
3. Present Tense is usually used when you write out a speech.
4. Define the topic; give its causes, effects, the present state and remedial measures.
5. Clarity, organization and systematic presentation of ideas are very important.
6. Should be a coherent piece clearly stating a particular point of view. Divide the speech into 3 to 4 paragraphs.
7. Conclude by giving suggestions for improvement- hope for a better future.
8. Always make a rough draft.

### Layout of a Speech

- Formal address to the audience
- Catchy Introduction- Pre Speech note to draw attention of audience
- Announcement of the topic and establishment of context
- Development of the topic
- Impact on People/ Environment/ Country etc.
- Conclusion
- Formal Thanks to the audience - Thanks for being so generous to listen to my views so attentively. Or thank you.

### Guided Speech

Good morning to one and all present here.

Respected Principal, teachers and all my dear friends, today I (name), a student of Class (\_\_\_) want to express my views on the topic/ in favour or against the topic " \_\_\_Topic\_\_\_\_\_" and I hope that all of you will listen to me attentively ignoring my mistakes, if I commit.

India is a large democratic country and in a democracy one can see great many problems. India has also been facing many problems since her Independence. She is facing problems like terrorism, corruption, poverty, black marketing, hoarding, and \_\_\_\_\_(topic)\_\_\_\_\_etc., but the problem of \_\_\_(topic)\_\_\_ is one of the major problems in front of developing India. It is just like canker eating nation's economy. Despite our best efforts it is increasing like the mouth of 'Sursa'.

.....  
.....  
.....

details of topic

.....  
.....  
.....

So the situation is really critical and demands our proper attention. So it is hoped that the government will take this matter seriously and will take effective steps in this regard in time. But as it is quite known that no government policy can bring desired effects without public co-operation. So it is also hoped that the common public will also co-operate the government in every possible way. Only then we can hope of a nation free from \_\_\_\_\_(topic)\_\_\_\_\_. Thank you.

### **SPEECH WRITING EXAMPLES**

**1: You are Ali/Alia, Head girl/Head boy of your school. You are deeply disturbed by the rising cases of aggressive behaviour of students in your school. You decide to speak during the morning assembly about it. Write a speech on 'Indiscipline in Schools'. (150 – 200 words)**

**Answer:**

Respected Principal, dear teachers and students. Today I am going to speak about the rising cases of aggressive behaviour among students in our school.

Indiscipline among students has become so widespread that everyone is criticizing them. Teachers accuse that they do not show respect. Parents are dissatisfied with them because they do not get good scores in the examination and waste their time on mobiles, videos, etc. And if we talk to the students, we are told that they are angry with the authorities, dissatisfied with their teachers and parents. Every day we come across in newspapers about strikes by students and fighting in schools. Some of these incidents take so ugly a turn that they can be controlled by police only. At times the errant students are sent to a juvenile home due to their aggressive behaviour.

The future of the young generation seems to be gloomy due to the absence of value education. There is absence of a close rapport of the teachers with the students and this is due to overcrowding in the classes, i.e., instead of 20 to 25 students very often schools have 45 to 50 students in each section and as much as 10 sections in each class. This leads to a lack of rapport between teachers and students. At the same time, teachers also need to behave well with the students; they should give their best to the students and treat them like their own wards.

To reduce indiscipline among students, it is the duty of parents, teachers and authorities to sit together and take some useful and appropriate action to save them from getting spoiled. It is very easy for students to get deviant if they are not guided properly by their parents and school authorities. Hence, the issue of indiscipline must be tackled on a war footing as students are the hope of the nation.

Thank You all for the patient hearing.

**2 : Write a speech to be delivered in the school assembly as Rahul/ Rubaina of Delhi Public School emphasizes the importance of cleanliness, implying that the level of cleanliness represents the character of its residents. (150-200 words)**

**Ans:** "Cleanliness is next to godliness," said the great John Wesley.

Respected principal sir, learned teachers and my dear schoolmates. today, I, Rahul/Rubaina, stand in front of you all to share my opinion on the significance of cleanliness.

Cleanliness is the condition of attribute of being neat and clean through mind and body and keep our surroundings. Everyone must learn about cleaning, hygiene and sanitation and unsanitary circumstances. It is essential for physical well-being and the maintenance of a healthy atmosphere at home and at school. A filthy atmosphere invites a large number of mosquitos to grow and spread dangerous diseases. On the other side, poor personal cleanliness causes a variety of skin diseases as well as lowered immunity.

Habits formed at a young age become permanent in one's personality. Even if we teach our children to wash their hands before and after meals, brush their teeth and bathe on a regular basis, we are unconcerned about keeping public places clean. On October 2, 2014, the Indian Prime Minister began the "Swachh Bharat" programme to offer sanitation amenities to every family, including toilets, solid and liquid waste disposal systems, village cleanliness, and safe and appropriate drinking water supplies. Teachers and children in schools are actively participating in the 'Clean India Campaign' with zeal and excitement

Good health ensures a healthy mind, which leads to better overall productivity, higher living standards, and economic development. It will improve India's international standing. As a result, a clean environment is a green environment with fewer illnesses. thus, cleanliness is defined as a symbol of mental purity.

Thank you very much for patient hearing

**3: Write a speech in 150-200 words on 'Benefits of early rising' to be delivered by you in the morning assembly of your school. You are Karuna/Karan, Head Girl/Head boy.**

**Ans:** Honourable Principal, Respected teachers and my dear friends, today I, Karuna/Karan, your Head Girl/Head Boy stand before you all to highlight the far-reaching "Benefits of Early-rising".

"Early to bed and early to rise, makes a person healthy, wealthy and wise."

The words of Benjamin Franklin have been backed by science. It has been proved that morning people are persistent and proactive. It leads to better performance, greater success, and higher standards of living. Rising up early also relieves stress and tension because it gives you the time to squeeze in a workout before you get distracted. This is why; morning people tend to be healthier and happier as well as have lower body mass indexes.

For this, one needs to maintain a proper schedule and has to go to bed on time. You should restrict the usage of gadgets immediately before going to bed and these tiny steps will help you become an early riser. Researchers have also said that early morning is the best time to study and gain knowledge. This will help you in staying ahead in the class and keep your grades up. Most entrepreneurs are early risers as they believe it is the key to a successful, happy and content life

Hence, if you don't develop a habit of waking up before the rest of the world, you won't be able to change the world.

**4. Your PGT English Ms. Geetha is a short story writer also. 'Sky is not Far' is a collection of her latest short stories. This book has won a national award. Write a speech in 150 – 200 words you will deliver in her honour in the morning assembly. You are Alka/Alok.**

Ans:

Good morning, everyone! Today, I stand before you all to bring into limelight the "Commendable Achievements of our PGT English teacher Ms. Geetha".

Ms. Geetha has made all of us proud by winning the National Award for her book "SKY IS NOT FAR". The book is all about the infinite possibilities in life and that there is no such word as "impossible". The word itself says, "I M POSSIBLE". Nothing is unachievable if we have decided what we want and are working for it. It is very important to have a positive outlook and be fearless.

Through her book, she has given us all hope and motivation.

We all know what an articulate writer she is; she masters the art of short story-writing. She has contributed immensely and profoundly to the school's literary society. Her works have a special place in the school library. A versatile writer, as she is, she has written books on various themes. Her other books are a work of treasure.

Thus, we congratulate her on this very special occasion. It is a proud moment not only for her, but for the entire school. She has set an example for all of us. Indeed, the sky is not far.

Once again, Congratulations, ma'am! Today is your day.

Thank you.

**5. You are Rashika/Ram, an IAS officer. You have been invited to the inauguration of a public park. You need to deliver a speech on the topic "Importance of Physical Health" in 150-200 words.**

Ans:

Famous quotes like "Health is Wealth" and "If I am Healthy, then I am Wealthy" convey an important message. It is not just to be read and understood, but is meant to be put to action.

Good morning, everyone. I am Rashika/Ram, an IAS officer. I would like to present my views on the topic "Importance of Physical Health".

I think we can all agree that we all fantasise about having a healthier body. Some of us even draw up a schedule which we follow for only a few days. It is important to implement our ideas and plans in order to achieve our goals.

Exercise is important not only for our physical health but for our overall well-being. A healthy body increases concentration and productivity. Therefore, lack of exercise is one of the main reasons why we are unable to cope up with workload and stress. Exercise can cure depression and also help in the improvement of a student's performance in examinations. With exercise, our bodies become lighter, and so we do not get tired easily.

I hope the newly built park will be a great motivation for us to include exercise in our daily lifestyle. I would like to thank the Minister of Health and the Head of the Municipality for inviting me here today.

Thank you for listening.

## DEBATE WRITING

A debate is a formal discussion or an argument on a particular matter delivered in favour of or against a subject in a disciplined, strong, convincing and refuting manner, Nature of the debate is argumentative.

### **DEBATE WRITING TIPS:**

1. Choose whether you want to write for or against the motion. Do not write the topic or 'FOR THE MOTION' or 'AGAINST THE MOTION'.
2. Always try to select the side you want to support and have more information on that. Write which side you have taken after introducing yourself (name and details are given in the question).
3. Support your argument with strong statements.
4. Give facts in support of your view.
5. Clear agreement or disagreement must be expressed.
6. Value points should be developed into paragraph.
7. You can use polite sarcasm.
8. Begin with "Honourable Chairperson, Judges, teacher, and my dear friends, I stand before you to express my views for / against the motion "TOPIC".
9. Use powerful expressions like:
  1. I'd like to argue .....
  2. In my opinion .....
  3. I fail to understand .....
  4. May I ask? .....
  5. I disagree with my opponent .....
  6. Refer to your opponent's view/views .....
10. Adopt argumentative style.
11. Conclusion - Suggestions and steps for improvement

### **Marking Scheme:**

**Format- 1 Mark**

**Content-2 Marks**

**Expression-2 Marks**

### **SAMPLE DEBATE**

**1. You are Sheeya/Shyam of Modern Public School, Jaipur. In the modern world, it is often said that "ONLINE SMART CLASSES ARE THE FUTRE OF EDUCATION STYLE" write a debate either for or against the motion in 120-150 words.**

**Ans. ONLINE SMART CLASSES ARE THE FUTURE OF EDUCATION STYLE.**



### FOR THE MOTION

Honourable Judges, Respected teachers and dear friends. I stand before you to express my views on the topic 'online smart classes are the future of education style' and today, I Sheeya of XI class will speak for the motion. If you are so old minded and think that computer will distract children from studies, I am really sorry because let me remind you that young generation has gone a long way with computers. When most parents think of learning from computers, socializing websites like Facebook appear before their eyes. It is the biggest cyber tragedy. There are definitely a large number of sites beyond just Facebook. Unacademy, Khan Academy, Byju's teaching app, the list of online teaching platforms is endless and ever growing. There are millions of students and teachers who use these websites and apps for their exam preparation. They are mostly free and it is what makes one turn away from traditional paper guides Google has already replaced the word Guru to become the greatest knowledge provider. E-learning is also essential because we cut trees to make papers and books. So, this is a better solution.

Rather than living the life of a consumer let's be contributors, let's buy e-books. Instead of collecting books, let's convert our phones and computers into virtual libraries and learn. Thank you.

### AGAINST THE MOTION

Honourable Judges, respected teachers and my dear friends. My topic for the day is "online classes are the future of education system" and I choose to speak against the motion. Online learning or E-learning refers to learning conducted via electronic media, typically on the internet. There is no face-to-face interaction between the teacher and the student. It decreases the scope of adjusting and modifying the language according to the demand of the audience.

There is lack of proper guidance and self-assessment mechanism. It would also reduce employment among teachers since it involves only brain work and not physical work, they tend to get lethargic. It also leads to lack of discipline. There is no proper schedule. Excellent interactions are involved in physical learning. People tend to make friends who support them and mentors who guide them. Thus, no matter how fast technology is physical way of learning should not be displaced. I hope all of you will agree with my views. Thank you and have a nice day.

**2. You are Mukul / Mahima of Alps Public School. Your school has organized a debate on "Social Media and Its Effects" and you will be participating in the debate. Prepare your views against or in favour of the motion. (120 – 150 words)**

### **Ans. SOCIAL MEDIA AND ITS EFFECTS**

#### FOR THE MOTION:

"We are all now connected by the internet, like neurons in a giant brain"

Honourable judges, teachers and my worthy opponents thank you for giving me the opportunity to join this debate on the topic, "Social Media and Its Effects". I am Mukul/ Mahima and I would like to speak in favour of the motion.

How many people do not have a smile on their faces on finding an old friend on Facebook? Well, social media has removed all the barriers and boundaries to communication by bringing the globe on a single platform. While business opportunities have widened, marketer's reach has broadened. It keeps us updated about everything going on in every nook and corner of the world on a real-time basis.

From emergency alerts, announcements and declarations to knowing how our friends are doing has all become so convenient. It provides freedom of speech and thus, enables everyone to speak their mind. Not to forget the incalculable access it provides to the extensive information.

With so much advancement and innovation, it would be an unimaginable world without having social media in it. Someone has rightly put it into words by saying,

“Social media is addictive precisely because it gives us something that the real world lacks: it gives us immediacy, direction and a value as an individual.”

Thank you.

#### AGAINST THE MOTION:

What a world it is, with everyone on their phones, all the time, faking their lives and keeping a count of their likes?

Good morning, ladies and gentlemen! I am Mukul/ Mahima and my topic for the day is, “Social media and its effects”. I would like to speak against the motion.

It has now become doubtful to trust the saying that goes like “Technology was developed to save time and make our lives easier”, because people have become addicted and unproductive. It takes a lot of effort and discipline to stay away from social media. Results have shown that it has had adverse effects on human minds and their functioning. Outdoor activities among children have also reduced significantly.

No doubt it provides access to useful information, but it is hard to ignore the quantum of fake news that spreads like wildfire and the extent of impact it has on the society. In fact, fake whatsapp forwards was a clear pattern that was observed behind the recent mob lynchings or rather, “Death by social media”. Thank you.

**Q3. You are a student of Class 10, who is currently preparing for the board exams. In the newspaper, you saw an advertisement for a debate competition held by the newspaper on the topic “Should schools conduct Pre-Board Exams?”. You wish to present your views on the topic. Write a debate on the given topic in 150-200 words, which is to be submitted to the editor of the local daily.**

Ans. Should schools conduct Pre-Board Exam

#### FOR THE MOTION:

For the students of classes 10 and 12, Board exams are crucial examinations, on which their future depends. In 99 percent of the jobs, they are required to inform the employers how much they scored in 10th and 12th. Therefore, these examinations are important not just for admissions, but to secure lucrative jobs and careers.

Pre-Board Examinations, as the name suggests, are held before the Board examinations. These examinations help students prepare for the Boards by asking slightly more tricky questions and having a stricter marking scheme. Due to the importance of these exams and the young, delicate age of the students, students end up having a lot of pressure and expectations on their shoulders. Some students doubt whether they are good enough or not. Some students are not sure of the type of questions that would be asked in the Boards.

Therefore, Pre-Board Examinations help in building up the confidence of the students and also makes them aware of how much more hard work they need to put in order to achieve the desired marks in the Board examinations.

Thank you.

#### AGAINST THE MOTION:

Board examinations are crucial exams for the students of classes 10 and 12. The score we get in our Boards secure admission in our dream college, and lucrative jobs or careers. Due to the high importance of these examinations, students end up having a lot of stress on themselves.

Pre-Board Examinations, as the name suggests, are held before the Board examinations. These examinations help us prepare for the Boards by asking slightly trickier questions and having a stricter marking scheme. Despite its motive being to prepare the students for the main exam, in many cases, it brings down the self-esteem of students. Students end up doubting and hating themselves, as they believe that if they cannot get appreciable marks in Pre-Boards, they cannot get a high score on the main exam. They feel like this is the end of the world, and they would not be able to achieve their dreams. Multiple failures may result in the student giving up on their studies, and sometimes, their life.

Therefore, Pre-Board Examinations sometimes put more pressure on the student instead of helping in building up their confidence. Thank you.

**Q4. You are a NEET aspirant. Your institution is organising a debate competition on the topic “Are entrance exams advantageous?”. You wish to present your views on the topic. Write a debate on the given topic in 150-200 words.**

Ans. Are entrance exams advantageous?

#### FOR THE MOTION:

Good morning teachers, judges and my dear friends. In this debate competition, I am going to speak for the motion for the topic “Are entrance exams advantageous?”.

As we all know, after 12th graders complete their Board examinations, students apply for admissions in colleges of their choice. Due to an increase in the student body with many students having excellent percentages in exams, and potential to be great, selecting students had become quite difficult. Also, one cannot determine if a student is good enough for a specific course by just seeing the Boards results. This is how entrance exams came to being.

Therefore, entrance exams help in picking out the students who have the highest potential for the particular course. Since these exams are nationwide, participants can also see where they stand and how much more they need to improve. Therefore, entrance exams also give a reality check. It is true that the entrance exams impose a lot of pressure on young adults. However, the stress and the fear of failing and not achieving their dreams drives them to perform well in the entrance exams.

Thank you.

#### AGAINST THE MOTION:

Good morning teachers, judges and my dear friends. In this debate competition, I am going to speak against the motion for the topic “Are entrance exams advantageous?”.

As we all know, after 12th graders complete their Board examinations, students apply for admissions in colleges of their choice. Due to an increase in the student body, selecting students has become

quite difficult. Also, one cannot determine if a student is good enough for a specific course by just seeing the Boards results. This is how entrance exams came to being.

Therefore, students have to undergo the pressure of not only Pre Board and Board examinations, but also Entrance examinations. Students have to prepare for two very different examinations in a very short time. Students tend to neglect their basic requirements like food, sleep and health. Moreover, in case a student fails in an entrance exam, they feel hopeless as they cannot get admission to any college without clearing their entrance exam. Students may also feel burnt out by giving so many exams.

So, I conclude by saying that although the aim of the entrance exams is justified, it does not take into account the amount of pressure the students will have on them. Hence, entrance exams are disadvantageous. Thank you.

**Q5. Your school is organising a debate event on the topic “Should Video Games be Banned?”. Write a debate on the given topic, presenting your views in 150-200 words.**

Ans. Should Video Games be Banned?

FOR THE MOTION:

Good morning respected Principal, teachers and my dear friends. In this debate competition, I am going to speak for the motion for the topic “Should Video Games be Banned?”.

Video games are games which can be played using electronic gadgets like the controllers, laptop, mobile, etc. These were made purely for the purpose of entertainment and recreation. Like movies, shows and books, video games have a wide range of different genres. Similarly, there are some video games which are not suitable for younger audiences. However, due to increasing popularity and attractive graphics, young children become attached to violent games.

This has resulted in children becoming more violent and prone to angry outbursts. These games display blood and murder, things that not only young children, but teens and adults alike should maintain a good distance from. It promotes anti-social and borderline personalities. It also sows the seed of addiction, resulting in people disengaging from the rest of the world, including family and friends.

Therefore, for the proper functioning of the society and to ensure the well-being of our fellow human beings, I would like to conclude by saying that video games should be banned.

Thank you.

AGAINST THE MOTION:

Good morning respected Principal, teachers and my dear friends. In this debate competition, I am going to speak against the motion for the topic “Should Video Games be Banned?”.

As we all know and are experiencing, we have a lot of work-load on us. As a solution, people came up with books, shows and movies. Similarly, we have one more method of recreation and entertaining purposes – Video games.

Video games show a great story with graphics and animation. It enables a person to interact as a character in the story. It comes in different genres. There are books and movies which are not suitable for young children and teenagers. We can see a similar situation in video games. Such games result in a child developing negative traits. However, this is not seen in all people. No matter if a person is an adult or not, if a person is being influenced by it negatively, then a person is not suitable enough to play a game of that genre.

Therefore, I would like to conclude by saying that video games should not be banned. Parents or guardians need to monitor what their child is playing, like how they monitor what their child is watching.

**CLASS – XI**  
**SUBJECT – ENGLISH CORE (301)**  
**HORNBILL (PROSE)**

**1. The Portrait of Lady**  
**By Khuswant Singh.**

**SUMMARY**

The lesson gives us a detailed picture of the relationship between the author and his grandmother. True to its name, the story draws a character sketch of the grandmother who stays the same over the years. Her thoughts, way of life and activities do not seem to change.

**EXTRACT BASED QUESTIONS**

1. Then she would fetch my wooden slate which she had already washed and plastered with yellow chalk, a tiny earthen ink-pot and a red pen, tie them all in a bundle and hand it to me. After a breakfast of a thick, stale chapatti with a little butter and sugar spread on it, we went to school. She carried several stale chapattis with her for the village dogs. My grandmother always went to school with me because the school was attached to the temple.

**i. Who is the author of “The portrait of a lady”?**

Ans- Khushwant Singh

**ii. Who used to accompany the author to school in his first days of student life?**

Ans-His grandmother.

**iii. Why did the grandmother use to carry stale chapattis to school?**

Ans- To feed the village dogs.

2. When my parents were comfortably settled in the city, they sent for us. That was a turning-point in our friendship. Although we shared the same room, my grandmother no longer came to school with me. I used to go to an English school in a motor bus. There were no dogs in the streets and she took to feeding sparrows in the courtyard of our city house.

**i. What was the turning point in their relationship?**

**Ans:** The movement of the author and his grandmother to the village proved to be a turning point in their relationship.

**ii. How did he go to new school?**

**Ans:** He went to the new school by a motor bus.

**iii. Whom she took to feeding in the city house?**

**Ans:** Sparrows

3. I would tell her English words and little things of western science and learning, the law of gravity, Archimedes' Principle, the world being round, etc. This made her unhappy. She could not help me with my lessons. She did not believe in the things they taught at the English school and was distressed that there was no teaching about God and the scriptures. One day I announced that we were being given music lessons. She was very disturbed. To her music had lewd associations. It was the monopoly of harlots and beggars and not meant for gentlefolk. She said nothing but her silence meant disapproval. She rarely talked to me after that.

**i. What was taught in English school?**

**Ans:** English words and little things of western science and learning, the law of gravity, Archimedes' Principle, the world being round, etc.

**ii. Who is she here?**

**Ans:** The author's grandmother

**iii. According to her, what was not meant for gentle folk?**

**Ans:** Music

4. When I went up to University, I was given a room of my own. The common link of friendship was snapped. My grandmother accepted her seclusion with resignation. She rarely left her spinning-wheel to talk to anyone. From sunrise to sunset she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows. While she sat in the verandah breaking the bread into little bits, hundreds of little birds collected round her creating a veritable bedlam of chirruping. Some came and perched on her legs, others on her shoulders. Some even sat on her head. She smiled but never shooed them away. It used to be the happiest half hour of the day for her.

**i. What was the common link of friendship between them?**

**Ans:** The bond that continued in sharing the same room was the common link between them.

**ii, What were her daily activities?**

Ans: Her sitting by the wheel spinning and reciting prayers, and her feeding the sparrows.

**iii. What was her happiest time?**

Ans: Feeding the sparrows for half an hour everyday was the happiest time for her.

5. She had always been short and fat and slightly bent. Her face was a crisscross of wrinkles running from everywhere to everywhere. No, we were certain she had always been as we had known her. Old, so terribly old that she could not have grown older, and had stayed at the same age for twenty years. She could never have been pretty; but she was always beautiful. She hobbled about the house in spotless white with one hand resting on her waist to balance her stoop and the other telling the beads of her rosary. Her silver locks were scattered untidily over her pale, puckered face, and her lips constantly moved in inaudible prayer. Yes, she was beautiful. She was like the winter landscape in the mountains, an expanse of pure white serenity breathing peace and contentment.

**i. Silver locks refers to\_\_\_\_\_.**

Ans: Her white hair.

**ii. Who is she here?**

Ans: The author's grandmother

**iii. How did she walk about the house?**

Ans: She hobbled about the house in spotless white with one hand resting on her waist to balance her stoop and the other telling the beads of her rosary.

**SHORT ANSWER TYPE EXERCISE**

**1. What stories of the grandfather did the author mentioned as 'Fable of the prophets'? Why?**

Ans:- The author has always seen his grandmother as an old lady in white saree praying all the time. He could not imagine her as a child playing. Therefore, when she used to narrate how she used to play in her childhood, the author treated the story of grandmother's childhood stories as 'Fable of the prophets.'

**2. Why could the grandmother not walk straight? How did she move around the house?**

Ans:- The grandmother's body was bent. She was too old to walk straight. She was forced to put a hand on her waist to support the stoop so that she could not walk straight. She used to hobbled around the house putting one hands on her waist and counting the beads of rosary with the other hand.

**3. What was the grandmother's reaction towards education in the English school?**

Ans:- The grandmother was not happy because she could no longer help the narrator in his lessons. She did not like the fact that there was no teaching of God and scriptures in the English school. Moreover

she was extremely unhappy when she came to know that her grandson was taught music which she considered suitable only for baggers and harlots.

**LONG ANSWER TYPE QUESTIONS:**

**1. Describe the character of the grandmother.**

Ans:- The grandmother is an old lady of strong personality. She was religious but not sentimental. She loved her grandchild and helped him to grow up with her support, care and good teaching in the early stage of his life. Her face was full of wrinkles. As the author said, she was never pretty, but always beautiful because she had a very beautiful mind. She never complained about anything, accepted the changes in her life.

She never spent her life in gossiping and lamenting at the old age. She was very active, strong and generous lady. She spent her time in praying, spinning wheel and feeding the dogs and sparrow.

**2. Describe the friendship between the narrator and his grandmother.**

Ans:- The whole story revolves round the relationship between the narrator and his grandmother. Khushwant Singh's grandmother was closely involved in bringing him up when the author lived with her in the village during his early life. She used to wake him up early in the morning. While bathing and dressing him, she sang her prayers, she hoped that the young boy would learn it by heart. She then gave him breakfast-a stale chapatti with butter and sugar. Then they would go together to the temple and school. While the author learnt his lessons, the grandmother would read holy books. They returned home together. A turning point came in their friendship when his parents called them to city. Although they shared a room, she could not help him much. She hated music, science and western education. The common link of their friendship was gradually snapped. She celebrated the narrator's homecoming in an exceptional way and died next day.

**3. Mention the way in which the sparrows expressed their sorrow when the author's grandmother died.**

Ans:- The grandmother had a very close and loving relationship with the sparrows. In the evening, when the author and his family members went to grandmother's room to take her for the last rites, they saw thousands of sparrows sitting scattered on the floor near her. They were silent. There was no chirping. The author's mother offered them some bread but the sparrows took no notice. After the grandmother's body was taken away, the sparrows flew away quietly.

Thus, the sparrows mourned her death and paid silent tribute to the grandmother in a unique manner because they had strong emotional bond with her. This is how the sparrows expressed their sorrow when the author's grandmother died.

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## 2. We're Not afraid to Die — If We Can All Be Together

### By Gordon Cook and Alan East

The story, 'We're Not afraid to Die—if We Can All Be Together' is a story of extreme courage and skill exhibited by Gordon Cook, his family and crewmen in a war with water and waves for survival.

Round the world voyage In July 1976, the narrator, his wife Mary, son Jonathan and daughter Suzanne set sail from Plymouth, England repeating the round-the-world voyage made 200 years earlier by Captain James Cook.

- took the voyage in the Southern Indian Ocean in their professionally built ship, the wave walker, a 23 meter long and 30 ton Wooden boat.

- accompanied by two experienced sailors - Larry Vigil, an American and Herb Seigler, a Swiss.

- The first part of the journey, that is, about 105,000 kilometers up to Cape Town passed

Attack of the big wave

- On the second day, they began to encounter strong gales up to 15 meters, as high as the main mast.

- On 25th December, the writer's ship was in the southern Indian Ocean, 3500 kilometers to the east of Cape Town and celebrated their New Year in the ship.

- At dawn on January 2 due to unfriendly weather and gigantic waves

- the sailors slow their speed,

- drop storm jib and take other precautions.

- sailors complete life-raft drill,

- attach life lines and life jackets.

- Suddenly at 6 pm, a tremendous explosion shook the Wave walker, and the author was thrown overboard.

- The ship was about to capsize when another gigantic wave hit it tossing it upright once again. in spite of his injuries, the narrator took charge of the situation. Somehow he found the wheel, lined up the stern for the next wave and hung on till Mary appeared and took charge of the wheel.

- Larry and Herb started pumping out water like madmen.

- The whole starboard side bulged inwards.

- The narrator managed to cover canvas across the gaps to prevent water from entering the ship.

- Then came more problems. Their hand pumps stopped working and electric pumps short-circuited.

- the narrator found a spare electric pump under the chartroom that worked.

- The entire night was spent in pumping, steering, repairing and sending radio signals.

- The narrator checked charts and calculated that Ile Amsterdam, a French scientific base was their only hope.

- Sue's head was swollen and she had a deep injury.

- Finally, they reached Ile Amsterdam, a volcanic island where they were welcomed by 28 inhabitants.

- Thus, the collective strength and never-failing optimism of the sailors made it possible for them to come out of the jaws of death.

- Though, Jonathan and Suzanne did not do anything to save Wave walker but their courage, faith and optimism gave extra strength and persistence to the narrator and his team.

### Multiple Choice Question:

**Q.1 What was the main reason behind Gordon and his family's decision to embark on a sailing voyage around the world?**

- A) To set a world record
- B) To escape from their busy lives
- C) To spend more time together as a family
- D) To prove their sailing skills to the world

**Q.2. What unexpected event occurred during the voyage that put the family's lives in danger?**

- A) A severe storm
- B) Pirate attack
- C) Engine failure
- D) Navigation error

**Q3. What was the initial reaction of the family when they encountered the storm?**

- A) Panic and fear
- B) Confidence and bravery
- C) Confusion and disbelief
- D) Anger and frustration

**Q.4. How did Gordon and his family manage to survive the storm?**

- A) By abandoning the ship
- B) By repairing the damaged sail
- C) By navigating through the storm
- D) By seeking help from nearby ships

**Q.5. What was the ultimate lesson learned by Gordon and his family from their experience?**

- A) The importance of perseverance and teamwork
- B) The unpredictability of nature
- C) The significance of advanced sailing equipment
- D) The necessity of avoiding risky adventures

## **ANSWERS**

- 1. C) To spend more time together as a family**
- 2. A) A severe storm**
- 3. B) Confidence and bravery**
- 4. C) By navigating through the storm**
- 5. A) The importance of perseverance and teamwork**

## **Short Answer Questions (SAQs):**

**1. Describe the preparations the family made before embarking on their voyage.**

Answer: The family spent months preparing for their voyage by equipping their boat, Wave walker, with the necessary supplies and tools. They practiced their sailing skills and made sure the boat was in top condition.

**2. How did the children display resilience during the crisis?**

Answer: The children, despite the terrifying circumstances, remained calm and brave. They did not panic and supported their parents, displaying remarkable resilience and maturity.

**3. What challenges did the family face during the storm?**

Answer: The family faced immense challenges such as a massive wave that damaged the boat, flooding, and injuries. They struggled to pump out water, repair the boat, and navigate safely through the storm.

**Long Answer Questions (LAQs):**

**1. Explain how the title "We're Not Afraid to Die... if We Can All Be Together" reflects the central theme of the story.**

Answer: The title reflects the central theme of courage and unity in the face of adversity. Despite the life-threatening storm, the family's togetherness and mutual support gave them the strength to survive. Their collective resolve to stay together, no matter the outcome, underscores the importance of familial bonds and shared determination.

**2. Analyze the role of teamwork and mutual support in the survival of the family. Provide examples from the text.**

Answer: Teamwork and mutual support were crucial to the family's survival. The author and his wife worked tirelessly to manage the boat and ensure safety, while the children stayed brave and positive. For instance, when the wave hit, they all took up roles – the adults handled repairs and navigation, while the children helped as much as they could and provided emotional support. This unity and collaborative effort were key to overcoming the crisis.

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**Discovering Tut: The Saga Continues**  
**By A.R.Williams**

**SUMMARY**

The article provides details of the discovery of King Tut's tomb in 1922 by Howard Carter. King Tut was the last heir of a powerful dynasty that ruled Egypt once. It summarizes Tut's Life and reign, including restoring worship of God Amun and moving of the capital back to Thebes. It describes some of the magnificent treasures found in his tomb, including gold coffins and a famous golden mask.

**Extract-Based/Reference to context Questions**

1.They remain the richest royal collection ever found and have become part of the pharaoh's legend. Stunning artefacts in gold, their eternal brilliance meant to guarantee resurrection, caused a sensation at the time of the discovery — and still get the most attention

**i. 'They' in the first sentence refers to?**

- a) The archaeologists who went in search of Pharaoh's pyramid
- b) The funerary treasure found in Tut's tomb.
- c) Tut's exploits as the ruler of Egypt.
- d) The stories written about King Tut.

**ii. What does "guarantee resurrection" mean?**

- a) To ensure that Tut would pass into his afterlife without any trouble

- b) To make sure that the precious metals don't lose their shine
- c) To ensure that Tut's spirit was tied down in his tomb forever.
- d) To ensure that Tut is able to take a rebirth

**iii. The word 'artefacts' means?**

- a) Facts about art and culture
- b) Artificial objects and materials
- c) Articles of old times and of great historical importance
- d) Art and craft material

**ANSWERS:**

- i. (b) The funerary treasure found in Tut's tomb.
- ii. (d) To ensure that Tut is able to take a rebirth
- iii. (c) Articles of old times and of great historical importance

2. He was just a teenager when he died. The last heir of a powerful family that had ruled Egypt and its empire for centuries, he was laid to rest laden with gold and eventually forgotten. Since the discovery of his tomb in 1922, the modern world has speculated about what happened to him, with murder being the most extreme possibility. Now, leaving his tomb for the first time in almost 80 years.

**i. Who died in his teenage?**

- a) Amenhotep
- b) Akhetaten
- c) Tutankhamun
- d) Smenkhkare

**ii. What happened in 1922?**

- a) Mummy of King Tut was found.
- b) King Tut was buried under a grave.
- c) CT scan was found from the tomb.
- d) King Tut became 80 years old.

**iii. Tutankhamun was a -----**

- a) Pharaoh
- b) Scientist
- c) Archaeologist
- d) God

**ANSWERS:**

- i)(a) Tutankhamun**
- ii)(a) Mummy of King Tut was found.**

### **iii) Pharaoh**

3. Carter, Howard Carter, that was the British archaeologist who in 1922 discovered Tut's tomb after years of futile searching. Its contents, though hastily ransacked in antiquity, were surprisingly complete. They remain the richest royal collection ever found and have become part of the pharaoh's legend. Stunning artefacts in gold, their eternal brilliance meant to guarantee resurrection, caused a sensation at the time of the discovery and still get the most attention. But Tut was also buried with everyday things he'd want in the afterlife: board games, a bronze razor, linen undergarments, cases of food and wine.

#### **i) Who found King Tut's mummy?**

- a) Howard Carter
- b) Zahi Hawas
- c) Akhetaten
- d) Amenhotep

#### **ii) Why were kings laden with things?**

- a) It was believed that they could sell them in afterlife
- b) It was believed that they could enjoy them in afterlife
- c) It was believed that they could dispose of them in afterlife
- d) None of these

#### **iii) What is artefact?**

- a) A man-made object
- b) A god-made object
- c) A natural object
- d) None of these

### **ANSWERS:**

#### **i)(a) Howard Carter**

#### **ii) © It was believed that they could dispose of them in afterlife**

#### **iii) (a) A man-made object**

4. Carter really had little choice. If he hadn't cut the mummy free, thieves most certainly would have circumvented the guards and ripped it apart to remove the gold. In Tut's time the royals were fabulously wealthy, and they thought or hoped they could take their riches with them. For his journey to the great beyond, King Tut was lavished with glittering goods: precious collars, inlaid necklaces and bracelets, rings, amulets, a ceremonial apron, sandals, sheaths for his fingers and toes, and the now iconic inner coffin and mask all of pure gold. To separate Tut from his adornments, Carter's men removed the mummy's head and severed nearly every major joint. Once they had finished, they reassembled the remains on a layer of sand in a wooden box with padding that concealed the damage, the bed where Tut now rests.

#### **i) What made Carter cut the mummy free?**

- a) For he was afraid of authorities
- b) For he was afraid of thieves
- c) For he was afraid of government
- d) All of these

#### **ii) What did the royals of Egypt think in ancient time?**

- a) That they could spend their riches posthumously

- b) That they could take their riches with them posthumously
- c) That they could save their riches posthumously
- d) All of these

**iii) How did Carter's men remove the gold from the mummy?**

- a) By hardening the resins
- b) By softening the resins
- c) By chiselling the body
- d) None of these

**ANSWERS:**

- i)(b) For he was afraid of thieves
- ii)(b) That they could take their riches with them posthumously
- iii) (c) By chiselling the body

5. An angry wind stirred up ghostly dust devils as King Tut was taken from his resting place in the ancient Egyptian cemetery known as the Valley of the Kings\*. Dark-bellied clouds had scudded across the desert sky all day and now were veiling the stars in casket grey. It was 6 p.m. on 5 January 2005. The world's most famous mummy glided head first into a CT scanner brought here to probe the lingering medical mysteries of this little understood young ruler who died more than 3,300 years ago.

**(i) Why was king Tut's mummy so famous?**

- a) He was the last ruler of a powerful dynasty.
- b) His period of reign was considered as golden period in the history of Egypt.
- c) He started restoration of old ways.
- d) He was murdered.

**(ii) What substantial changes have taken place in Archaeology?**

- a) Scientific inventions and discoveries have changed it entirely.
- b) It focuses less on treasures and more on intriguing details.
- c) It uses more sophisticated tools.
- d) b & c both

**(iii) Why is King Tut called the "little understood ruler"?**

- a) He died at a very young age.
- b) He started restoration of old beliefs and traditions.
- c) The reason of his death and aftermath is a mystery.
- d) He was murdered at a young age.

**ANSWERS:**

- i)(a) He was the last ruler of a powerful dynasty.
- ii)(d) b & c both
- iii) (c) The reason of his death and aftermath is a mystery.

**Short Answer Type Questions**

**i) “I was so worried. But now I think I will go and sleep.” – Explain the reason behind the mental state of the speaker, following “Discovering Tut”.**

Zahi Hawas was Secretary General of Egypt’s Supreme Council of Antiquities in 2005. King Tut’s mummy was already in a bad condition as Howard Carter pieced it during excavation. Zahi Hawas was scared of inflicting more damage to it when the first ever CT scan of King Tut’s mummy for an accurate forensic reconstruction was arranged. Also people associated with the program were superstitious. When everything went as planned, he was relieved.

**ii) “The mummy is in very bad condition because of what Carter did in the 1920s,” – How was Howard Carter responsible? What was the aftermath of his decision?**

Howard Carter was the British archaeologist who in 1922 discovered Tut’s tomb. Due to the hardening of the resin, the mummy was firmly affixed with the coffin and as a last resort, Carter pieced the mummy to make it suitable for transport.

Carter’s decision damaged the mummy to a great extent and destroyed the natural state of the mummy, resulting in immense disfiguration of the body. This prevented other scientific investigators from trying to find out the reasons for King Tut’s death at an early age.

**iii) Why did King Tut’s mummy have to undergo a CT scan? What did it reveal?**

Rising to the throne during his boyhood, a pre-mature death under mysterious circumstances and being the last of his bloodline, made King Tut a centre of attraction amidst the Historical community.

A CT Scan was performed to obtain a 3D image of the internal of the mummy, to determine the cause and the exact age at the time of his early death. It revealed that breast-bone and front ribs are missing.

**iv) List some adornments on Tut’s body had the adornments been buried along with the body?**

The mummy of Tut was decorated with precious collars, inlaid necklaces, rings bracelets, amulets, and a ceremonial apron. There were sandals, sheaths for fingers and toes, and the inner golden coffin and mask. All of them were made of pure gold. According to the beliefs, it was thought that they could take their riches with them to the great beyond.

**v) What changes did King Tut bring out during his reign?**

King Tut was named Tutankhaten at the time of his birth. On succeeding his father to the Egyptian throne after Akhenaten, King Tut brought about a restoration of the old customs. First, he changed his name to Tutankhamun in reverence of the old god Amun. Then he oversaw the restoration and reopening of old temples, shrines, and idols.

## **LONG ANSWER TYPE QUESTIONS**

**1 “...initiated one of the strangest periods in the history of Egypt” – Why was the rule of Amenhotep IV termed strange? Describe Tut’s attempt to restore balance.**

Ancient Egypt was religious society and after inheriting the throne from Amenhotep III, Amenhotep IV promoted the worship of the Aten, the sun disk. He changed his name to Akhenaten, or 'servant of the Aten,' and moved the religious capital from the old city of Thebes to the new city of Akhetaten, known now as Amarna. He further shocked the country by attacking Amun, a major god, smashing his images and closing his temples.

His demise brought Smenkhkare to power for a brief period and next very young Tutankhaten took the throne. The boy king soon changed his name to Tutankhamun, 'living image of Amun,' and oversaw a restoration of the old ways. He reigned for about nine years — and then died unexpectedly.

## **2. Describe the changing attitudes of the archaeologists over a span of time.**

Archaeology has changed substantially in the intervening decades. It now focusses less on treasure and more on the interesting details of life and the intriguing mysteries of death. It also uses more sophisticated tools, including medical technology. At the time of discovery in 1922, Howard Carter and his companions focussed more on the treasure and safekeeping of the gold. He disfigured the mummy by cutting it up in several pieces, for easier transportation . In 1968, more than forty years after Carter's discovery, an anatomy professor X-rayed the mummy and revealed a startling fact: beneath the resin that caked King Tut's chest, his breast bone and front ribs were missing

Today, diagnostic imaging can be done with computed tomography, or CT, by which hundreds of X-rays in cross section are put together like slices of bread to create a three dimensional virtual body. It can even answer questions such as how a person died, and how old he was at the time of his death.

## **3. What do we know from the story —Discovering Tut... the Saga continues – about the materialistic attitude of a man?**

For a handful of gold, man can go to any extent. Tut's mummy was buried deep in the desert with a lot of gold and other things believing that the dead Pharaoh would need those things in the afterlife. It was a matter of faith. When Tut's tomb was discovered, much of the treasure had already been looted. The thieves did it being driven by the mad force of materialism. Materialistic attitude attaches no importance to beliefs, religious sentiments and social rites and rituals. But when Carter finally succeeded in discovering Tut's tomb, he found the richest royal collection—all made of solid gold—in the tomb. Even the coffin was made of gold. In order to remove Tut from his coffin, Carter had to cut the body from its joints. So, man doesn't allow even the dead to sleep in peace

Submitted by-

### **4**

## **THE ADVENTURE By Jayant P Narlikar**

### **SUMMARY:**

In this story, a fantasy, the writer combines history, science and philosophy in a unique way. Professor Gaitonde is hit by a truck and loses his consciousness for a few days. During this period, he finds himself



in a different world. In that different world, Bombay is still under the British rule and the rest of India is

independent. In independent India, there is the Prime Minister called Peshwa staying in Pune, and the Mughal Emperor, now a titular head of the state, staying in Delhi. In the real world, the Marathas lost the Battle of Panipat. However, in this different world of the professor, the Marathas had won the Battle of Panipat. The Maratha confederacy is as strong as ever, and the British are confined only to Bombay (Now Mumbai).

The physicist Professor Rajendra Deshpande tries to explain Prof. Gaitonde's experience on the basis of theories of catastrophe and lack of determinism in quantum theory. He tells Gaitonde that he travelled neither to the past nor to the future, and that he was in the present, only experiencing the kind of the world he wished to see. He says his history was the history as it ought to have taken place in his view. At the time of collision, the professor might be thinking of the catastrophe theory.

**MCQs:**

**1 mark**

**Q1. What is the name of the protagonist of the story "The Adventure"?**

- A. Professor Ajay Sharma
- B. Prof. Gangadharpant Gaitonde
- C. Professor George Bush
- D. Professor Gangadhar Kant Gaitonde

**Answer : B**

**Q2) What is the name of train by which Professor Gaitonde was travelling?**

- A. Deccan Queen
- B. Rajdhani Express
- C. Jijamata Express
- D. Shatabdi Express

**Answer: C**

**Q3) Whom did Prof. Gaitonde meet during his train Journey?**

- A. Khan Sahib
- B. Pathan
- C. Gupta
- D. Prof. George

**Answer: A**

**Q4) What did the Professor do when he saw the empty chair?**

- A. He sat on the chair
- B. He went away
- C. He stood in the crowd
- D. He went back to his guest house.

**Answer: A**

**Q5) How did the crowd react when he sat on the empty presidential chair?**

- A. Heard his speech
- B. Did nothing but ignored him
- C. Asked him to leave politely
- D. Threw several objects at him and pushed him away

**Answer: D**

**EXTRACT BASED ( MCQ/ ONE WORD / SA/ VSA ) 3X1==3**

1) To his dismay, the East India Company(EIC) met its match in the new Maratha ruler, Vishwas rao. He and his brother, Madhavrao, combined political acumen with valour and systematically expanded their influence all over India. The Company was reduced to pockets of influence near Bombay, Calcutta and Madras, just like its European rivals, the Portuguese and the French.

**a) The expression "to its dismay the East India Company met its match" is the same as-----**

- i) the EIC and the Marathas were unequally matched in the battlefield
- (ii) the EIC had an upper hand militarily
- (iii) the Marathas were a notch better than the English
- (iv) the English were shocked to discover the matching prowess of Marathas

**(b) What do the words that both the brothers "combined political acumen with valour" mean?**

**(c) "The company was reduced to pockets of influence" indicates that.....**

**Answers**

- (a) (iv) the English were shocked to discover the matching prowess of Marathas
- (b) The brothers together had political shrewdness and courage.
- (c) its control remained over very small areas..

2) Force of habit took Professor Gaitonde towards the pandal. The lecture was in progress, although people kept coming and going But Professor Gaitonde was not looking at the audience. He was staring at the platform as if mesmerised. There was a table and a chair but the latter was unoccupied.

The presidential chair unoccupied! The sight stirred him to the depths. Like a piece of iron attracted to a magnet, he swiftly moved towards the chair.

The speaker stopped in mid-sentence, too shocked to continue. But the audience soon found voice.

**(a) The meaning of the underlined word in the sentence. "He was staring at the platform as if mesmerized is .....**

**(b) The statement "The sight stirred him to the depths" is the same as**

- (i) he was deeply touched by the gesture
- (ii) he was delighted to the core
- (iii) he was moved to tears
- (iv) he was dismayed at the vacant chair

**(c) Identify the literary device in "Like a piece of..... the chair".**

**ANSWERS**

- (a) fascinated**
- (b) he was dismayed at the vacant chair**
- (c) simile**

3. Gangadhar pant pressed home his advantage. "I had inadvertently slipped the Bakhar in my pocket as I left the library. I discovered my error when I was paying for my meal. I had intended to return it the next morning. But it seems that in the melee of Azad Maidan, the book was lost, only this torn-off page remained. And, luckily for me, the page contains vital evidence." Rajendra again read the page. It described how Vishwasrao narrowly missed the bullet; and how that event, taken as an omen by the Maratha army, turned the tide in their favour.

**(a) The expression "pressed home his advantage" refers to.....**

- (i) He capitalized on an advantage he already had
- (ii) made full use of his rich Imagination
- (iii) he won the argument
- (iv) he side stepped the issue.

**(b) What is the meaning of the word "inadvertently"?**

**(c) The expression taken "as an omen" means.....**

**Answers:**

**(a) (i) he capitalized on an advantage he already had.**

**(b) Unintentionally**

**(c) Taken as an auspicious sign.**

4 There was no great disparity between the latter's troops and the opposing forces. Their armour was comparable. So a lot depended on the leadership and the morale of the troops. The juncture at which Vishwasrao, the son of and heir to the Peshwa, was killed proved to be the turning point. As history has it, his uncle Bhausahab rushed into the melee and was never seen again. Whether he was killed in battle or survived is not known. But for the troops at that particular moment, that blow of losing their leaders was crucial. They lost their morale and fighting spirit. There followed an utter rout. 3

**(a) The sentence 'Their armour was comparable' refers to.....**

- (i) they had the same number of soldiers
- (ii) they had similar make of weapons
- (iii) they had the same war strategies
- (iv) they were equally matched in defense

**(b) What does "the turning point" in the battle refer to?**

**(c) The statement "There followed an utter rout" means**

**Answers:**

**(a) (iv) they were equally matched in defense**

**(b) the killing of Vishwasrao and Bhausahab**

**(c) the Marathas were completely beaten**

5) By making a transition, you were able to experience two worlds although one at a time. The one you live in now and the one where you spent two days. One has the history we know, the other a different

history. The separation or bifurcation took place in the Battle of Panipat. You neither travelled to the past nor to the future. You were in the present but experiencing a different world. Of course, by the same token there must be many more different worlds arising out of bifurcations at different points of time." 3

**(a) The statement "By making a transition..... at a time" means that.....**

**(b) What was the ultimate truth about bifurcations as revealed by Rajendra?**

**(c) The statement "One has the history we know, the other a different history" means**

- (i) actual reality versus alternate reality
- (ii) real world versus spiritual world
- (iii) reel world versus real world
- (iv) imaginary world versus spectral world

**Answers:**

**(a) The Professor experienced two worlds, one at a time.**

**(b) They generate new realities at different points of time.**

**(c) (1) actual reality versus alternate reality**

**SHORT ANSWER TYPES**

**WORD LIMIT (40-50 WORDS )**

**3 MARKS**

**Q1) What is the main theme of the story 'The Adventure' ?**

Ans : The story deals with a detailed explanation of the theory of parallel worlds. The thrill, excitement and shocking events experienced by Professor demonstrates what the real -life implications of travelling to a particular world could be like. The differences in the parallel worlds takes place mostly because of a bifurcation in the timeline of that world.

**Q2) Who was Professor Gaitonde? Why was he surprised to see the name of East India Company on an imposing building in Bombay?**

Ans: Professor Gaitonde was a history professor living in Poona in the 20th century. He lived in Independent India. He has authored many books on History. He had also chaired many meetings( 999). He was surprised to see the name of the East India Company on a building in Bombay because it belonged to the 18th and 19th centuries when the Company was ruling India. It did not exist in the present time.

**Q3) How did the Peshwas keep in step with the changing times in the 20th century?**

Ans: The Peshwas kept pace with the changing times in the 20th century by setting up centres of science and technology. They were highly inspired by the West. India moved towards a democracy. For Technology development, they also accepted help from the East India Company.

**Q4) What was Gangadhar pant's experience in the Azad maidan? How was he treated and what effect did it have on his life?**

Ans: Gangadhar Pant saw a pandal at the Azad Maidan. The lecture was in progress. He was mesmerised by the platform where the main chair was unoccupied. The unoccupied Presidential chair attracted his attention. He went and occupied the Presidential Chair.

The audience reacted sharply. The people asked him to vacate the chair. When he resisted he became the target of tomatoes, eggs and other objects. Ultimately he was ejected out of it physically.

As a result, he decided in his real life never to preside over any public function or to address a gathering.

**Q5) Describe Professor Gaitonde's conversation with Khan Sahib.**

Ans: Professor Gaitonde finds himself in a train( Jijamata Express) going to Bombay. Khan Sahib, a fellow traveller tells him that the British Raj has begun from the station called Sarhad. Khan Sahib told Professor that he was going to Peshawar. He asked Professor Gaitonde's destination. Then he started talking about his business. In this way, Professor Gaitonde got a flavour of life in India.

**LONG ANSWER TYPE**

**WORD LIMIT 120-150 WORDS**

**6 MARKS**

**Q1) What is Catastrophic Theory? How is it used in this chapter?**

Ans: Catastrophic Theory was originated by the French Mathematician, Rene Thom, in 1960s. It is a special branch of dynamical systems theory. It studies and classifies phenomena characterised by sudden shifts in behaviour arising from small changes in circumstances.

Rajendra Deshpande uses this theory to explain the Battle of Panipat. Both the armies of Abdali and the Marathas were equally strong. But the bullet missed Vishwasrao. Its effect on the troops was as that of morale booster. Similar statements are made about the Battle of Waterloo which Napoleon could have won. As regards Gangadhar Pant who, by making transition, was able to experience two worlds although one at a time, the one he lived in at that time and the other where he spent two days.

**Q2) How did Rajendra Deshpande explain Gangadhar Pant's experience? Write in detail.**

Ans. Prof. Rajendra explained Prof. Gaitonde's theory on the basis of catastrophe theory and the lack of determinism in the quantum theory. He applied catastrophe theory to the Battle of Panipat. Both the armies were well-equipped, so, a lot depended on the leadership and the morale of the troops. He said that the point at which Vishwasrao was killed proved to be the turning point. Whether he was killed in the battle or survived was not known that time. But, the troops were in constant stress of losing their crucial leaders. They lost their morale and fighting spirit. Now, when the bullet missed Vishwarao, the battle took the other way, and the troops felt encouraged. It boosted their morale and they applied a lot of efforts to win the battle. This happened due to the lack of determinism in quantum theory which means that you cannot predict the behavior of anything, even the outcome may be vastly different.

Prof. Gaitonde was able to experience a different reality because he made a transition to the other India where the Marathas had won the Battle of Panipat. The transition occurred because at the moment of the collision, Prof. Gaitonde was thinking of the catastrophe Theory and the Battle of Panipat.

**Q3. Gangadharpant could not help comparing the country he knew with what he was witnessing around him. Explain briefly.**

Ans. Mumbai, that Gangadharpant was familiar of was completely different when the train stopped beyond the long tunnel, at a small station called Sarhad. Gangadharpant was stunned to see an Anglo-Indian in uniform checking permits. He got to know that this was the place from where the British rule began. For Gandadharpant, this was the new Mumbai. When the train passed the Suburban rail traffic, he noticed blue carriages with the marking, GBMR ( Greater Bombay Metropolitan Rail) and the tiny Union Jack painted on each carriage. The station looked spick and span. The staff included Anglo-Indians and Parsees along with some British officers. He also noticed the building to be East India Company office along with some different-looking shops and office buildings. Bombay was now completely under the influence of British rule.

**Q4. The lessons 'The Adventure' and 'We are Not Afraid to Die...' are based on adventure. Show how the adventures described in each are similar or different. Answer briefly.**

Ans. The two lessons are vastly different in the adventures they describe. 'The Adventure' is a science fiction and 'We're Not Afraid to Die' is an account of real life adventure. The former is based on a theory of Quantum Physics that alternative worlds and realities can coexist. Due to this Prof. Gaitonde was able to experience a different reality of the 3rd battle of Panipat in which the Marathas routed Abdali's forces. Eventually they defeated the East India Company. On the other hand, "We're Not Afraid..." deals with turbulent ocean, a shipwrecked yacht and the battle for survival. It is the adventure of a ship captain and his family.

## 5

### **SILK ROAD By Nick Middleton**

#### **SUMMARY**

The story is written by Nick Middleton. This chapter is about the narrator's journey from slopes of Ravu to Mount Kailash to complete the kora. To bid him farewell, Lhamo gave him a long sleeve sheepskin coat. He hired Tsetan's car for his journey and took Daniel along to escort him to Darchen. The protagonist wanted to go to Mount Kailash to complete the kora. He hired Tsetan to drive him up to Mount Kailash. As a farewell gift, Lhamo gave him a long-sleeved sheepskin coat. He took Daniel as his companion till Darchen.

When they started the journey, Tsetan took a short cut to the south-west which was a direct route to Mount Kailash. They had to cross high mountain passes to reach their destination. Tsetan assured him that it would be no problem if there would be no snow. They crossed through few gazelles, a herd of wild asses and shepherds tending the flocks.

When they reached the hill, they passed dark tents which were home for nomads. He saw a Tibetan mastiff standing outside the tent as a guard. These mastiffs ran after his car as he reached near the tents. These dogs had large jaws. As soon as they entered the valley, they witnessed snow-capped mountains with rivers flowing which were blocked with ice. When they were riding through the hill, the turns became sharper and roads became bumpier. Tsetan was driving in third gear. The protagonist could feel the pressure in his ears. He held his nose, snorted to clear the congestion. He checked his wristwatch, they were at 5210 meters above sea level.

They reached their first hurdle which was a road filled with snow. Tsetan threw dirt on the snow and drove carefully on that road. They resumed their journey. The protagonist felt his head was hurting. He took a few sips of water from his water bottle. They were still climbing up the hill. They reached at 5515 meters above sea level. They stopped again and this time the fuel tank hissed when Testan unscrewed the top. As the petrol was expanding due to low atmospheric pressure, Tsetan told them not to smoke around it.

Soon in the afternoon around two o'clock, they stopped for lunch. The protagonist's headache was gone by now. By late afternoon, they reached a small town called 'Hor'. They reached the east-west highway again. It was the old route from Lhasa to Kashmir. Daniel got off the car and took a lift to Lhasa. Their car had a few punctures which worried Tsetan. He got them fixed and the protagonist waited at a local café of Hor while having a glass of tea. He found Hor a miserable place. After a while, Tsetan reached to him and they resumed their journey again.

At night around 10.30 pm, they stopped at a guest house in Darchen to spend the night. The protagonist got ill and suffered from nose-congestion due to the change in altitude and cold weather. He stayed awake all night. Next morning, Tsetan took him to Tibetan medical college where he consulted a Tibetan Doctor who gave him a five-day course medicine in a brown envelope.

After taking a full day of medicine, the protagonist was feeling good. Tsetan left him thereafter assuring his health condition. The protagonist was staying at Darchen. That place had a general store where Chinese cigarettes, soap, and other things were available. In the afternoon, the men gathered at a shabby table to play pool every day. Women would wash their hair in the narrow stream. Darchen had one problem, it had no pilgrims. According to the local people, in the peak season of pilgrimage the place would be filled with travellers. He met a person in the Darchen's only café. His name was Norbu who was a Tibetan working in Beijing at the Institute of Ethnic Literature of Chinese Academy of Social Science. He came to Darchen to complete the kora just like the protagonist. He was fat and found it difficult to walk. The protagonist decided to go on the pilgrimage with him. They hired yaks to carry their luggage. Norbu finally said it is not possible for him while he collapsed across the table and laughed hilariously. His tummy was also too big. He was lazy and liked reading more than anything.

### EXTRACT BASED QUESTIONS

1. Read the extracts and answer the following questions:-

3 marks each

I. Now that we were leaving Ravu, Lhamo said she wanted to give me a farewell present. One evening I'd told her through Daniel that I was heading towards Mount Kailash to complete the kora, and she'd said that I ought to get some warmer clothes. After ducking back into her tent, she emerged carrying one of the long-sleeved sheepskin coats that all the men wore. Tsetan sized me up as we clambered into his car. "Ah, yes," he declared, "drokba, sir."

(a) Name the author

Ans- Nick Middleton

(b) What is Kora?

Ans- Kora is a practice of pilgrimage.



**(c) Who is Tsetan?**

Ans-Tsetan is a driver.

II. We passed nomads' dark tents pitched in splendid isolation, usually with a huge black dog, a Tibetan mastiff, standing guard. These beasts would cock their great big heads when they became aware of our approach and fix us in their sights. As we continued to draw closer, they would explode into action, speeding directly towards us, like a bullet from a gun and nearly as fast. These shaggy monsters, blacker than the darkest night, usually wore bright red collars and barked furiously with massive jaws. They were completely fearless of our vehicle, shooting straight into our path, causing Tsetan to brake and swerve. The dog would chase for a hundred metres or so before easing off, having seen us off the property.

**(a) Who are nomads?**

Ans- People who regularly move from place to place and lead a mobile life are called 'nomads'.

**(b) Who would guard a nomadic property?**

Ans-Tibetan Mastiff

**(c) What do you understand by the word "swerve"?**

Ans- Swerve means to turn sharply.

III. Hor was a grim, miserable place. There was no vegetation whatsoever, just dust and rocks, liberally scattered with years of accumulated refuse, which was unfortunate given that the town sat on the shore of Lake Manasarovar, Tibet's most venerated stretch of water. Ancient Hindu and Buddhist cosmology pinpoints Manasarovar as the source of four great Indian rivers: the Indus, the Ganges, the Sutlej and the Brahmaputra. Actually only the Sutlej flows from the lake, but the headwaters of the others all rise nearby on the flanks of Mount Kailash.

**(a) What kind of place was Hor?**

Ans- Depressive and miserable

**(b) What does the word "accumulated" mean?**

Ans- Accumulated means to gather or pile up especially little by little; amass.

**(c) Manasarovar is the source of \_\_\_\_\_**

Ans- Manasarovar is the source of four great Indian rivers namely, the Indus, the Ganges, the Sutlej and the Brahmaputra.

IV. Tired and hungry, I started breathing through my mouth. After a while, I switched to single-nostril power which seemed to be admitting enough oxygen but, just as I was drifting off, I woke up abruptly. Something was wrong. My chest felt strangely heavy and I sat up, a movement that cleared my nasal passages almost instantly and relieved the feeling in my chest. Curious, I thought.

**(a) Who is "I" in the above lines?**

Ans- Nick Middleton

**(b) What made the narrator catch a cold?**

Ans- High altitude made the narrator catch a cold.

**(c) Give the antonym of the word "alleviate".**

Ans- Relieved

V. Tsetan took me to the Darchen medical college the following morning. The medical college at Darchen was new and looked like a monastery from the outside with a very solid door that led into a large courtyard. We found the consulting room which was dark and cold and occupied by a Tibetan doctor who wore none of the paraphernalia that I'd been expecting. No white coat, he looked like any other Tibetan with a thick pullover and a woolly hat. When I explained my sleepless symptoms and my sudden aversion to lying down, he shot me a few questions while feeling the veins in my wrist.

**(a) Where was the medical college situated?**

Ans- Darchen

**(b) What is a monastery?**

Ans– A monastery is a building or collection of buildings in which monks live.

**(c) How did the narrator recover from his cold?**

Ans- Narrator recovered by taking proper medication.

**SHORT ANSWER TYPE QUESTIONS**

**2. Answer the following questions in 40-50 words:-**

**3 marks each**

**I. How does the author recount his experience at the Darchen Medical College?**

Ans. The Darchen Medical College's doctor was not dressed in the customary white coat of a physician. He observed the author and identified the author's issue as a result of the cold and high altitude. He handed him brown pellets and powders that were to be ingested with hot water. This treatment was advantageous to the author.

**II. Where is the town of Hor situated? Describe the town.**

Ans. When travelling from Lhasa to Kashmir, one would take the east-west road to reach Hor. The area is gloomy and desolate, covered in accumulated trash. In this town, there is no vegetation. It is situated by Lake Mansarovar. Its concrete buildings are usually poorly painted.

**III. Why was the narrator relieved on meeting Norbu?**

Ans. Because he was alone at Darchen, the narrator was very relieved to first meet Norbu. He had Norbu as a friend. He was a proficient English speaker. He had a degree. He didn't adhere to the traditional practise of performing Kora on foot. They both agreed to hire yaks. Norbu seemed to be the narrator's ideal friend in every way.

**IV. Did the narrator encounter any wildlife in the course of his journey?**

Ans. Yes, the narrator encountered a herd of wild asses and gazelles throughout his voyage, and shepherds tending the flocks.

Where nomads lived, the narrator saw a Tibetan mastiff standing outside the tent as a guard. These mastiffs ran after his car as he approached the tents. These dogs had large jaws.

**V. How did the narrator and Tsetan negotiate the hurdle of the swathe of snow?**

Ans. They couldn't get around the snow because it was so steep. They needed to examine it. The risk was that they would fall. They threw dirt in all directions, totally covering the snow. To lessen the load, the narrator and Daniel got out of the car, and Tsetan drove it through the snow.

**LONG ANSWER TYPE QUESTIONS**

**Answer the following questions in 120-150 words:**

**6 marks each**

**I. What was the purpose of the narrator's journey? What route did he take to reach his destination?**

Ans. The author had organised a religious pilgrimage to Mount Kailash and the Mansarovar Lake to practise Kora. Kora is both a type of pilgrimage and a type of meditative practice in the Tibetan Buddhist or Bon traditions. A Kora is performed by the practitioner making a circumambulation around a sacred site or object, typically as a constituent part of a pilgrimage, ceremony, celebration or ritual. To get to

Mansarovar, he took the ancient Silk Road over the Himalayas, which borders Tibet. To get here, one must travel via a number of snow-covered high mountain passes and vast open plains. The storyteller passed through Hor and Darchenen route. Hor endured unusually frigid conditions. Hor was a gloomy, unkempt place, according to the narrator. The narrator experienced an intense cold in Darchen, another unclean location, and required medical care.

**II. What physical discomfort did the narrator experience in Darchen? How did he find relief?**

Ans. The narrator’s time in Darchen got quite difficult since he had developed a severe cold as a result of blocked sinuses. He struggled for air. He was limited to using one nostril for breathing. He was utterly restless and unable to fall asleep. He was afraid that if he went to sleep, he may pass away. He spent the night lying in bed. The following morning, Tsetan drove him to the Darchen Medical College for medical attention. He received a five-day course of Tibetan medicine, which brought him a great deal of comfort and relief. He felt a little bit better when the procedure was completed and he could finally get some rest. And he slept “like a log” that day.

**III. Why was the narrator disappointed to find no pilgrims at Darchen? Was his disappointment dispelled?**

Ans. The Kora to Kailash and Mansarovar had to be completed by the narrator. He expected to meet groups of pilgrims. Yet by the time he arrived in Darchen, the season had not yet begun. He grew so dejected and lonely. Without any company, he felt uncomfortable and alone. He found it tough to spend his free time. But after meeting Norbu, he swiftly overcame this despair. The narrator interacted with him and became overly at ease around him. They were meant to be together because they shared some traits and ideas. The narrator chose to perform Kora along with him. Both of them were against performing Kora traditionally on foot, therefore they decided to hire yaks. The finest aspect was how fluently Norbu could speak English despite being Tibetan. Norbu, in the narrator’s opinion, would be the ideal friend.

.....

**A PHOTOGRAPH**  
**BY SHIRLEY TOULSON**



**About the Poet**– Kathleen Shirley Toulson was born on 20 May, 1924 in England. She had a huge passion for writing and was greatly influenced by her father, who was a father too. She studied B.A. (Literature) from Brockenhurst college in London in 1953. She later became a writer and an editor in magazine. She

came under the influence of Celtic Christianity. Shirley Toulson has been writing books on the social history of the countryside since 1974.

### EXTRACT BASED QUESTIONS -

1. *The cardboard shows me how it was  
When the two girl cousins went paddling,  
Each one holding one of my mother's hands,  
And she the big girl- some twelve years or so"*

**a) What does 'cardboard' mean?**

- A. A thick paper on which the poet's photograph was pasted
- B. A thick envelope
- C. A thick piece of paper with a photo of the poet's mother attached
- D. A paper boat

**Ans C.** A thick piece of paper with a photo of the poet's mother attached

**b) What does the 'cardboard' depict?**

- A. A scenery
- B. The picture of a house
- C. The picture of a school
- D. The picture of three girls

**Ans D** The picture of three girls

**c) Who is the big girl mentioned here?**

- A. The poet herself
- B. The poet's mother
- C. The poet's relative
- D. The poet's friend

**Ans B** The poet's mother

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

**a) What does the phrase "smiling through their hair" signify in the poem?**

- A. The girls who were photographed had their hair decorated
- B. The photographed girls were wearing a mask
- C. When the girls were smiling for the camera, their hair was covering their faces.
- D. The hair of the girls in the picture was smiling as well

**Ans C.** When the girls were smiling for the camera, their hair was covering their faces.

**b) What has remained constant over time?**

- A. The photo
- B. The cardboard
- C. The girls
- D. The sea

**Ans D.** The sea

**c) Identify a term in the extract that describes something as “lasting only briefly”?**

- A. Still
- B. Transient
- C. Changed
- D. Less

**Ans B** Transient

**d) What is the poetic device used in ‘terribly transient’?**

- A. Terribly transient
- B. Through their
- C. Both wry
- D. Laboured ease

**Ans A.** Terribly transient

3. *“Some twenty-thirty-years later*

*She’d laugh at the snapshot.*

*“See Betty and Dolly, she’d say, “and look how they*

*Dressed us for the beach*

*The sea holiday Was her past, mine is her laughter*

*Both wry With the laboured ease of loss.”*

**a) Why did she laugh?**

- A. Seeing the absurd dresses they were sporting while on holiday by the sea
- B. One of them cracked a joke
- C. Seeing the weird dresses they were wearing at the party
- D. Because they saw a funny man at the sea holiday

**Ans A.** Seeing the absurd dresses they were sporting while on holiday by the sea

**b) Who are Betty and Dolly?**

- A. They are poet’s cousins
- B. They are poet’s friends
- C. They are poet’s mother’s friends
- D. They are poet’s mother’s cousins

**Ans D.** They are poet’s mother’s cousins

**c) The word \_\_\_\_\_ in the extract is the synonym of photograph.**

- A. Snapshot
- B. Picture
- C. Mine
- D. Laboured

**Ans A.** Snapshot

**d) What do you mean by the word ‘wry’?**

- A. ironic
- B. cry
- C. sad
- D. None of the above

**Ans A.** Ironic

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

**a) Who does she refer to?**

- A. The poet’s dead aunt
- B. The poet’s dead mother
- C. The poet’s dead cousin
- D. The poet’s sister

**Ans B.** The poet’s dead mother

**b) Why is there nothing to be said regarding the poet’s mother’s passing?**

- A. The poet is perplexed
- B. When her mother passed away, the poet was not in her senses
- C. The death of the poet’s mother has left a deep void in the poet’s heart
- D. The poet and her mother did not get along well

**Ans C.** The death of the poet’s mother has left a deep void in the poet’s heart

**c) What does the author feel in the last phase?**

- A. pain and grief
- B. happiness and nostalgia
- C. sad and nostalgia
- D. pain and nostalgia

**Ans A.** pain and grief

**d) Who is the poet of the above lines?**

- A. Ted Hughes
- B. Elizabeth Jennings
- C. Shirley Toulson
- D. Walt Whitman

**Ans C.** Shirley Toulson

#### **SHORT ANSWER TYPE-**

**1. What did the camera capture?**

Ans –The camera captured poet’s mother and her cousins who went for a sea holiday. They were smiling at uncle when he took their photograph. Each cousin was holding the mother’s hand on either side. Their hair was windswept – the wind had blown their hair. They were grinning through their hair.

**2. How did her mother look then?**

Ans- The poet looked like a big girl then. She looked beautiful with a sweet face. It was before the poet was born. The sea seemed to be washing their feet which are subject to death. However, the sea appeared not to have changed.

**3. What do you mean ‘terribly transient feet’?**

Ans – The sea has not changed much with the passage of time. It is in sharp contrast to short, transient, and temporary life and existence of the human beings.

**4. What do you understand by ‘Both wry with laboured ease of loss’?**

Ans- The sea holiday became the past of the poet’s mother. And her laughter became the poet’s past. Both the posts are sad but the pain has been accepted with a lot of effort as life has to go on.

**5. The three stanzas depict three different phases. What are they?**

Ans – The first stanza depicts the childhood of poet’s mother when she was enjoying a holiday on the sea side. The second stanza depicts the period when the poet’s mother has grown older and laughs at her own photograph. The third stanza depicts the time when she had died and the poet misses her.

**LONG ANSWER TYPE –**

**1. Do you think that the attitude of the poet is the right attitude to live life? Give reasons to your answer.**

Ans - Shirley Toulson has provided a very moving homage to her mother by recalling her in the poem. It is evident that she is feeling a great deal of sadness over her mother’s passing and is filled with nostalgia. She claims that she has grown accustomed to her mother’s absence over the years, but the truth is that she has undoubtedly experienced silence and a significant void. We cannot dispute how painful losing someone is, yet the attitude the poet displays at the conclusion is not the best way to live your life. Even if we pause to mourn our loss, life will carry on. Loss affects everyone. Natural law forbids us from allowing ourselves to get depressed for no other reason than this. It makes sense that we would be inconsolable. But it is unacceptable to be so distraught that it interferes with our ability to live our usual life.

**2. Draw the similarities that can be seen between “The Portrait of a Lady” and “A Photograph.”**

**Ans:**In the poem, the poet describes a photograph of her mothers’ childhood. The photograph is of the time when the latter went for a sea holiday with her two girl cousins. Also, the poet contrasts between nature, altering at the pace of a snail and the fast-changing human life. The poet remembers how her mother laughs at the photograph and feel disappointed at the loss of her childhood joys.

On the other hand, the writer tells us the story of the childhood that he had spent with his grandmother. The writer has explained his relationship with his grandmother over the years. He thinks about her daily activities and how she grew as a character over time. He mentions her appearance, which assists in creating a mental impression of her in the reader’s mind.

**3. What can you say about the childhood of the poet’s mother?**

Ans - In the poem, Shirley Toulson describes a photograph of her mothers’ childhood. In the photograph of time when she went for a sea holiday with her two girl cousins. Also, poetess contrasts between nature, altering at the pace of a snail and the fast-changing human life. Poetess remembers how her mother laughs at the photograph and feel disappointed at the loss of her childhood joys. However, then, the sea holiday was her mother’s past and now her mother’s laugh is the poetess’s past. At different periods of time and with great difficulty, both resolve with their respective losses and

the pain that involves in remembering past. Besides, for the poetess, his mother's death of her mother brings great sadness and a dire sense of loss. Moreover, the painful 'silence' of the situation leaves her without words.

## **THE VOICE OF THE RAIN**

**BY WALT WHITMAN**

### **MAIN POINTS:**

1. The poet asks the rain "and who art thou?" and strangely the rain replies, calling itself the "poem of earth".
2. The rain says that it is born from the earth but it cannot be seen since it is in the form of vapours.
3. It rises into the sky to form clouds and then falls back to the earth in the form of drops.
4. It removes droughts and washes away even the tiniest particles. It falls on dry seeds which appear lifeless and helps them sprout into saplings.
5. It gives life to its own origin i.e. earth; it purifies and beautifies the earth.
6. Like song coming out from the heart, it spreads joy all around and seeps back into the earth.

### **POETIC DEVICES:**

1. PERSONIFICATION: "said the voice of the rain" Rain speaks throughout the poem.
2. ANTITHESIS: "All together changed, and yet the same" - two opposite ideas have been pulled together to describe the continuous cycle of rain.
3. METAPHOR: "I am the poem of the earth" - Here life cycle of rain is compared to the life cycle of poetry.
4. HYPERBOLE: bottomless sea ---Sea is not bottomless but has a bed; the great depth of the sea has been exaggerated.
5. IMAGERY: soft falling shower (sight and sound)
6. OXYMORON: day and night reck'd or unreck'd

### **EXTRACT BASED QUESTIONS**

1. *And who art thou? said I to the soft-falling shower,  
Which, strange to tell, gave me an answer, as here translated:  
I am the Poem of Earth, said the voice of the rain,  
Eternal I rise impalpable out of the land and the bottomless sea,*

#### **i) The phrase 'I am the poem of the earth' means**

- (a) rain is like a poem sung by the Earthlings
- (b) rain enriches the earth just as poem enriches human mind.
- (c) rain falls on the earth and therefore is the poem on earth
- (d) All the above.

ANS: (b) rain enriches the earth just as poem enriches human mind.

#### **(ii) The phrase "bottomless sea" is a hyperbole because-----**

ANS: The word bottomless sea is exaggerated as the sea has a perceivable bottom, no matter how deep.



**(iii) Choose a word from the extract which means 'lasting or existing forever'.**

ANS: eternal.

*2. I descend to lave the droughts, atomies, dust-layers of the globe,  
And all that in them without me were seeds only, latent, unborn;*

**(i) The tone of the rain when it says ' I descend to lave the droughts, atomies, dust-layers of the globe is.....**

(a) solemn (b) informative (c) conversational (d) proud

(i) Options (a) and(c)

(ii) options (b) and (d)

(iii) options (a) and (d)

(iv) options (b) and (c)

ANS: (iv) options (b) and (c)

**(ii) Complete the sentence with ONE word'**

**The phrase 'lave' means to-----**

ANS: wash

**(iii) The above extract delineates the functions of rain. Which of the following statement is TRUE with respect to the extract?**

(a) Rain helps to settle the dust on earth

(b) But for the rain seeds would remain dormant

(c) Rain helps in the formation of dusts.

(d) Rain descends to speak to the poet

(i) only option (a)

(ii) options (a),(b), (c)

(iii)options (a) and (b)

(iv) options (b), (c) and (d)

ANS: (iii)option (a) and (b)

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

**(i) Describe the upward movement of the rain.**

ANS:It originates from the land and the deep sea. Then it rises upward to heaven where it changes its form into a cloud, yet remains the same in quality. From the sky it pours down on earth to wash the dry tiny particles and dust layers of the earth.

**(ii) "Altogether changed here means":**

(a) the atmosphere completely changed

(b) the nature completely changed

(c) the form completely changed

(d) lost her identity

ANS: (c) the form completely changed

**iii) The word 'impalpable' means**

- (a) Strong
- (b) weak
- (c) untouched and unseen
- (d) bottomless

ANS: (c) untouched and unseen

4. *And forever, by day and night, I give back life to my own origin, and make pure and beautify it.*

**(i) 'I give back life to my own origin' means**

- (a) Rain provides care and nourishment to its place of birth
- (b) Rain gives life to all plants and animals
- (c) Rain enriches poet's mind
- (d) Rain gives love to everything on earth

ANS: (a) Rain provides care and nourishment to its place of birth

**(ii) Choose the most appropriate option with reference to the following statements.**

- 1. Rain keeps cleansing the impurities of the earth.
  - 2. Rain gives back life to every mortal.
- (a) Both 1 and 2 are correct.
  - (b) statement 1 is correct but statement 2 is incorrect.
  - (c) Both 1 and 2 are incorrect.
  - (d) statement 2 is correct but statement 1 is incorrect.

ANS: (b) statement 1 is correct but statement 2 is incorrect.

**(iii) The above extract depicts a phenomenon of science which is-----**

ANS: water cycle.

5. *(For song, issuing from its birth-place, after fulfillment, Wandering, Reck'd or unreck'd, duly with love returns.)*

**(i) Complete the sentence appropriately-----**

The two lines of the extract are given within parenthesis because-----

ANS: they indicate the reflections, observations, and thoughts of the poet

**(ii) In this extract the poet is drawing a comparison between**

- (a) nature and art
- (b) poem and sound of rain
- (c) earth and poem

(d) rain and earth

ANS: (a) nature and art

**(iii) Complete the following analogy**

Rain: Enriches the earth ; poetry : enriches \_\_\_\_\_

ANS: the soul/intellect

**SHORT ANSWER TYPE QUESTIONS (SAQs):**

**1. What message does the rain convey to the poet in "The Voice of the Rain"?**

*Ans: The rain conveys the message that it is a vital and nurturing force that gives life to the earth. It describes its cyclical journey from the sky to the earth and back, highlighting its role in sustaining life and purifying the environment.*

**2. How does the poet feel about the rain's voice?**

*Ans: The poet feels a sense of wonder and admiration towards the rain's voice. He appreciates the rain's nurturing and life-giving qualities and is fascinated by its journey and transformation.*

**3. What is the significance of the rain's comparison to a song?**

*Ans: The comparison of the rain to a song signifies its rhythmic, soothing, and continuous nature. Just like a song, the rain has a cyclical pattern and brings joy and life. This metaphor emphasizes the beauty and harmony of the rain's existence and its essential role in the natural world.*

**4. How is the rain a blessing for the earth?**

*The rain rejuvenates the earth. The showers of rain help settle the dust particles and cleanse the impurities thereby making the trees and plants look brighter and refreshed. Rain also helps nourish the seeds so that they produce healthy saplings in time. Without rain the seeds would remain dormant or die out.*

**5. Why are the last two lines put in brackets?**

*The last two lines are put in brackets as the poet suddenly realised the similarity between rain and poem. His conversation with the rain has enlightened him of this likeness and hence he presents his musings separately from the remaining conversation.*

**LONG ANSWER TYPE QUESTIONS (LAQs):**

**1. Analyze the theme of the cyclical nature of life as depicted in "The Voice of the Rain."**

*Ans: The theme of the cyclical nature of life is central to "The Voice of the Rain." The rain describes its journey from the earth to the sky and back, symbolizing the perpetual cycle of renewal and regeneration. This cycle reflects the natural processes that sustain life, highlighting the interconnectedness of all elements in the environment. The rain's return to the earth in the form of life-giving water illustrates the idea of continuity and the endless loop of creation and sustenance. This theme is a reminder of the balance and harmony in nature, where every element plays a vital role in maintaining the ecosystem.*

**2. Discuss the use of personification in "The Voice of the Rain" and its impact on the poem's message.**

*Ans: Personification is a key literary device in "The Voice of the Rain," as the poet gives the rain human-like qualities, allowing it to speak and express its thoughts. This personification brings the rain to life, making it a character that can convey its importance and purpose directly. By giving the rain a voice, Whitman emphasizes its role as a nurturing and life-giving force. This technique enhances the reader's understanding*

and appreciation of the rain's significance in the natural world. It also adds a lyrical quality to the poem, making the rain's journey and transformation more vivid and relatable, thereby reinforcing the message of interconnectedness and the essential nature of the rain in sustaining life.

### 3. What impact does the rain have on the earth according to the poem?

Ans: The rain describes the impact that it has on earth in an interesting way. It washes around the droughts and helps in removing the dust layer of the globe. Rain is the main element that is required for the continuance of life on Earth. The seeds grow into full-grown plants only with the help of the rain. *Rain also helps nourish the seeds so that they produce healthy saplings in time. Without rain the seeds would remain dormant or die out.*

It helps in beautifying and refreshing the earth. *The showers of rain help settle the dust particles and cleanse the impurities thereby making the trees and plants look brighter and refreshed.*

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## THE LABURNUM TOP

BY- TED HUGHES

### GIST:

- A poem by Ted Hughes.
- Composed in free verse, which means it doesn't adhere to a specific rhyme scheme or metrical pattern.
- Explores the relationship between the goldfinch and the laburnum tree
- Convey the sudden animation and life brought to the tree by the bird.
- The poem concludes with the goldfinch launching away, leaving the laburnum tree to subside to its initial state of emptiness. This cycle of animation and stillness encapsulates the transient yet impactful moments in nature.
- The structure and form of the poem reflect the natural and spontaneous energy of the scene it describes.

### CONCEPTUAL NOTES:

- **Themes:**
  - a) Nature and its Cycles: The poem depicts the cycle of life and interaction within nature, focusing on the relationship between the goldfinch and the laburnum tree.
  - b) Change and Transformation: The arrival of the goldfinch transforms the laburnum tree from stillness to vibrant activity, illustrating how life can bring sudden change.
  - c) Interdependence in nature
- **Imagery and Symbolism:**
  - a) Laburnum Tree:

- i. It symbolizes stillness and dormancy when described as "silent, quite still."

- ii. The tree's transformation when the goldfinch arrives symbolizes potential and hidden life.
- b) Goldfinch:
  - i. Represents energy, life, and activity.
  - ii. Described as "sleek as a lizard, and alert and abrupt," highlighting its agility and alertness.
  - iii. Its movements and sounds animate the tree, creating a sense of liveliness.

➤ **Key Phrases:**

- a) "The Laburnum Top is silent, quite still" - Establishes the initial stillness and quiet of the scene.
- b) "A suddenness, a startlement"- Conveys the immediate impact of the goldfinch's arrival.
- c) "It is the engine of her family"- Metaphorically describes the goldfinch as the driving force that energizes her family and the tree.
- d) "Chitterings, tremor of wings, and trillings"- Auditory imagery that captures the sounds made by the goldfinch, adding to the dynamic atmosphere.
- e) "The whole tree trembles and thrills"- Describes the physical reaction of the tree to the goldfinch's activity, emphasizing the impact of life and movement.

**MIND MAP:**

➤ **Setting of the poem**

- 1. Laburnum Tree-
  - ❖ Silent
  - ❖ Still
  - ❖ Yellowing leaves
  - ❖ Fallen seeds
- 2. Time-
  - ❖ Afternoon
  - ❖ September
  - ❖ Yellow sunlight

➤ **Arrival of the Goldfinch:**

- ❖ Comes with twitching chirrup
- ❖ Causes suddenness and startlement
- ❖ Moves sleek as a lizard, alert and abrupt
- ❖ Enters the thickness
- ❖ Starts a machine of sounds- Chitterings, Tremor of wings, Trillings
- ❖ The Tree Reaction - Trembles, Thrills
- ❖ The Goldfinch - The Engine of her family
  - Stokes the engine full
  - Flirts out to a branch-end

➤ **Departure of the Goldfinch:**

- ❖ Shows barred face identity mask
- ❖ Whistle-chirrup whisperings
- ❖ Launches away towards the infinite (sky)
- ❖ Laburnum subsides to empty

**COMPETENCY-BASED MULTIPLE-CHOICE QUESTIONS (MCQS):**

**1. What is the initial state of the laburnum tree in the poem?**

- a) Full of life and movement
- b) Silent and still
- c) Covered in snow
- d) Blooming with flowers

Ans: b) Silent and still

**2. In what season does the poem take place?**

- a) Spring
- b) Summer
- c) Autumn
- d) Winter

Ans: c) Autumn

**3. What effect does the goldfinch have on the laburnum tree?**

- a) It makes the tree wither
- b) It brings the tree to life with sounds and movement
- c) It causes the tree to lose its leaves
- d) It makes the tree grow taller

Ans: b) It brings the tree to life with sounds and movement

**4. How the goldfinch is described when it arrives?**

- a) Slow and sluggish
- b) Bright and colourful
- c) Sleek as a lizard, and alert and abrupt
- d) Quiet and calm

Ans: c) Sleek as a lizard, and alert and abrupt

**5. What does the phrase "engine of her family" metaphorically refer to?**

- a) The tree's roots
- b) The goldfinch's nest
- c) The goldfinch itself
- d) The tree's branches

Ans:c) The goldfinch itself

**6. What is the goldfinch's action after stoking the engine of her family?**

- a) She builds a nest
- b) She flirts out to a branch-end
- c) She falls asleep
- d) She hunts for food

Answer: b) She flirts out to a branch-end

**7. What does the goldfinch do before leaving the tree?**

- a) Shows her barred face identity mask
- b) Sings a loud song
- c) Eats the seeds
- d) Flies around the tree

Ans: a) Shows her barred face identity mask

**8. How does the poem describe the sound made by the goldfinch?**

- a) Loud and harsh
- b) Soft and melodious
- c) Eerie delicate whistle-chirrup whisperings
- d) Silent

Ans: c) Eerie delicate whistle-chirrup whisperings

**9. What happens to the laburnum tree after the goldfinch leaves?**

- a) It blooms with flowers
- b) It subsides to empty
- c) It catches fire
- d) It starts growing rapidly

Ans: b) It subsides to empty

**10. What literary device is used in the phrase "sleek as a lizard"?**

- a) Metaphor
- b) Simile
- c) Personification
- d) Hyperbole

Ans: b) Simile

**SHORT ANSWER TYPE QUESTIONS**

**1. What does the phrase "It is the engine of her family" imply about the goldfinch's role?**

Ans: The phrase implies that the goldfinch is the driving force or the central figure in her family, responsible for bringing life and energy to her surroundings.

**2. How does the goldfinch interact with the laburnum tree?**

A: The goldfinch stokes the "engine" of her family by feeding her young, then moves to a branch-end, displaying her identity mask, and eventually flies away with delicate whistle-chirrup whisperings.

**3. What literary device is used in "Showing her barred face identity mask"?**

A: The phrase uses imagery to describe the distinct appearance of the goldfinch, likening her facial markings to a mask.

**4. Describe the sound made by the goldfinch as mentioned in the extract.**

A: The goldfinch makes "eerie delicate whistle-chirrup whisperings," indicating a soft and intricate sound.

**LONG ANSWER TYPE QUESTIONS**

**1. Discuss the transformation of the laburnum tree in the poem "The Laburnum Top" by Ted Hughes.**

**How does the arrival of the goldfinch change the scene?**



Hint: Start by describing the initial state of the laburnum tree (silent, still, yellow sunlight). Explain the impact of the goldfinch's arrival (energy, sounds, movement). Discuss how the tree transforms from stillness to activity, and then back to stillness when the goldfinch leaves.

**2. Analyse the use of imagery and symbolism in the poem "The Laburnum Top" by Ted Hughes. How do these literary devices enhance the overall theme of the poem?**

Hint: Identify key images (silent tree, goldfinch's movements) and symbols (laburnum tree, goldfinch as an engine). Explain how these images and symbols create a vivid picture and highlight themes of transformation and life cycles.

**3. Examine the theme of nature and its cycles in "The Laburnum Top." How does Ted Hughes portray the relationship between the goldfinch and the laburnum tree?**

Hint: Discuss the initial state of the tree and the change brought by the goldfinch. Explain the symbiotic relationship between the tree and the bird. Highlight the cyclic nature of activity and stillness in the poem.

**4. How does Ted Hughes use sound to enhance the imagery in "The Laburnum Top"? Provide examples from the poem to support your analysis.**

Hint: Focus on the sounds associated with the goldfinch (twitching chirrup, chitterings, tremor of wings, trillings). Describe how these sounds contrast with the initial silence and add to the vivid imagery and dynamic atmosphere of the poem.

## **COMPETENCE BASED QUESTIONS FOR PRACTICE**

### **Comprehension and Analysis**

1. Describe the initial setting of the poem. How does Ted Hughes establish the scene?

Hint: Focus on the description of the laburnum tree, the time of day, and the atmosphere before the arrival of the goldfinch.

2. Explain the significance of the goldfinch's arrival. How does it change the state of the laburnum tree?

Hint: Consider the immediate impact on the tree and how the description of the goldfinch brings energy and life to the scene.

3. What does the metaphor "engine of her family" suggest about the goldfinch's role?

Hint: Think about the responsibilities and importance of the goldfinch within her family and the tree.

4. Identify and analyze the use of similes in the poem. How do they contribute to the imagery?

Hint: Look for comparisons such as "sleek as a lizard" and discuss their effect on the reader's perception of the goldfinch.

5. Discuss the theme of transformation in the poem. How is this theme developed through the interactions between the goldfinch and the tree?

Hint: Focus on the change in the tree's state from stillness to activity and back to stillness, and how this reflects broader themes of nature and life.

### **Literary Devices**

6. How does Ted Hughes use auditory imagery to enhance the poem? Provide specific examples.

Hint: Examine phrases like "twitching chirrup," "chitterings," "tremor of wings," and "trillings," and explain how they create a soundscape in the poem.

7. Analyse the symbolism of the laburnum tree and the goldfinch. What do they represent?

Hint: Consider the tree as a symbol of dormancy and potential, and the goldfinch as a symbol of life and energy.

### **Personal Reflection**

8. Reflect on a time when a seemingly insignificant event brought unexpected energy and change into your life. How does this relate to the poem's depiction of the goldfinch and the laburnum tree?

Hint: Think about personal experiences that parallel the sudden transformation described in the poem.

9. How does the poem's free verse form contribute to its overall effect?

Hint: Consider the lack of a strict rhyme scheme or meter and how this mirrors the natural, spontaneous interaction between the goldfinch and the tree.

10. What emotions does the poem evoke in you as a reader? How do Hughes's descriptions and literary techniques contribute to these emotions?

Hint: Reflect on your feelings while reading the poem and analyse how specific words, phrases, and images create these emotional responses.

## **CHILDHOOD**

**BY – MARKUS NATTEN**

### **Summary of the poem**

- The poet talks about his childhood. He feels that he lost his childhood but he wanted to know where he lost it and when he lost it.
- He gives the answer to himself that when he completed his age of eleven, he lost his childhood because people say that if a child completes eleven years, he will be no more a child.
- He tries to find out Hell and Heaven in Geography. It shows that now he does not believe in the stories told in his childhood.

- He has questions for the parents why they behave differently than what they say, especially what they say of love. They do not act lovingly.
- He asked questions to himself when he started thinking himself, he realized that his mind was his own. He could not use his mind in the childhood because he was told to obey the instructions given by his elders (parents).
- He felt that his childhood went to some forgotten place, because he was not able to remember it. His childhood disappeared, he felt it is hidden in infant's face because they are the most innocent.
- These questions indicate that there was a change in his growing up.

### **EXTRACT BASED QUESTION ANSWERS**

#### **1) Read the following extract and answer the following questions (3×1 =3)**

*When did my childhood go?  
Was it the day I ceased to be eleven,  
Was it the time I realized that Hell and Heaven,  
Could not be found in Geography,  
And therefore, could not be,  
Was that the day!*

#### **i) Choose the appropriate option**

**Childhood is related to**

- A) Age
- B) Conflicting emotion
- C) Accepting everything without doubts
- D) None of the above

Ans: D – Accepting everything without doubts

#### **ii) State TRUE or FALSE**

After the age of eleven, the poet did not believe on Hell and Heaven.

Ans: True

#### **iii) Do you believe, the poet feels that he lost his childhood? Why did you believe so?**

Ans: Yes. Because he tried to use his logic to find out, Hell and Heaven in Geography

#### **2) Read the extract given and answer the following questions (3×1=3)**

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

#### **i) Select the appropriate option**

**The poet expected from the adults**

- A) Talking of love
- B) Preaching of love

C) Acting of love in real life

D) None of the above

Ans: C –Acting of love in real life

**ii) State True or False**

**The poet feels that the adulthood is different than the childhood**

Ans: True

**iii) Do you find any difference between talking and preaching of love? How?**

Ans: Yes. Talking is about yourself; it means you talk but when you preach mean you expect that other people should behave in good manner.

**3) Read the extract given below and answer the following questions (3×1=3)**

*When did my childhood go?*

*Was it when I found my mind was really mine,*

*To use whichever way I choose,*

*Producing thoughts that were not those of other people*

*But my own, mine alone*

*Was that the day!*

**i) Select the appropriate option**

**The central idea of this extract is**

A) I should believe on myself

B) I should believe on others

C) Others should believe on me

D) There must be exchange of belief between us

Ans: A – I should believe on myself

**ii) State True or False**

**The poet says in his childhood he could not use his mind**

Ans) True

**iii) what did the poet expect in this extract?**

Ans: The poet expects that he should use his own mind to decide the things

**4) Read the given extract and answer the following questions ( 3×1=3)**

*Where did my childhood go?*

*It went to some forgotten place,*

*That is hidden in an infant's face that's all I know*

**i) Where did the childhood of the poet go?**

Ans: It went to some forgotten place

**ii) State True or False**

**The poet still remembers his childhood days**

Ans: False

**iii) The poet feels that he is no more a child because**

- A) he felt so
- B) He completed his age of eleven
- C) people told him that he lost his childhood after the age of eleven
- D) none of the above

Ans: C – People told him that he lost his childhood after the age of eleven

### **SHORT ANSWER TYPE (SA Type)**

**i) Why did the poet try to find the Hell and Heaven in Geography?**

Ans: When the poet was a child, he was told of the places Hell-Heaven which are known for wrong and right action. But when he was of eleven, he felt curiosity to know of the places in Geography. Because he felt that there were no such things wrong or right. The poet felt so because after sometimes wrong may become right and right may become wrong.

**ii) What is the complaint the poet has for adults?**

Ans: The complaint the poet has of the adults is that the adults always tell us that we should talk only of love, we should love each other. But he realized that the adults do not act lovingly as they preach others particularly to the children. When the children cross their childhood, they start realizing it that whatever they advise the children. They do not themselves act in the same manner.

**iii) Do you think in his childhood the poet was without his own mind? Why do you think so?**

Ans: Yes, I think that the poet in his childhood, he could not use his mind because he was always told that he should only obey the orders and that also without asking any questions. The poet feels that in his childhood before eleven, he had his own mind but the adults always told him not to use his or her mind and only obey the rules or whatever he was told to do

**iv) What is the forgotten place? Why does the poet say that he forgot that?**

Ans: The infant's face is the forgotten place. When a child is of eleven, he or she are told to come out of their childhood. The children feel that the childhood was no more with them after eleven so where it went. They feel that certainly it is in them but in hidden way, hidden in infant's face.

**v) Is the poet happy to lose his childhood? Why do you think so?**

Ans: No, the poet is not happy to lose his childhood. When he was of eleven, he started thinking everything logically. He started following others

As he compared his childhood to adults, he realized that his childhood was a memorable childhood. He was very happy to be a child. When he came out of his childhood, he lost his happiness. As all the adults make complaints about losing their childhood, the poet also made complaint.

### **LONG ANSWER TYPE (LA Type)**

**i) Which were the questions the poet asked in this poem? Did he find the answers? Give the reasons.**

Ans: The poet asked the question where his childhood went and he got the answer though it was imaginary that it went to some forgotten place, particularly in infant's face.

The next question he asked when he was a child, he was told of Hell and Heaven but after eleven years when he tried to find the place in Geography, he could not find them. So, he felt that they were not the actual place.

The poet asked the question to the adults why they do not act lovingly as they always talk of love and always preach of love. The poet could not find the answer and he felt that it may be the significance of the adulthood.

The poet asked one more question when he was a child, he was always told to obey the instructions given by their parents and others. He felt that in his childhood he never used his mind though he had his own mind. So, he actually feels that he should use his own mind. He should have his own thoughts.

In the last, he asked the question where his childhood went and he found the answer. Whatever questions he asked he did not receive the answer from others. Some questions remained unanswered and for some questions he himself gave the answers.

**ii) Why does the poet say that his childhood went to forgotten place?**

Ans: Forgotten place means 'not to remember', everybody knows that growing up is the natural characteristics of the living thing. So, after their childhood, they become adult. Naturally they lose their childhood. Now though they want to be a child, they would not be able to do so as they lost it and where they lost it, they don't know. They forgot it (the place).

The poet thinks that his childhood is hidden in the infant's face. He always carries it with him but he never meets it. He tries too much to remember his childhood but as he was told by others that he remained no more child after eleven the tradition of the society compelled him to think that he will not return to his childhood. If he behaves like a child after eleven, people will think that he may have some mental problems.

All these things made him to forget his childhood.

**iii) The poet observes the following points in adults**

- **They could not find Hell and Heaven in Geography**
- **they do not act so lovingly as they preach.**
- **They use their own mind**
- **We can say they act differently.**

**Why do adults act differently than the children?**

Ans: Childhood is supposed to be innocent phase of the life but when a child is of eleven, he/she starts thinking logically and starts comparing the things and the stories told in childhood. If he finds those things in the changed way, he/she feels strange about it and automatically they raise many questions.

Now biologically also they start thinking logically and now they are the responsible members of the society and after the certain age they may have their own family. They have to take care of their family they cannot live in the world of imagination. Adults face many problems in their lives and those problems make them strong to think if it is correct or not correct

Adults have to protect their children from the cheating and deceitful people but adults will not be protected from the cheating people in the society. So, they have to be strong enough mentally as well as physically.

Thus, there is a huge gap between childhood and adulthood. The children may have certain questions in their minds but as they will become adults, they will find the answers to them.

**FATHER TO SON**  
**BY- ELIZABETH JENNINGS**

**EXTRACT BASED QUESTIONS**

Extract 1

*I do not understand this child  
Though we have lived together now  
In the same house for years. I know  
Nothing of him, so try to build  
Up a relationship from how He was when small. Yet have I killed*

**i. How is the tone of the father?**

- a. sarcastic
- b. ecstatic
- c. irritating
- d. repentance

Ans: d

**ii. What kind of relationship does the father want from his son?**

Ans: As he had when son was small

**iii. Why does the father not know anything about his son?**

Ans: The son is entirely changed. He doesn't share anything with his father

Extract 2

*The seed I spent or sown it where  
The land is his and none of mine?  
We speak like strangers, there's no sign  
Of understanding in the air.  
This child is built to my design  
Yet what he loves I cannot share.*

**i. What is the figure of speech in third line?**

- a. Personification
- b. Simile
- c. Metaphor
- d. Pun

Ans: b.

**ii. Who is compared to a seed?**

Ans: The son



**iii. Why are they like strangers?**

Ans: They are like strangers because they seldom talk to each other. They behave as if they don't know each other.

Extract 3

*Silence surrounds us. I would have  
Him prodigal, returning to  
His father's house, the home he knew,  
Rather than see him make and move His world.*

**i. The father is ready to accept his son even he is**

- a. quarrelsome
- b. proud
- c. spending money
- d. uninterested

Ans: c.

**ii. State whether the given statement is true or false**

**The son is living in his own world.**

Ans: True

**iii. What is the meaning of 'make and move his world'?**

Ans: The son has made his own world and where he is living with everyone except his father.

Extract 4

*I would forgive him too,  
Shaping from sorrow a new love.  
Father and son, we both must live  
On the same globe and the same land*

**i. What will the father build between him and his son?**

- a. a bond of love
- b. discussion
- c. altercation
- d. consolation

Ans: a.

**ii. Who seems to be helpless in the stanza?**

Ans: The father.

**iii. What does the father wish?**

Ans: The father will forgive his son for all the wrong doing. He wishes him to come back.

Extract 5

*He speaks: I cannot understand*

*Myself, why anger grows from grief.  
We each put out an empty hand,  
Longing for something to forgive.*

**i. What feelings does the father have?**

- a. anger and sadness
- b. anger and happiness
- c. sadness and sympathy
- d. sympathy and happiness.

Ans: a.

**ii. What does 'longing for' mean?**

Ans: Wishing, desiring

**iii. What do you think will happen if a person is forgiven?**

Ans: By forgiving someone, bitter memories can be forgotten and a new relationship can be built.

**SA TYPE QUESTIONS**

**1. What are the changes in the son?**

Ans: Earlier when the son was a small child, he was very close to his son. He loved his father. Now when son has grown up, he rarely talks to his father.

**2. What does father want to say through the line 'there's no sign of understanding in the air'?**

Ans: Father is trying best to talk to his son. But he realises that his son is not ready to listen to him. Father also does not accept as his son is now.

**3. Why according to you has the relationship changed between them?**

Ans: The son has grown up now. He is thinking according to him. He cannot be forced to follow anyone even his father. Father wants him to act as he wants.

**4. What do you think has caused a break in their relationship?**

Ans: There is a lack of understanding between father and son. They are not ready to accept each other's view and thoughts. The contradictory behaviour keeps them apart from each other.

**5. What does father want to do to get closer to his son?**

Ans: Father wants to do all that he can to reshape the relationship between him and his son. He has no problem even if his son is prodigal. He is ready to forgive his son.

**LA TYPE QUESTIONS**

**1. What is the theme of the poem Father to Son?**

Ans: The poem centres on the tension between a father and son who have major communication gaps. Despite sharing a house, they are like strangers to one another. This is what the father muses over, and it serves as the poem's focal point. He thinks of himself in terms of farming, feeling as

though he has planted his seed on someone else's property, which prevents him from owning it. He acknowledges that he is unable to share his son's interests with him and anticipates that he will return home. He is prepared to provide forgiveness to him and create new love out of grief. However, his son acknowledges the futile efforts made by both parties to understand one another and feels anger developing from sadness.

**2. Why have father and son been apart from each other?**

Ans: The poem portrays a father-son relationship that is merely symbolic. The two had shared a home together for many years. Even then the father does not understand his son. He acknowledges that he has no knowledge about his son. They no longer share an affectionate connection. They have become formal just like strangers. Although the son looks physically similar to his father, he always had his own vision, dreams, and aspirations. He is not confined to his home and is not averse to travelling. The protective father is willing to forgive him for incurring loss of material wealth provided he returns home. The father feels completely helpless, furious, and distraught as a result of the awful experience of being unable to communicate. His attempts to mend the relationship fall short as there is no response from the other side.

**3. What sort of relationship between father and son has the poet shown in the poem 'Father to Son'?**

Ans: The poem displays a father-son relationship that is simply indicative. Both father and son had shared a home together for long time. Even then the father is unable to understand his son. He admits that he has no perception about his son. They no longer share an affectionate and cordial connection. They have become formal just like strangers. Although the son looks physically similar to his father, he always had his own vision, dreams, and aspirations. He is not confined to his home and is not averse to travelling. The protective father is willing to forgive him for incurring loss of material wealth provided he returns home. The father feels completely helpless, furious, and distraught as a result of the awful experience of being unable to communicate. His attempts to mend the relationship fall short as there is no response from the other side.

# SNAPSHOTS

## THE SUMMER OF THE BEAUTIFUL WHITE HORSE

-BY WILLIAM SAROYAN

### GIST OF THE LESSON

“The Summer of the Beautiful White Horse” by William Saroyan, is a story about two Armenian boys Aram and Mourad who belong to the Garoghlanian family. They are poor but they are known for their honesty. Mourad and Aram have a crazy desire to ride a horse and Mourad steals a horse one day from a farmer called John Byro to fulfil this desire. He takes his younger brother Aram along with him for horse-rides. One day the owner of the horse, John Byro comes to their house to complain about his missing horse to Uncle Khosrove.

Mourad and Aram keep the horse with them for more than a month. One day on their way back to hide the horse in the deserted vineyard of Fetvajian, the two boys encounter Byro who sees the horse. He checks the horse thoroughly and finally says that he would have believed that it was his horse but he was confident that being members of the Garoghlanian tribe, Aram and Mourad could never have stolen his horse. The next morning, the boys secretly return the horse to Byro as they feel guilty for their act.

### EXTRACT BASED QUESTIONS

Read the extracts given and answer the questions that follow:

#### EXTRACT 1

*In the first place, my earliest memories had been memories of horses and my first longings had been longings to ride.*

*This was the wonderful part.*

*In the second place, we were poor.*

*This was the part that would not permit me to believe what I saw.*

*We were poor. We had no money. Our whole tribe was poverty-stricken. Every branch of the Garoghlanian family was living in the most amazing and comical poverty in the world. Nobody could understand where we ever got money enough to keep us with food in our bellies, not even the old men of the family. Most important of all, though, we were famous for our honesty.*

**I. Who is the speaker in these lines?**

- (a) Aram            (b) Mourad            (c) Uncle Khosrove            (d) John Byro

Ans: Aram

**II. "This was the part that would not permit me to believe what I saw." What is the speaker unable to believe in this line?**

- (a) That Mourad has bought a horse  
(b) That Mourad has stolen a horse.  
(c) Both (a) and (b)  
(d) Only (a)

Ans: (a) That Mourad has bought a horse

**III. The Garoghlanian tribe was famous for its---**

- (a) poverty (b) deceitfulness            (c) greediness            (d) honesty

Ans: (d) honesty

**IV. Identify the antonym of "longing" from the following options:**

- (a) yearning            (b) craving            (c) loathing            (d) pining

Ans: (c) loathing

## **EXTRACT 2**

*Well, it seemed to me stealing a horse for a ride was not the same thing as stealing something else, such as a money. For all I knew, may be it wasn't stealing at all. If you were crazy about horses the way my cousin Mourad and I were, it wasn't stealing. It would not become stealing until we offered to sell the horse, which of course, I knew we would never do.*

**I. What does this line indicate about Mourad?**

- (a) That Mourad had stolen the horse  
(b) That Mourad had bought the horse  
(c) That Mourad was planning to sell the horse  
(d) That Mourad wanted to harm the horse

Ans: (a) That Mourad had stolen the horse

**II. What is the intention of the speaker in these lines?**

- (a) condemning the act of stealing the horse  
(b) convincing the readers to accept their act of stealing  
(c) give justification of Mourad's act of stealing  
(d) applauding Mourad's act of stealing the horse

Ans: (c) give justification of Mourad's act of stealing

**III. Which of the following option is NOT a justification of stealing the horse as expressed by the speaker in the extract?**

- (a) Both Aram and Mourad were crazy about horses.

- (b) They had stolen the horse only to ride the horse.
- (c) John Byro was a rich man and therefore, he could buy a new horse.
- (d) They had no intention of selling the horse for money.

Ans: (c) John Byro was a rich man and therefore, he could buy a new horse.

**IV. Identify the synonym of “crazy” from the options given below:**

- (a) sane
- (b) tranquil
- (c) sensible
- (d) deranged

Ans: (d) deranged

**EXTRACT 3**

*My cousin Mourad was considered the natural descendant of this man, although Mourad’s father was Zorab, who was practical and nothing else. That’s how it was in our tribe. A man could be the father of his son’s flesh, but that did not mean that he was also the father of his spirit. The distribution of the various kinds of spirit of our tribe had been from the beginning capricious and vagrant.*

**I. Who has been referred to as “this man” in the first line of the extract?**

- (a) Aram
- (b) Mourad
- (c) Zorab
- (d) Uncle Khosrove

Ans: (d) Uncle Khosrove

**II. Identify the correct option which corresponds to the following:**

**Father of his son’s flesh: Father of his spirit**

- (a) Aram: Mourad (b) Zorab: Uncle Khosrove
- (c) Uncle Khosrove: Mourad (d) Zorab: Mourad

Ans: b) Zorab: Uncle Khosrove

**III. Identify the meaning of “capricious” from the following options:**

- (a) fixed and constant
- (b) a change which happens over a particular period of time
- (c) sudden and unaccountable change of mood or behaviour
- (d) firm and steady

Ans: (c) sudden and unaccountable change of mood or behaviour

**IV. Which of these is NOT a synonym of “vagrant”?**

- (a) vagabond
- (b) static
- (c) wanderer
- (d) drifter

Ans: (b) static

**EXTRACT 4**

*He was sitting under a peach tree, trying to repair the hurt wing of a young robin which could not fly.  
He was talking to the bird.  
What is it? He said.*

*The farmer, John Byro, I said. He visited our house. He wants his horse. You've had it a month. I want you to promise not to take it back until I learn to ride.*

*It will take you a year to learn to ride, my cousin Mourad said.*

*We could keep the horse a year, I said.*

*My cousin Mourad leaped to his feet.*

*What? He roared. Are you inviting a member of the Garoghlanian family to steal? The horse must go back to its true owner.*

**I. What trait of Mourad's character is observed in the first line of the extract?**

- (a) Indifferent and apathetic
- (b) Kind and sympathetic
- (c) Dominating and oppressive
- (d) Sincere and hardworking

Ans: (b) Kind and sympathetic

**II. For how much time Aram was willing to keep the horse?**

Ans: One year

**III. "The horse must go back to its true owner". What does this line suggest about Mourad's intention behind stealing the horse?**

Ans: He had merely borrowed the horse to fulfil his desire of stealing and had no intention of stealing or selling the horse.

**IV. What made Mourad angry at Aram?**

- (a) When Aram wanted to learn horse-riding
- (b) When Aram wanted the horse to be kept for a year
- (c) When Aram asked Mourad to sell the horse
- (d) When Aram informed that John Byro was looking for his horse

Ans: (b) When Aram wanted the horse to be kept for a year

**EXTRACT 5**

*Tooth for tooth, he said. I would swear it is my horse if I didn't know your parents. The fame of your family for honesty is well known to me. Yet the horse is the twin of my horse. A suspicious man would believe his eyes instead of his heart. Good day, my young friends.*

*Good day, John Byro, my cousin Mourad said.*

*Early the following morning we took the horse to John Byro's vineyard and put in the barn. The dogs followed us around without making a sound.*



**I. Why did John Byro refuse to believe that it was his horse?**

- (a) Because the horse looked different from his horse
- (b) Because he had full faith on the honesty of the Garoghlanian family
- (c) Because the teeth of the horse were different
- (d) Both (b) and (c)

Ans: (b) Because he had full faith on the honesty of the Garoghlanian family

**II. Why did the boys return the horse the next morning?**

- (a) Because they were afraid John Byro would tell their parents
- (b) Because they were conscience-stricken
- (c) Because they had already learnt horse-riding
- (d) Because the horse had caught disease

Ans: (b) Because they were conscience-stricken

**III. "A suspicious man would believe his eyes instead of his heart." This line suggests that**

- (a) John Byro suspected Mourad of stealing the horse
- (b) John Byro was sure that it was his horse
- (c) John Byro had complete faith that they had not stolen the horse
- (d) None of the above

Ans: (c) John Byro had complete faith that they had not stolen the horse

**IV. Identify the noun form of the adjective "suspicious" from the following:**

- (a) Suspect      (b) Suspicion      (c) Suspension      (d) Suspection

Ans: (b) Suspicion

**SHORT ANSWER TYPE QUESTIONS**

**Answer the following questions within 40-50 words:**

**1. What were the chief traits of the Garoghlanian tribe?**

Ans: The Garoghlanian tribe was very poverty-stricken. The members of this tribe had no money and the narrator says that they lived in the "most amazing and comical poverty in the world". But this tribe was famous for its honesty since eleven centuries. They could never steal or would take advantage of anybody in the world.

**2. According to Aram, stealing a horse for a ride was not the same as stealing money. Elaborate how Aram justifies Mourad's actions.**

Ans: Aram felt that stealing a horse was not the same as stealing money. It was not even stealing in their case because they were crazy about horses and they have taken the horse only for riding. He felt it would not be called stealing until they offered to sell the horse, which they would never do.

**3. Mourad had a special concern for animals. Justify with examples.**

Ans: Mourad had a special understanding with animals. Once, it was observed that he was successfully nursing the hurt wing of a young robin and making it fly again. He also took good care of John Byro's horse as Byro said that the horse had become stronger and better-tempered after it had been returned to him.

**4. What impression do you form of Uncle Khosrove?**

Ans: Uncle Khosrove had a crazy streak as he used to get irritated by everyone and everything. He lost his temper very easily when someone lamented their loss. He was irritated by John Byro everytime he used to cry over his lost horse. In every situation, Uncle Khosrove would say irritatingly, "It is no harm, pay no attention to it."

**5. Bring out the significance of the white horse in the story.**

Ans: The white horse in the story symbolizes, on one hand, the freedom that the boys longed to feel. They enjoyed this freedom for a brief period when they went for the horse-rides in the vineyards. On the other hand, it also symbolizes peace and calmness as depicted by the boys when they peacefully returned the horse to its true owner after fulfilling their desire.

**LONG ANSWER TYPE QUESTIONS**

**Answer the following questions within 120-150 words:**

**1. Compare and contrast the characters of Aram and Mourad.**

Ans: Mourad and Aram were cousins from the Garoghlanian family. There were a few similarities between the two brothers such as both of them were crazy about horses and had a longing of riding a horse. Both were poor and as members of the Garoghlanian tribe both of them were famous for their honesty and integrity.

However, Mourad was daring and had a crazy streak unlike his brother. Aram was honest and simple – hearted. He was nine years old while Mourad was thirteen. Mourad had a special connection with animals while Aram was still young and he could not handle the horse well. Aram was timid and obedient while Mourad could calmly lie to John Byro about the horse. However, Mourad was aware about the fame of his tribe and he vehemently opposed and scolded Aram when Aram had requested him to keep the house for a year.

**2. Bring out the peculiarity in the character of Uncle Khosrove. Cite instances from the text.**

Ans: Uncle Khosrove was a peculiar character who had a crazy streak in him. He was always irritated with everything and lost his temper easily. Once his house was on fire and his son came running to him to the

barber's shop where his father was having his moustache trimmed. But he paid no serious attention to it and roared, "It is no harm, pay no attention to it." When John Byro came to his house and lamented his stolen horse, he became irritated and walked out of the room after arguing with him that why he was crying over a horse when people have lost their homelands. Even after that, when Byro came to share the happy news that he had got his horse back, Uncle Khosrove once again roared at him, "Quiet man quiet. Your horse has been returned. Pay no attention to it."

### **3. Do you think John Byro recognised his horse? If yes, why did he not accuse the boys?**

Ans: Yes, John Byro definitely recognised his horse when he met the boys while they were returning with the stolen horse. He asked its name and examined its teeth and was fully sure that it was his horse. Yet he told the boys that it was impossible that the horse was his as he knew the special trait of the Garoghlanian tribe who can never steal or commit any act of dishonesty. He did not blame the boys despite knowing that they had stolen the horse nor did he complain about them to anyone. He only mentioned their family's honour. This had the desired impact on the boys and they felt guilty and conscience-stricken. The next day they returned the horse secretly to John Byro.

## **THE ADDRESS**

### **ABOUT THE AUTHOR:**

- **Born in Ginneken, Netherlands to an orthodox Jewish family.**
- **At the beginning of World War II, she resided in Breda, Amersfoort and Amsterdam.**
- **Later during the war, her parents, brother and sister were taken away and she became the only survivor, as she had escaped arrest and spent the rest of the war hiding.**
- ***The Bitter Herb. A Little Chronicle (1957), The Address (1957), Return (1965), An Empty House (1966), etc. are some of her notable works.***
- **She has been the recipient of many awards.**

### **SUMMARY OF THE LESSON:**

`The Address` is a touching story which is a tale of war. It narrates two situations – one before the Liberation of the Jews from the Nazi rule and the other after it, in the post war period. It revolves around the young daughter of Mrs. S, who in good faith allows her acquaintance and old time 'friend', Mrs. Dorling to carry away all the table silver (cutlery) and precious old things to her own house for safekeeping. The narrator during her first home coming notices many things missing. When she comes back home the second time, she sees Mrs. Dorling taking away a heavy suitcase. She is also told by her mother to remember the address of Mrs. Dorling.

After the Liberation, normalcy returns. The narrator meanwhile has lost her mother to the War. She feels like seeing and touching their things. She goes to the address, Number 46, Marconi Street, to see Mrs. Dorling. There she gets a very cold reception from her and is not allowed to come inside. This

shows the selfish nature of the self-claimed 'saviour' of Mrs. S. When the narrator tries for the second time, Mrs. Dorling's daughter unknowingly invites her in. The narrator is sad to see all her mother's precious articles kept in an untidy room in a tasteless manner. She finally decides not to recover them. She even resolves to forget the address.

The story tells us how war affects the lives of the civilians, as well. It disturbs the normal life and leads to conflicts and tensions. The narrator loses her interest in her old things because they evoke the memories of her former life and make her nostalgic. Moreover, the articles now have new unpleasant memories associated with Mrs. Dorling and her passive aggressive behaviour towards the narrator.

### EXTRACT BASED QUESTIONS

4X1=4 Marks

#### 1. Read the extract and answer the questions that follow:

"Do you still know me?" I asked.

The woman looked at me searchingly. She had opened the door a chink, I came closer and stood on the step.

"No, I don't know you."

"I'm Mrs. S's daughter."

She held her hand on the door as though she wanted to prevent it from opening any further. Her face gave absolutely no sign of recognition. She kept staring at me in silence.

#### Questions:

i). The statement 'The woman looked at me searchingly' means that \_\_\_\_\_

**Ans:** The woman looked at her face with curious eyes./ The woman looked intently at her, trying to recognize her.

ii). When the author says – 'Her face gave absolutely no sign of recognition', it means that

- a. She actually did not recognize the narrator.
- b. She had completely forgotten about Mrs. S.
- c. She cunningly pretended to not recognize the narrator
- d. She had a weak memory now.

**Ans:** c. She cunningly pretended to not recognize the narrator

iii). 'She kept staring at me in silence' because

**Ans:** She did not want to let the narrator know that the latter was at the right address.

iv). The word 'a chink' can be replaced with \_\_\_\_\_.

**Ans:** 'a bit'.

2. I was home for a few days and it struck me immediately that something or the other about the rooms had changed. I missed various things. My mother was surprised I should have noticed so quickly. Then she told me about Mrs. Dorling. I had never heard of her but apparently she was an old acquaintance of my mother whom she hadn't seen for years. She had suddenly turned up and renewed their contact. Since she had come regularly.

#### Questions:

i). The expression 'suddenly turned up' means \_\_\_\_\_.

- a. materialized
- b. became visible
- c. paid a visit
- d. called up

**Ans:** c. paid a visit

ii). What does 'it struck me immediately' mean?

**Ans:** It means the narrator immediately realized or she could immediately observe that things were amiss.

iii). Choose the expression which means the same as 'renewed their contact'?

- a. revived her acquaintance with Mrs. S.
- b. recalled their friendship
- c. restructured their relations.
- d. telephoned Mrs. S

**Ans:** a. revived her acquaintance with Mrs. S.

iv). The long lost woman renewed her contact with Mrs. S because \_\_\_\_\_

- a. She was genuinely concerned
- b. She was waiting for an opportune moment to take her valuables away
- c. She didn't have their present address
- d. She was looking for all her old contacts

**Ans:** b. She was waiting for an opportune moment to take her valuables away

3. I didn't want to upset myself with the sight of streets and houses full of memories from a precious time. In the train back I saw Mrs. Dorling in front of me again as I had the first time I met her.

**Questions:**

i). What do 'memories from a precious time' refer to for the narrator?

**Ans:** This phrase refers to the time before the war when the narrator's family was well to do and were living comfortably. They had things that other people coveted. Most importantly she had her mother with her at that time.

ii). Why did the sight of streets and houses upset her?

- a. They reminded her of her poor house.
- b. The houses and streets had changed for the worse.
- c. She felt nostalgic about her peaceful life before the war.
- d. Everything had changed for the better.

**Ans:** c. She felt nostalgic about her peaceful life before the war.

iii). Why does the author say that 'I saw Mrs. Dorling in front of me again...'?

- a. She had recently seen Mrs. Dorling again
- b. She was recalling her memories
- c. Mrs. Dorling was sitting in the opposite seat
- d. The narrator was hallucinating

**Ans:** b. She was recalling her memories

iv). The narrator met Mrs. Dorling for the first time in the train. True/False?

**Ans:** False.

4. But gradually everything became more normal again. Bread was getting to be a lighter colour, there was a bed you could sleep in unthreatened, a room with a view you were more used to glancing at each day. And one day I noticed I was curious about all the possessions that must still be at that address. I wanted to see them, touch them, remember.

**Questions:**

i). What does it mean by 'Bread was getting to be a lighter colour'?

**Ans:** life was returning to normal, the food quality was getting better. The people, especially the Jews in hiding, were starting to get better food after the war had ended.

ii). 'Sleep in unthreatened' means \_\_\_\_\_

- a. There were no other people pushing you off your bed.
- b. There was no one disturbing you at night.
- c. You could sleep in peace because the war had ended.
- d. There was nobody knocking at your door.

**Ans:** c. You could sleep in peace because the war had ended.

iii). Why was the narrator suddenly 'curious' about her family's belongings one fine day?

**Ans:**The narrator was curious about her family's belongings as she wanted to remember the life they had before the war. She wanted to feel the connection again to her mother as the things were associated with her mother.

iv). The room didn't have a view earlier because the \_\_\_\_\_

**Ans:**windows were covered with black-out paper because the Jews were trying to hide from the Nazi forces.

### SHORT ANSWER TYPE QUESTIONS (40-50 WORDS)

3 MARKS

**1. Comment on the title of Marga Minco's story, 'The Address'.**

**Ans:** The story has aptly been given the title, 'The Address'. That address was given to the narrator by her mother who is no longer with her. She lost her mother during the War. This makes the address even more important. In fact, the entire story moves around the address where Mrs. Dorling lives – at Number 46, Marconi Street. She has taken away all the valuables from the narrator's mother. The narrator went twice to the address but had bitter experiences. She finally decided to forget the address and to move on.

**2. How did the narrator and Mrs. Dorling recognize one another?**

**Ans:** The narrator knocked at the address that her mother gave her. Mrs. Dorling recognized her when the narrator declared that she was Mrs. S's daughter. She even asked her how she had come back alive from the war. The narrator, on the other hand, recognized the green cardigan that Mrs. Dorling was wearing, it had belonged to her mother. That assured her that she was at the right address.

**3. Who was Mrs. Dorling? How did she rob or cheat Mrs. S of all her antiques and silver?**

**Ans:** Mrs. Dorling was an old acquaintance of Mrs. S., the narrator's mother. As readers we come to know right away that they were not very close as the narrator had not heard her name at all. She had turned up abruptly during the war with the promise to keep all the valuable things safe in her house. She won the confidence of the naive Mrs. S and carried away everything to her own house. She took advantage of her to acquire all the things for herself.

**4. Why did Mrs. S allow Mrs. Dorling to take away all her precious things to her house? Why didn't the narrator object to it in time?**

**Ans:** Mrs. S was of Jewish origin. During the War all the Jews were being evacuated from the country, either by the Nazi army to the concentration camps or by the well-wishers to safety. There was no security of life and safety. Mrs. S was a wealthy woman. She allowed Mrs. Dorling to take away all her

silver and antique things for safe-keeping so that once her family returns, they will be able to get all their belongings back. The narrator could not prevent it because she usually came home only during holidays.

**5. How did the narrator discover for certain that the woolen table cloth was her's?**

**Ans:** During her second visit to Number 46, Marconi Street, she was led inside by Mrs. Dorling's daughter. As she seated herself, she noticed the woolen table cloth. It was hers. She remembered that there was a burn mark on the edge which was never repaired. She ran her fingers on it and found it.

**6. Why did the narrator leave Mrs. Dorling's house in such a hurry?**

**Ans:** The narrator had a painful experience on her first visit to Marconi Street. She got a very cold welcome. But she could not help paying a second visit. She felt oppressed to see her things there. All her mother's antiques and precious silver and artefacts were kept tastelessly in a small and musty room. Suddenly all those familiar things lost their value for her. She did not want to see dishonest Mrs. Dorling again. So she left the house in a hurry.

**7. If the address of Mrs. Dorling was correct, why did the narrator resolve to forget it?**

**Ans:** The narrator visited Mrs. Dorling's house a second time. The narrator had no desire to get all her things back. The address was correct but she lost interest in those stored things. The things held importance as they were associated with her mother but the war had taken her mother away. Now newer, more unpleasant memories had attached themselves with those things. Moreover, her rented room was too small for them. So she made up her mind to forget the things, as well as, the address of Mrs. Dorling.

**LONG ANSWER TYPE QUESTIONS (120-150 WORDS)**

**6 MARKS**

**1. Discuss the aptness and significance of the title of the story, 'The Address'.**

**Ans:** The address is a tale of war. The narrator is a young girl probably studying at the University. She comes home during holidays. Her mother in her absence meets her old acquaintance, Mrs. Dorling. She allows her to take away all her silver and antiques for safe-keeping in her own house. She asks her daughter to remember Mrs. Dorling's address, Marconi Street, Number 46, as there is a hope of returning home and that after the war they can get the things back. The narrator remembers the address. At the end of the war she goes to that address but Mrs. Dorling refuses to recognize her. The narrator goes to the same address a second time and she is led inside by the owner's daughter. The narrator recognizes her mother's belongings set tastelessly in a strange place. She recognizes the Hanukkah candle holder on the way in. She also finds the burn mark on the tablecloth that was put on the table. Her daughter shows the narrator the decorative plates and the crockery that once belonged to them. She feels oppressed in the room as she finds familiar things in unfamiliar settings. She loses interest in them and returns home. She resolves to forget that address forever.

**2. Who was Mrs. Dorling? What did the narrator learn about her from her mother?**

**Ans:** Mrs. Darling was an old acquaintance of Mrs. S's, the narrator's mother. She claimed to be her friend but we, as readers can clearly see that even the narrator had not known her name. Mrs. Dorling called on her old friend unexpectedly while the narrator was away, presumably for higher studies. She won the confidence of her friend. She had her eyes on her friend's belongings from before the war. She must have pointed out herself that during the war time Mrs. S might lose all her silver and antiques. The

naïve Mrs. S was grateful when she offered to take the risk herself. In bags and suitcases, she carried away all those things to her own house. It was then that the narrator learnt about Mrs. Dorling and her address. During one of her visit home she remembered the address given by her mother. At the end of the war she felt like seeing, touching and remembering her things. So she visited Mrs. Dorling's house but got a very cold welcome. The dishonest Mrs. Dorling kept all precious things to herself.

**3. What was the narrator's experience and reaction when she went to Mrs. Dorling's house a second time?**

**Ans:** The narrator had an unpleasant experience during her first visit to Marconi Street. Mrs. Dorling gave her a cold shoulder. But the narrator's urge to see her things and touch them did not cool down. She decided to try a second time. This time Mrs. Dorling's daughter opened the door. The mother had gone out to run errands. Her daughter led the narrator to a room inside. The narrator found herself in the midst of familiar things which were scattered in a tasteless way all around. The sight suffocated her. She noticed the Hanukkah candle holder and the woollen table cloth. She noticed her mother's beautiful tea set and the silver cutlery being used by a family who does not know their importance or are not emotionally connected to the items. Mrs. Dorling did not even know how to use those precious things. All those things oppressed her now. She decided to leave the house at the earliest. Her things evoked the memories of her earlier life and her connection to her mother. She was now living in a small rented room where even the black-out paper, used during hiding from the Nazi army, had not been peeled off till then and there was little space to put all their old things. So she made up her mind to forget her things and also Mrs. Dorling's address.

**4. Give a brief character sketch of Mrs. S's daughter.**

**Ans:** The narrator was a young Jewish girl living in Holland with her mother. When World War II started, the Nazi army started evacuating all the Jews from Europe. The narrator and her mother became very insecure during this period. An old acquaintance of Mrs. S befriended her once again and offered to keep all her valuable belongings in her safe custody. Mrs. S was a noble and trusting lady. She gratefully allowed Mrs. Dorling to take away her precious antiques, cutlery, etc. The narrator had some doubts about Mrs. Dorling but her mother silenced her. The narrator survived the war and came back to her old city. Now her mother was no more, her house belonged to somebody else and she had no worldly possessions. Still she is happy to be alive and trying to make a life for herself.

One day she feels an urge to go to Mrs. Dorling's house and see all her mother's precious belongings. But when she sees that her mother's beautiful things are kept by Mrs. Dorling in a tasteless manner and she is even using them, the narrator loses all interest in those things. With the feeling of detachment, she goes back to her own rented room and decides to start life afresh. She is a brave and self-respecting girl. She does not want to live in her past glory where only the things are present, not the people and the meaningful connections. She wants to live in the present.

**5. Give a brief character sketch of Mrs. Dorling.**

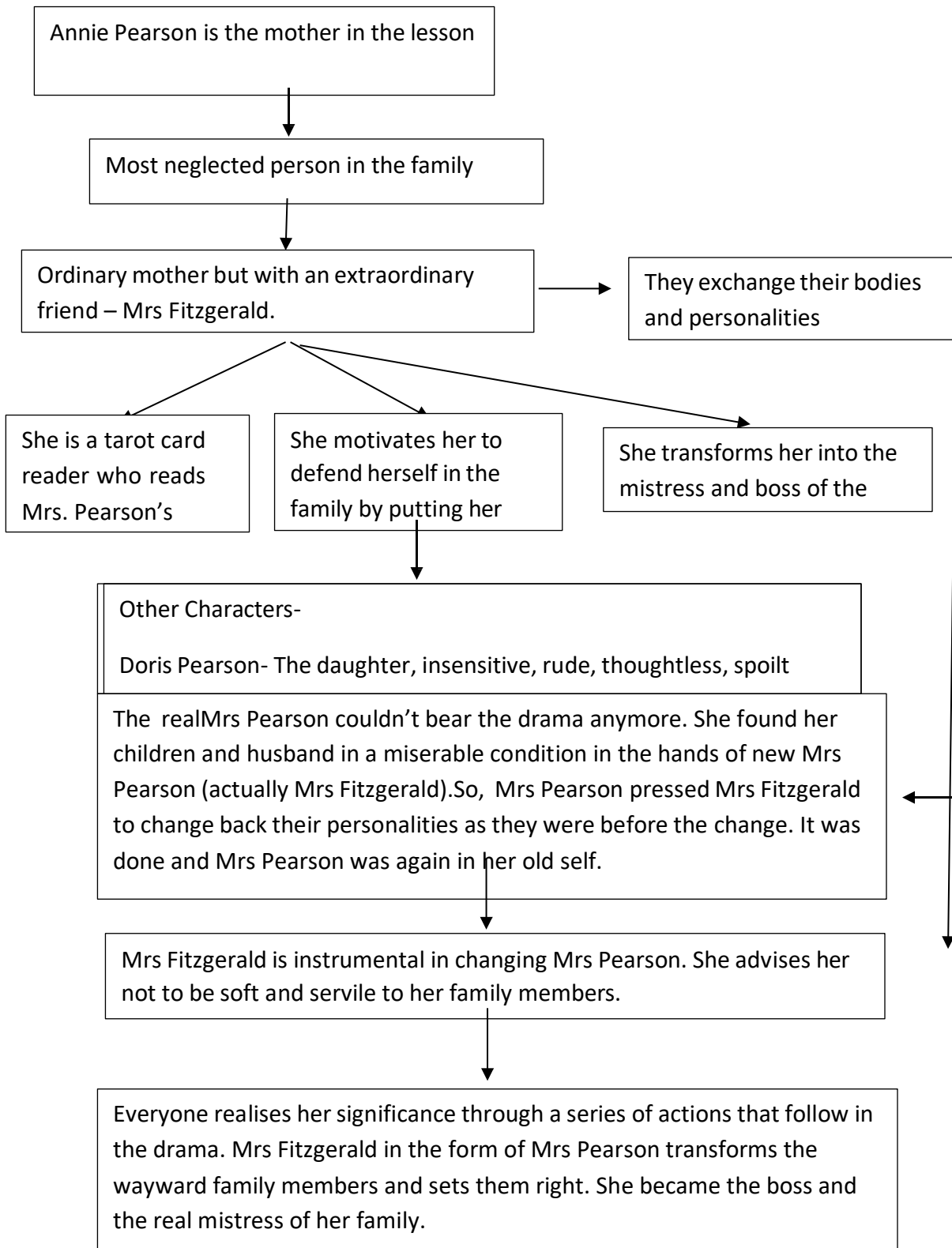
**Ans:** Mrs. Dorling was, at one time, Mrs. S's friend but the two were not in contact. Both had a daughter each. Mrs. Dorling herself was a mean, greedy and dishonest woman. She won the confidence of Mrs. S and carted away all the table silver and precious old things to her own house. She claimed to be a well-wisher and she ascertained that Mrs. S believes that she is saving them from losing all their precious things during this war when the Jews are being taken away by the Nazis. She had taken for granted that the narrator and her family would not come back from the war. The sight of the narrator at her doorstep gave her a shocking surprise. She did not allow the narrator to walk into her house. She sent her away dejected. When she saw the narrator at her doorstep, she became scared that the narrator would see all her mother's precious things and would ask to take back everything. Mrs. Dorling is a greedy and mean person. In fact, when she had offered to take away all the antique and precious things of Mrs. S,



to keep in her safe custody, her intention was not honorable at all. She had all the intention of grabbing all those things. She was quite sure that Mrs. S and her family would not be alive after the brutal war.

## MOTHER'S DAY

### FLOW CHART OF THE LESSON



## SUMMARY OF THE LESSON

Mother's day is a play by J. B. Priestley. It is a satirical and humorous depiction of the status of the women, in particular, a housewife in a family. Moreover, a housewife dedicates all her time in the service of her family but her family takes her service for granted and never take notice of her needs. The family never acknowledge her services or thank her for all that she does for them. Everyone neglects her and this issue is prominent and relevant today. Many houses out their sulk and suffer in silence. Also, the issue the play raises is genuine the issue can't be set by mere changes of the personality of husbands, sons, and daughters. In order to give wives, the praise, they deserve the family needs to give them the desired attention.

## EXTRACT BASED QUESTIONS 4X1=4 Marks

**1. Mrs Fitzgerald: I did. Twelve I had of it with my old man rising to be Lieutenant Quartermaster. He learnt a lot, and I learnt a lot more. But will you make up your mind now, Mrs Pearson dear? Put your foot down, once an' for all, an' be the mistress of your own house an' the boss of your own family.**

**Mrs Pearson: (smiling apologetically) That's easier said than done. Besides, I'm so fond of them even if they are so thoughtless and selfish. They don't mean to be .....**

### Questions:

1. What does 'I had of it' relate to?

**Ans:** It refers to fortune telling.

2. What is the domestic problem that Mrs Pearson isn't able to solve?

**Ans:** Mrs Pearson can't be assertive over her family members. She suffers from her weakness to be the mistress of her family.

3. What do you understand by the phrase 'to put your feet down'?

- a. moves out of a place forever
- b. gather courage to move ahead
- c. takes a firm stand
- d. going for a walk

**Ans:** c. takes a firm stand

4. Which of these statements is true?

Statement 1: Mrs Fitzgerald is pleasant but worried.

Statement 2: Mrs Pearson is strong and dominating.

- a. (1) is correct, (2) is incorrect.
- b. (2) is incorrect, (1) is correct
- c. Both are correct
- d. Both are incorrect

**Ans:** d. Both are incorrect.

**2. Mrs Fitzgerald: No doubt about it all. Who's the better for being spoilt – grown man, lad or girl? Nobody. You think it does 'em good when you run after them all the time, take their orders as if you were the servant of the house, stay at home very night while they go out enjoying themselves? Never in all your life. It's the ruin of them as well as you.**

### Questions:

1. 'No doubt about it at all'...What is 'it' here?

**Ans:** It is Mrs. Pearson's family which does not treat her properly. There is no doubt about it.

2. What would happen if Mrs. Pearson's family behave as it does in the present times?

**Ans:** If they continue behaving like that then it would ruin them all.

3. I. Mrs Pearson thinks it won't be morally right if she doesn't fulfill the needs of her family.

II. Mrs. Pearson is very fond of her family.

Which one of these is correct?

- a. Both are correct.
- b. Both are incorrect.
- c. II is correct and I is incorrect.
- d. I is correct and II is incorrect.

**Ans:** c. II is correct and I is incorrect

4. What can be the probable outcome of the behaviour of Mrs. Pearson's family?

I. It would be a hindrance in their progress

II. It will ruin Mrs. Pearson's life.

- a. Both may happen
- b. None is possible
- c. Only I may happen
- c. Only II may happen

**Ans:** a. Both may happen

3. Cyril: Now you shouldn't have told him that, Mum. That's not fair. You've hurt his feelings. Mine, too.

Mrs Pearson: Sometimes it does people good to have their feeling hurt. The truth oughtn't to hurt anybody for long. If your father didn't go to the club so often, perhaps they'd stop laughing at him.

Cyril: (gloomily) I doubt it.

#### **Questions:**

1. What shouldn't 'you' have told 'him' what?

**Ans:** It means Mrs. Pearson shouldn't have told her husband that he is laughed at the club by mother club members.

2. How is George treated at the club?

**Ans:** George is laughed at and made fun of by others in the club.

3. From the given conversation, we can understand that:

I. Mrs Pearson is concerned about her husband's respect.

II. Mrs Pearson spoke the truth to hurt them because she herself was treated badly by the family.

- a. only I is correct
- b. Only II is correct
- c. Both are incorrect
- d. Neither is correct.

**Ans:** a. only I is correct

4. 'Sometimes it does ...for long.' What are Mrs. Pearson's motive behind behind this?

- a. To get her husband's prestige back.
- b. To take revenge
- c. To teach a lesson to her family
- d. None of these.

**Ans:** a. To get her husband's prestige back.

4. Mrs Pearson: (impatiently) What does it matter? Your name's George, isn't it? Who do you think you are - Duke of Edinburgh?

George: (angrily) What's he got to do with? Just tell me that. And isn't it bad enough without her calling me George? No tea. Pompy-Ompy Pearson. And poor Doris has been crying her eyes out upstairs --- yes, crying her eyes out.

**Questions:**

1. What is 'it' here in 'What does it matter?'

**Ans:** It here refers to the idea of Mrs Pearson calling George by his name.

2. What is the central thing to the lesson 'Mother's Day'?

- a. To reform Mrs Pearson's family
- b. to stop the waywardness of family members of Mrs Pearson
- c. to focus on the good things of life
- d.(a) and (b)

**Ans:** d.(a) and (b)

3. What is Mrs Pearson's tone in the extract?

- a. Satirical
- b. Apathetic
- c. Emotional
- d. Hypocritical

**Ans:**a. Satirical

4. I. The only reason behind George's anger is his wife calling him by his name.

II. George is angry only because his wife made him realize the club members' behavior towards him.

- a. only I is correct
- b. Only II is correct
- c. Both are correct
- d. Neither is correct.

**Ans:**d. Neither is correct.

5. Mrs Fitzgerald: Mrs Fitzgerald, we must change back now – we really must ....

Mrs Pearson: (rising) why?

Mrs Fitzgerald: Because this has gone far enough. I can see they are all miserable – and I can't hear it .....

Mrs Pearson: A bit more of the same would do 'em good. Making a great difference already – (She moves to right of the table and sits.)

Mrs. Fitzgerald: No, I can't stand any more of it – I really can't. We must change back. Hurry up, please, Mrs Fitzgerald.

**Questions:**

1. 'Because this had gone far enough' 'What is 'this' here?

**Ans:** 'This' here is the interchange of both the women to reform Mrs Pearson's wayward family.

2. Who is Mrs Fitzgerald? Why doesn't she want 'this' to go more?

**Ans:** Mrs Fitzgerald is actually Mrs Pearson. Being a soft hearted and merciful woman she doesn't want that her family is snubbed more like this.

3. What is the present state of Mrs Pearson's family?

- a. It stands reformed
- b. It is now on a right and moral line
- c. Mr George Pearson is now a changed person
- d. All the above.

**Ans:** d. All the above.

4. What character trait is seen of Mrs Pearson in her saying to Mrs Fitzgerald that she can't stand more of what both women have done?

- a. Docility
- b. A real mother
- c. a sacrificing woman. A plain and simple hearted woman.

**Ans:** d. A plain and simple hearted woman.

## **SHORT ANSWER TYPE QUESTIONS (40-50 WORDS) 3 MARKS**

**1. What picture of Mrs Pearson do you form in the opening of the play and why? Do you find some change in her at the end?**

**Ans:** Mrs Pearson appears to be a timid and confused lady. She is in her forties. She is a devoted housewife who enjoys serving her husband and children. She is ignored by all in the family. In spite of their ill treatment, neglect and exploitation, she loves them all. However, Mrs Fitzgerald brings about a change in her personality in the end. She helps her become an assertive and bold personality.

**2. How did Mrs. Fitzgerald utilize her husband's posting in the East?**

**Answer.** Mrs. Fitzgerald's husband was stationed in the East (British colonies in Asia) for a period of twelve years. She made the most of her time there by learning fortune telling and magic spells to exchange personalities. She used this knowledge to help her resolve family problems by temporarily exchanging her strong personality for Mrs. Annie Pearson's weak personality.

**3. Describe George Pearson. What is his attitude towards his wife?**

**Ans:** George Pearson is the husband of Mrs Annie Pearson in the lesson "Mother's Day". He is about fifty. He is solemn but self-important and pompous. He is heavy and slow moving. His male ego suffers a jolt when he finds that his wife hasn't kept the tea ready on his return. He comes and at once orders for his tea. He wants his tea to be kept ready by her like an obedient wife. He spends no time with his wife. He is a regular visitor in the club.

**4. What last warning did Mrs. Fitzgerald give to Mrs. Pearson?**

**Ans:** Mrs. Fitzgerald knows Mrs. Pearson's mild and soft nature. She fears that Mrs Pearson can go soft and feel sorry for what she has done to her family. Then every deed would go waste. Therefore, she advises her to be tough with them. Only then she can make them work for themselves. She must continue as the boss of her family then onwards.

**5. How does Mrs Pearson take her husband to task? How do people laugh at him at the club?**

**Ans:** George Pearson is a self-important and pompous person. He is called as Pompy Ompy Pearson by all in the club. People make fun of his pompous nature. Mrs Pearson (actually Mrs Fitzgerald) ridicules him. He loses his temper and glares at her helplessly. At one time Mrs Pearson threatens to slap his 'big fat silly face'. He reconciles in the end.

## **LONG ANSWER TYPE QUESTIONS (120-150 WORDS) 6 MARKS**

**1. How did Mrs. Fitzgerald help Mrs. Pearson to realize her value in the family?**

**Ans:** Mrs Fitzgerald was an older woman who was strong, bold, aggressive and independent. She knew fortune telling and witchcraft too. One day she was called by her neighbor Mrs Pearson to see her fortune. She told Mrs Pearson that her fortune was neither good nor bad but would depend on her. Mrs Pearson was a beautiful woman in her mid-forties who was constantly worried about her family. She knew her husband and children did not care for her much but couldn't say anything. Mrs Fitzgerald understood this and stated that she could help by switching bodies with her. After doing so, Mrs Fitzgerald, confined in the body of Mrs Pearson, started to behave rudely with the family members. She

refused to obey them but made them realise how dependent they were on her. . Her sudden change in behaviour surprised her family, and slowly they got used to her aggressive behaviour.. Then she again switched her body with Mrs Pearson and entered her own body. She advised Mrs Pearson to behave firmly with her family; otherwise, they would disrespect her again. Mrs Pearson obeyed this, and her family members also realised this and gave her the respect and dignity she deserved.

### **2. Give your brief comments on the five main characters in the play Mother's Day.**

**Ans.** Mother's Day is a witty and satirical take on a depressing family drama. It addresses the issue of a mother's and wife's status in the family. There are five characters in total in the play. Mrs Fitzgerald is a powerful woman who is aggressive and demanding. Mrs Pearson, her next-door neighbor, is the polar opposite of her. She is devoted to her husband and children. She makes no demands: she does not dare to offend anyone, but she secretly resents their behavior. Her husband George is conceited, selfish, and the center of attention at the club. Cyril, her son, is a young man, and Doris, her daughter. Both work in an office.

They come home in the evening, demand tea and ironed clothes so that they can go out again. All the three are self-centered. They neglect Mrs Pearson who is all docile, motherly and submissive.

### **3. "The shock treatment makes the thoughtless and selfish persons realize the real position of the lady of the house." How far do you agree with the statement? Give reasons for your answer.**

**Ans:** I completely agree with the preceding statement. Drastic measures are required in extreme situations. The Pearson family's thoughtless, selfish, and spoiled members do not understand the language of love and affection. Mrs Pearson, with Mrs Fitzgerald's bold and domineering personality and toughness, awakens them to their own predicament. Doris is the first to learn the importance of civility and courtesy. Her boyfriend's criticism comes as a surprise to her, perhaps even more so than her orders to iron the yellow silk dress. Doris has tearful eyes. Cyril is also instructed to assist himself. The mother's declaration that she, too, will now work forty hours a week, take weekends off, and go somewhere fun comes as a surprise.

Her husband's ego is punctured when she tells him how people at the club make fun of him. Finally, all three members gather and express their willingness to obey the mother's command.

## **BIRTH**

### **GIST OF THE LESSON:**

The lesson is about a young medical graduate called Dr. Andrew Manson working in a small mining town of Blaenelly. While returning from a terrible evening with his girlfriend Christine, he comes across Joe Morgan who approaches him to help his wife for her safe delivery. Dr. Andrew has to put lot of efforts in the delivery as the mother requires most attention to be revived. Moreover, the newborn baby was not breathing after birth. The young doctor remembers about a particular technique of revival of the still born child. At last, his frantic effort succeeds in giving a new lease of life to the child and the baby cries. With this comes a sense of achievement in his heart.

### **FLOW CHART**

- Dr. Andrew Manson reached his apartment Bryngower where he met Joe Morgan.
- Joe Morgan urged for his help in the delivery of his wife's first child.
- Andrew was not energetic as he had a broken relationship with his friend Christine that day.
- They reached the door of Number 12
- In the room upstairs everyone was waiting for the labour pain.
- Morgan's wife was desperate for a baby as they had been childless for the last twenty years.

- After a hard struggle the baby was born but it was lifeless.
- The doctor was in a dilemma as whether to revive the child first or save the mother who was almost pulseless.
- Instinctively he gave the child to the midwife who put it beneath the bed.
- After a few minutes of struggle, her heart strengthened.
- Now the doctor asked for the child.
- He knew it was the case of Asphyxia pallida and he immediately thought about a technique.
- At last, he could bring it back to life.
- Andrew felt a sense of achievement within.

**EXTRACT BASED QUESTIONS:**

Q1. "His thoughts were heavy, muddled. The episode he had witnessed at Cardiff station still obsessed him morbidly. He thought of Bramwell, foolishly devoted to a woman who deceived him sordidly, of Edward Page, bound to the shrewish Blodwen, of Denny, living unhappily, apart from his wife. His reason told him that all these marriages were dismal failures."

- i. Who is 'He' here? Choose the correct answer. 1 mark
- a. Joe Morgan
  - b. Jack Manson
  - c. Susan Morgan
  - d. Andrew Morgan
- ii. Find a word in the passage that suggest an unhealthy state of mind. 1 mark
- iii. How did he feel about marriages? 2marks

**ANSWERS:**

- i. d
- ii. Morbidly
- iii. He recalled about people he knew like Bramwell who was deceived by a woman he loved or Edward Page who lived an unhappy life apart from his wife. Andrew felt that most marriages were absolute failures. He was resentful thinking about Christine.

Q2. "Susan said not to give her the chloroform if it would harm the baby. She's awful set upon this child, Doctor, bach." Her old eyes warmed at a sudden thought. She added in a low tone: "Ay, we all are, I fancy." He collected himself with an effort. "It won't do any harm, the anesthetic," he said kindly. "They'll be all right."

- i. Who was Susan? Choose the right answer. 1 mark
- a. Dr. Andrew's wife
  - b. Joe Morgan's wife
  - c. Morgan's mother
  - d. The mid-wife
- ii. Find a word which suggest a medicine that leads to insensibility. 1 mark
- iii. Why were all the Morgans worried? 1 mark
- iv. What is your opinion about Morgan's mother? 1 mark
- v.

**ANSWERS:**

- i. b
- ii. Anaesthetic

- iii. They were all worried as Morgan's wife was going to deliver her first child after a gap of twenty years.
- iv. She was wise and concerned about her daughter-in-law. She could see listlessness in the doctor.

**Q3. "As he gazed at the still form a shiver of horror passed over Andrew. After all, that he had promised! His face, heated with his own exertions, chilled suddenly. He hesitated, torn between his desire to attempt to resuscitate the child, and his obligation towards the mother, who was herself in a desperate state. The dilemma was so urgent he did not solve it consciously. Blindly, instinctively, he gave the child to the nurse and turned his attention to Susan Morgan who now lay collapsed, almost pulseless, and not yet out of the ether, upon her side."**

- i. How was the child born? Choose the right answer. 1 mark
  - a. Lively
  - b. Blind
  - c. Stillborn
  - d. Limbless
- ii. Find a word which suggest to restore consciousness. 1 mark
- iii. What was Andrew's dilemma? 2 marks

**ANSWERS:**

- i. c
- ii. Resuscitate
- iii. Andrew was in a dilemma as whether to give treatment to the stillborn child or give attention to the new mother who was losing her pulse. His obligation towards the mother led him to hand over the baby to the nurse instinctively and injecting a medicine to the mother against her ebbing strength.

**Q4. "And then, as by a miracle, the pigmy chest, which his hands enclosed, gave a short, convulsive heave, another... and another... Andrew turned giddy. The sense of life, springing beneath his fingers after all that unavailing striving, was so exquisite it almost made him faint. He redoubled his efforts feverishly. The child was gasping now, deeper and deeper. A bubble of mucus came from one tiny nostril, a joyful iridescent bubble. The limbs were no longer boneless. The head no longer lay back spinelessly. The blanched skin was slowly turning pink. Then, exquisitely, came the child's cry."**

- i. How did Andrew feel when the baby gave a short convulsive heave? Choose the right Answer. 1 mark
  - a. He turned giddy
  - b. He was angry for all his unsuccessful attempts
  - c. He was feeling all hopeless
  - d. None of the above
- ii. Find the word which means sparkling in the passage. 1 mark
- iii. Describe the baby's coming back to life. 2 marks

**ANSWERS:**

- i. a
- ii. Iridescent



iii. At first the baby gave a short convulsive heave. It was gasping deeper and deeper. A bubble of mucus came from one tiny nostril. The limbs were no longer boneless. The head became stronger and skin turned pink. At last, it cried.

**Q5. "It was quite light. Nearly five o'clock. A few miners were already in the streets: the first of the night shift moving out. As Andrew walked with them, spent and slow, his footfalls echoing with the others under the morning sky, he kept thinking blindly, oblivious to all other work he had done in Blaenelly, "I've done something; oh, God! I've done something real at last."**

i. What made Andrew to be on the street early morning that day? Choose the correct answer.

1mark

- a. He was devastated by his break up from her lover
- b. He was coming after his night shift in the mine
- c. He was going for a morning walk
- d. He was returning after helping a mother give a successful delivery

ii. The word 'oblivious' means

1 mark

- a. Hidden
- b. Failing to remember
- c. Feeling hopeless
- d. None of the above

iii. "I've done something; oh, God! I've done something real at last." Why did he think so? 2 marks

**ANSWERS:**

i. d

ii. b

iii. Dr. Andrew was able to bring an almost stillborn child back to life. He was feeling a sense of great achievement which he has never felt before. Though he must have given treatment to many patients before but it was the first time he could bring happiness to Joe Morgan's family who was expecting their first baby.

**SHORT ANSWER TYPE QUESTIONS:( 3 marks each)**

**Q1. That night proved unusual and it influenced Dr Andrew's whole future in Blaenelly. What miraculous thing happened that night?**

**Answer:**Dr. Andrew had first begun his medical practice in the mining town of Blaenelly. The successful handling of Mrs. Joe's case proved a turning point in his life. It was no less than a miracle that he had restored life in a stillborn child by dipping it in cold and warm water alternately. It was a sense of great achievement for him which gave him name and fame.

**Q2.What did Andrew do to restore life in the stillborn child?**

**Answer:** Andrew recalled a similar case in the past. He gave the same treatment to the stillborn baby. He asked for hot and icy cold water. He placed the baby into cold and warm water alternately. He rubbed the child with a rough towel and pressed and released the little chest with his hands. The miracle happened. Its skin turned pink and it cried.

**Q3. Comment on the title of the story 'Birth'.**

**Answer:** The title 'Birth' is most suitable as it revolves round the theme of a stillborn child coming back to life. Dr. Andrew Manson was an inexperienced medical graduate who had been experiencing an

emotional setback in his life. Despite that he put all his efforts to save a dying mother and revive a lifeless baby. Not only he could keep the trust of his friend but it also gave him a sense of great achievement.

**Q4. Why was Dr. Andrew in a state of conflict when the child was born?**

**Answer:** Dr. Andrew was in a state of conflict as he was torn between two thoughts. He was anxious for the new mother who was losing her pulse soon and on the other hand the child was born lifeless and it needed his urgent attention.

**Q5. Comment on the behavior and role of the midwife attending Susan Morgan.**

**Answer.** The midwife demonstrated a lack of experience and a professional demeanor. She immediately declared that the baby was stillborn. She tucked it beneath the bed. Even when Andrew was attempting to resuscitate the baby, she expressed her disbelief and even discouraged Andrew from continuing his feverish efforts. Her joy was heightened by the baby's cry.

**LONG ANSWER TYPE QUESTIONS:(120-150 words each)**

**Q1. "I have done something; oh, God! I've done something real at last."**

**What does he mean by this?**

**Answer:** Andrew, the protagonist of the story 'Birth', utters these words as he is able to bring a still born child back to life which seemed impossible in the beginning. The child is born still to the wife of Joe Morgan. But after great efforts Andrew is able to bring the child back to the life. He utters these words out of deep satisfaction on achieving the seemingly impossible task. It means that Andrew has been able to do something wonderful. He has been able to apply whatever he learnt in the medical textbooks and even beyond that. It is really a sense of great achievement for Andrew. Though he might have done treatment to patients in his town before but it is the first case where he gets the maximum contentment of making a family happy. He not only gives a new life to the young mother and the child but he also keeps the trust of a family.

**Q2. Why was Andrew so emotionally attached to his efforts to bring the lifeless baby back to life?**

**Answer:** Dr. Andrew knew the family of Joe Morgan who was expecting their first child. Susan, Joe's wife who had been in her middle age could not have an issue for twenty years. Andrew had assured the couple of no complication. Everyone in Joe Morgan's family were eagerly waiting for a baby. Susan did not want to get the anesthesia as she thought it would harm her baby. Joe was anxiously waiting downstairs. His mother of around seventy was desperate to see the child while being concerned for her daughter-in-law. When the stillborn baby was born, it took away all his joys but with his undaunted efforts he could bring back both the dying mother and the lifeless baby to life.

He went beyond his theoretical knowledge and made impossible possible. It was not only his knowledge but he had solved the case with a do-and-die spirit.

**Q3. Write the character Sketch of Dr Andrew.**

**Answer:** Doctor Andrew Manson was a young man. He was a committed and diligent medical professional. He worked under Dr Edward Page. He has lots of ideas. He examined each case on its own merits. He displayed a fairly mature understanding of his patients. He never hesitated or stumbled. He made an appropriate decision immediately when faced with a choice between two conflicts. He took his job seriously. He could understand the gravity of situation in case of Susan's delivery. It was a difficult birth. But he could save the dying mother as well as bring the lifeless child back to life which shows that he is a man full of optimism and hope. He was not a weak character person. Even though he had a

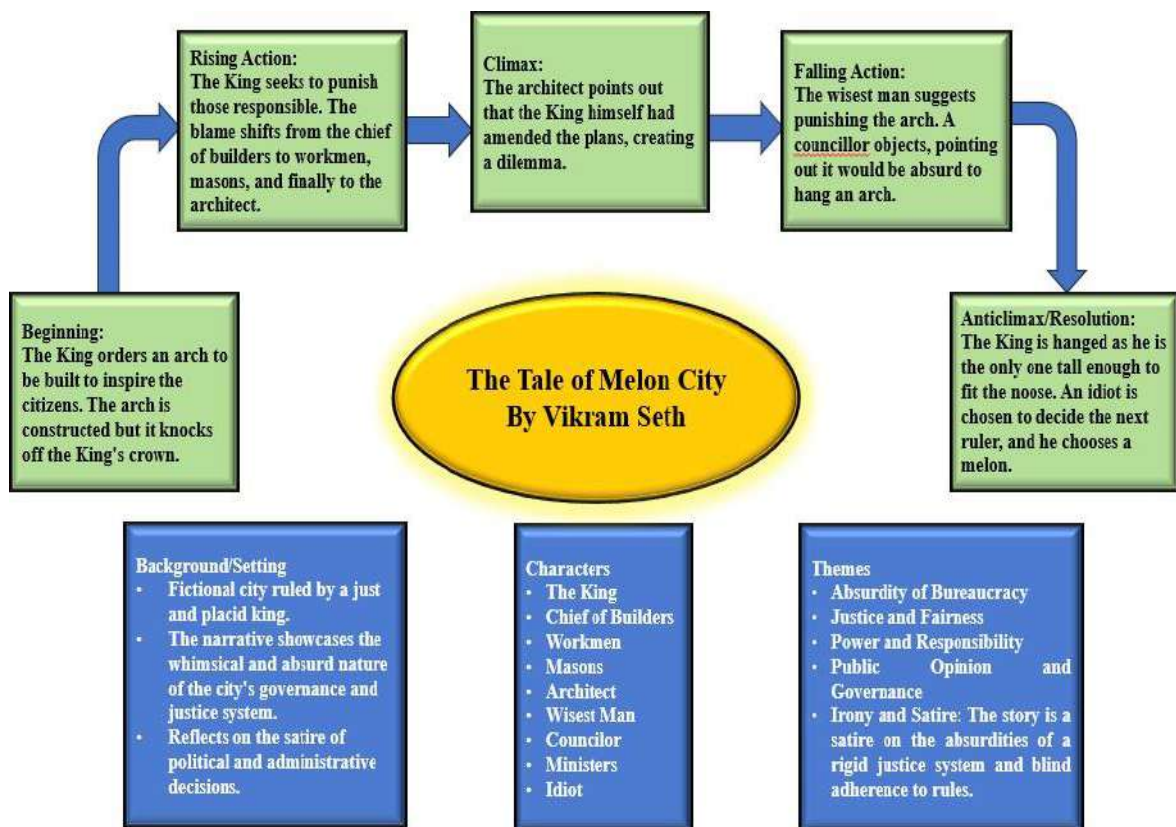
tormenting relationship with his lover that evening he could dedicate all his efforts to bring joy to the family of Joe Morgan.

### PRACTICE QUESTIONS:

1. Do you feel that modern day doctors are rather mechanical medical machines without human emotions? Or it is rather a prejudiced opinion about these professionals who are also considered human gods?
2. Justify the title 'Birth'.

## The Tale of Melon City

By Vikram Seth



### MAIN POINTS:

#### Introduction to the King's Decision:

- In the city of Melon City, a just and placid King decides to construct an arch over the major thoroughfare.

#### Construction Mishap:

- However, the arch is built too low, and the King loses his crown while passing under it. He becomes angry and blames the chief builder.

#### Blame Game:

- The blame shifts to the workmen, then the masons, and finally the architect. The King orders the hanging of the architect.

#### Seeking Counsel:

- The King seeks advice from the wisest man in the country, who suggests hanging the arch itself.

#### Public Outcry:

- The people demand immediate punishment, so the King decides to hang someone immediately to satisfy them.

#### The King's Fate:

- The noose is set high, and the only one tall enough to fit is the King himself. He is hanged by royal decree.

#### Melon Becomes King:

- In a practical move, the ministers declare that the next person to pass through the city gate will choose the ruler. An idiot passing by chooses a melon.

#### Acceptance of the Melon King:

- The people accept the melon as their new King, as long as it maintains peace and liberty.

#### Conclusion:

- The poem ends with the acceptance of the melon as the ruler, showcasing the absurdity of blind adherence to tradition and the principles of laissez faire in governance.

### **LITERARY DEVICES:**

#### Irony:

- The King, known for his love of justice, ends up being unjustly hanged by his own decree.

#### Satire:

- The entire poem satirizes the absurdity of blind adherence to tradition and irrational decision-making in governance.

#### Hyperbole:

- Example: "The arch was built too low. A frown appeared upon his placid face."
- Explanation: The exaggeration of the King's reaction emphasizes his disproportionate response, highlighting his irrationality.

#### Personification:

- Example: "The arch was led to the scaffold."
- Explanation: Personification adds vividness to the scene, enhancing the satirical tone.

#### Symbolism:

- Example: The melon represents arbitrary rule and the absurdity of governance based on tradition.
- Explanation: The melon symbolizes the consequences of blindly following customs.

#### Paradox:

- Example: "If His Majesty rejoice in being a melon, that's OK with us, for who are we to say what he should be as long as he leaves us in Peace and Liberty?"
- Explanation: This statement contains a paradox, highlighting the acceptance of absurdity for the sake of peace and liberty.

#### Parallelism:

- Example: "Long live the King! The King is dead."
- Explanation: This parallel structure emphasizes the ironic reversal of fortune.

#### Sarcasm:

- Example: "Thank Goodness we found someone, for if instead we had not, the unruly town might well have turned against the Crown."
- Explanation: This statement is sarcastic, implying relief at having a scapegoat to blame.

### **EXTRACT BASED MCQs**

A) 'Let us postpone consideration  
Of finer points like guilt. The nation  
Wants a hanging. Hanged must be  
Someone, and that immediately.'  
The noose was set up somewhat high.  
Each man was measured by and by.  
But only one man was so tall  
He fitted. One man. That was all.

1. What does the phrase "The nation wants a hanging" suggest about the public's sentiment?
  - a) The public is interested in justice.
  - b) The public is indifferent to the situation.
  - c) The public desires a spectacle.
  - d) The public is confused about what they want.
2. Assertion (A):The noose was set up high to measure the height of the people involved.  
Reason (R):The aim was to find the tallest person who could fit the noose.
  - a) Both A and R are true, and R is the correct explanation of A.
  - b) Both A and R are true, but R is not the correct explanation of A.
  - c) A is true, but R is false.
  - d) A is false, but R is true.
3. What literary device is evident in the phrase "Let us postpone consideration Of finer points like guilt"?
 

a) Satire	b) Symbolism
c) Alliteration	d) Oxymoron
4. Why is the detail "Each man was measured by and by" important in the context of the extract?
  - a) It shows the thoroughness of the process.
  - b) It highlights the fairness of the trial.
  - c) It indicates the absurdity of the selection method.
  - d) It reveals the guilt of the accused.

B) Your King appears to be a melon.  
How did this happen?', they say, 'Well, on  
Account of customary choice.  
If His Majesty rejoice  
In being a melon, that's OK  
With us, for who are we to say  
What he should be as long as he  
Leaves us in Peace and Liberty?'  
The principles of laissez faire  
Seem to be well-established there.

1. What is the primary reason the people are content with their king being a melon?

- a) They are afraid of challenging the king.
  - b) They value peace and liberty over the king's identity.
  - c) They believe a melon makes wise decisions.
  - d) They are indifferent to who the king is.
2. Assertion (A):The people question the king's identity.  
Reason (R):The people are dissatisfied with the governance.
- a) Both A and R are true, and R is the correct explanation of A.
  - b) Both A and R are true, but R is not the correct explanation of A.
  - c) A is true, but R is false.
  - d) A is false, but R is true.
3. Which literary device is used in the line "The principles of laissez faire Seem to be well-established there"?
- a) Hyperbole
  - b) Irony
  - c) Satire
  - d) Personification
4. How does the phrase "for who are we to say What he should be" contribute to the overall theme of the story?
- a) It highlights the citizens' respect for traditional roles.
  - b) It underscores the indifference and apathy of the citizens.
  - c) It emphasizes the democratic values of the society.
  - d) It shows the citizens' fear of the king's power.

## Answers

- A) 1.c) The public desires a spectacle.  
Explanation: The phrase suggests that the public's desire for a hanging is driven by the need for a dramatic resolution rather than a true sense of justice
- 2.a) Both A and R are true, and R is the correct explanation of A.  
Explanation: The assertion is true because the noose was indeed set up high to measure the height of the people involved. The reason is also true because the purpose of setting the noose high was to find the tallest person who fit it.
- 3.a) Satire  
Explanation: The phrase employs satire to critique the disregard for justice in favor of immediate action
- 4.c) It indicates the absurdity of the selection method.  
Explanation: The detail indicates the absurdity of the selection method, as people were measured rather than judged by their actions
- B) 1.b) They value peace and liberty over the king's identity.  
Explanation: The people prioritize peace and liberty, indicating their acceptance as long as these values are maintained
- 2.c) A is true, but R is false.  
Explanation: The assertion is true as they question the identity, but the reason is false because their questioning does not stem from dissatisfaction.
- 3.b) Irony  
Explanation: The line uses irony to highlight the absurdity of a melon king being accepted under the guise of laissez-faire principles.

4.b) It underscores the indifference and apathy of the citizens.

Explanation: The phrase underscores the indifference and apathy of the citizens towards who holds power as long as their own lives are not disrupted

### **SHORT ANSWER TYPE QUESTIONS (40-50 words, 3 marks)**

1. How did the king save his own skin when the architect turned the accusing finger at him?

Value Points:

- The King admitted his mistake in amending the plans
- He sought counsel from the wisest man
- The King avoided direct punishment by making a broader decision

2. In what ways might the story's ending be different if the citizens had demanded a competent ruler?

Value Points:

- Potential for effective governance
- increased accountability
- potential conflicts in establishing new leadership
- impact on societal values of peace and liberty
- exploration of civic responsibility.

3. What is the significance of the "customary choice" in selecting the melon as king?

Value Points:

- Reflects the arbitrary and ritualistic nature of governance in Melon City
- demonstrates the people's indifference to effective leadership as long as peace and liberty are maintained.

4. How was the king hanged by his own 'Royal Decree'?

Value Points:

- Noose was set up and each man was measured.
- One man fit in perfectly-King,therefore hanged.

For practice:

5. How did the idiot choose the next king?

6. How did the king judge the mood of the people and what did he order?

7. Why was the arc brought to the scaffold?

### **LONG ANSWER TYPE QUESTIONS (120-150 words, 6 marks)**

1. How does "The Tale of Melon City" illustrate the theme of justice and its complexities?

Value points:

- Initial portrayal of the King as just and placid.
- The blame-shifting among various parties (builders, workmen, masons, architect).
- The King's decision to seek advice from the wisest man.
- The absurdity of the solution to hang the arch.
- The ultimate decision to hang the King himself due to the crowd's unrest.
- The appointment of a melon as the new ruler, reflecting the absurdity of the justice system.

2. Analyze the satirical elements in "The Tale of Melon City" and discuss how they contribute to the story's message.

Value Points:

- Satire on bureaucratic inefficiency and the arbitrary nature of authority.
- Absurdity in the chain of blame and the final decision to hang the King.
- The portrayal of the populace's indifference towards effective governance.
- Critique of blind obedience to tradition (appointing a melon as King).
- Commentary on the superficiality of leadership and justice.

3. Compare the decision-making processes of the King in "The Tale of Melon City" and the narrator in "The Address" from Snapshots. How do their decisions impact their respective outcomes?

Value Points:

- Impulsiveness vs Deliberation:
  - The King: Makes impulsive decisions, quickly shifting blame, leading to chaotic outcomes.
  - Narrator: Deliberates and reflects before visiting her mother's belongings, leading to personal closure.
- External Influence vs Internal Reflection:
  - The King: Influenced by external advice and public sentiment, resulting in illogical decisions.
  - Narrator: Relies on internal reflection, showing independence in confronting her past.
- Impact on Self and Others:
  - The King: His poor decision-making affects the entire kingdom, leading to his downfall.
  - Narrator: Her thoughtful decision fosters personal growth and understanding.
  -

**For practice:**

4. Compare the leadership styles of the King in "The Tale of Melon City" and Gordon Cook in "We're Not Afraid to Die... if We Can All Be Together" from Hornbill. How do their approaches to crisis management reflect their personalities?

5. Evaluate the effectiveness of the King's leadership in "The Tale of Melon City." What qualities or lack thereof led to his downfall?

6. Thomas Jefferson said "The government you elect is the government you deserve". The statement describes the importance of public voting. Based on your reading of the poem 'The Tale of Melon City', elucidate the statement.





**Marking Scheme Sample Paper – 3**  
**ENGLISH CORE(301)Sample Question Paper-3**

**CLASS -11**

**Time Allowed:3 hours**

**Maximum Marks:80**

**General Instructions:**

1. 15-minute prior reading time allotted for Q-paper reading.
2. The Question Paper contains THREE sections-  
Section A: Reading 26 Marks  
Section B: Grammar and Creative Writing skills 23 Marks  
Section C: Literature 31 Marks
3. Attempt questions based on specific instructions for each part. Write the correct question number in your answer sheet to indicate the option/s being attempted.

**SECTION-A**

**(26 marks)**

**1. Read the following passage carefully.**

**(B) On the basis of your understanding of the passage answer the following questions by choosing the most appropriate option: (1x 6 =6)**

**Q.1. Tamasik food influences a person by**

e) generating stress

**Q.2. Generally what incorrect belief do people practise at the table?**

b) Smoking or drinking even in moderation relieves stress

**Q.3. The writer says that the “food actually eats one up” because the**

b) Excessive intake of food takes a lot of body’s energy to digest it.

**Q.4. Rajasik tendencies are generated due to:**

c) over indulgence and excessive craving for a particular taste

**Q.5. Here, the word “charge” means**

d) to feel full of vigour

**Q.6. What does ‘induce’ mean?**

b) Cause, influence

**(B) Answer the following questions as briefly as possible: (Do any 4)**

**(1x4=4)**

1. freshners.
2. full stomach
3. Digestion
4. Inadvisable
5. Prayer

**2. Read the passage carefully then answer the questions that follow: (1x8=8)**

**Q.1 How do theme parks make sure each ride is safe every day?**

(c) By test run

**Q.2 What were the earliest roller coasters covered in?**

(a) Layers of ice

**Q.3 What did the railway in Pennsylvania originally transport?**

(b) Coal

**Q.4 What was the occupation of the man who first designed the rides at Coney Island?**

(d) Teacher

**Q.5 What was the name of the device which was invented in 1912?**

(c) Under-friction wheel

**Q.6 According to table, how tall is Tower of Terror?**

(a) 115 metres

**Q.7 Which term refers to the force that pushes you into your seat while on a ride**

(b) Positive Vertical

**Q.8 Which feature makes Jay Murray believe that roller coaster rides will change in the future?**

(c) More complex

**3. Read the given passage and answer the questions that follow:**

**(a) On the basis of your understanding of the above passage, make notes on it using headings and subheadings. Use recognizable abbreviations (wherever necessary- minimum four) and a format you consider suitable. Also supply an appropriate title to it. (5)**

**Artificial Intelligence: Not a threat**

1. Not a threat

1.1 is of help

1.2 makes life easier

1.3 no profession defunct

2. AI.will help legal field

2.1 recog.human speech and object

2.2 making decisions based on data

2.3 translates langs.

2.4 do search and find tasks

3. AI. cannot perform high level tasks like

3.1 writing legal briefs

3.2 advising clients

3.3 apprng in courts

3.4 sharp decision making

4. Function of AI.

- 4.1 collates data
- 4.2 predicts probable outcomes
- 4.3 tells return on invest.
- 4.4 considering agreement or arbitration

**Key to Abbreviations**

Abbreviations	Words
AI	Artificial Intelligence
recog.	recognises
langs.	Languages
apprng.	Appearing
inv.	investment

**(b) Write a summary of the passage in about 80 words. (3)**

**Summary**

**Artificial Intelligence: Not a threat**

Artificial Intelligence is not a threat but makes life easier especially in the legal field. It cannot perform certain high-level tasks like writing legal briefs, advising clients, making sharp decisions and appearing in courts but it can collate data, aid research and decisions based on data. It can recognize human speech and translate languages. It can also predict probable outcomes, tell return on investment, consider agreement or arbitration and is thus advantageous to legal firms.

**Section-B**

**(23 marks)**

**(Grammar and creative Writing Skills)**

**Grammar**

**(7 marks)**

**4. Fill in the blanks with appropriate option given below. Do any four. (1x4=4)**

- (i) (b) led
- (ii)** (c) had expected
- (iii) (b) was ruled
- (iv) (b) be taken
- (v) (a) striking

**5. Choose the correct option:**

**(3x1=3)**

- A. he/my/letter/received/must have/by/now.  
(a) He must have received my letter by now.
- B. stories/he/wrote/few/that/funny/very/are/the  
(b)The few stories that he wrote are very funny.
- C. you/would/when/meet/her/she /know did not.  
(a) She did not know when you would meet her.

**Creative Writing Skills**

**(16 marks)**

**6.**

**(3)**

**SITUATION VACANT**  
Required an experienced Chartered Accountant, computer savvy, salary no bar for deserving candidates. Interested candidates may contact the GM at ABC Pvt. Ltd, New Delhi- 9432001776

OR

You are in need of a job. Draft a classified advertisement offering your services.

**SITUATION WANTED**  
An MBA graduate from Symbiosis Institute, Pune, 30, with 5 years experience , looking for a suitable job in Delhi in Marketing. Ready to join immediately. For further details contact-Amitesh Barua- 7819543210

**11. Poster (3)Value points-**An attractive poster using different letter sizes, a sketch and put in a box. Details of

The event given-Issuing authority given-grammatically correct

**(3)**

OR

Value points\_

- Highlight the theme “Abolish Child Labour Campaign”,
- Enumerating-educating every child, free and compulsory till 14 years, child labour being illegal
- a simple drawing
- issuing authority
- in a box

**12. Value points**

Introduction

Enumerating-

- Education the need of the hour
- Saying no to donations
- Saying no to private tuitions
- Promoting merit-based selection

- Equipping oneself with high education
- Proper conclusion
- Grammatical accuracy

OR

Value points-

- Introduction
- Enumeration of various points regarding problems for empowering women, the need to do so and the manner it can be done
- Education for all
- Equal salary and opportunities
- Stopping social judgement
- Empowered women
- Conclusion
- Grammatical accuracy

**13.** "Our large population is not a cause of poverty but an asset, a resource".

Value points- Proper introduction (Greeting), state whether For or against. Relevant points given with evidence and proper language, Conclusion, grammatical accuracy (5)

OR

"Tuition at Coaching Centres is not essential".

Value points- Proper introduction (Greeting), state whether For or against. Relevant points given with evidence and proper language, Conclusion, grammatical accuracy (5)

### Section-C

(31 marks)

**14. Read the following extract and answer the questions that follow: (1x3=3)**

- D. "In the afternoon yellow September sunlight  
A few leaves yellowing, all its seeds fallen".

Q1. Which tree is described in the poem?

(d) Laburnum Tree

Q 2. Identify the poet.

(b) Ted Hughes

Q 3. Who visited the tree?

A goldfinch to feed her babies in the tree

OR

- E. "Which, strange to tell, gave me an answer  
I am the Poem of earth, said the voice of the rain"

Q.1. Who are in conversation?

(b) Poet and the rain

Q 2. Which poetic device is used in 'I am the Poem of Earth'?

(b) Personification

Q.3. Name the poet-Walt Whitman

**11. Read the given extract and answer the questions that follow: (1x3=3)**

A. She hobbled about the house in spotless white with one hand resting on her waist to balance her stoop and the other telling the beads of her rosary. Her silver locks were scattered untidily over her pale, puckered face, and her lips constantly moved in inaudible prayer. Yes, she was beautiful. She was like the winter landscape in the mountains, an expanse of pure white serenity breathing peace and contentment

Q.1. Who is the author in these lines?

(d) Khushwant Singh

Q2. Who is being referred to here by the author?

(c) His grandmother

Q 3. The grandmother is compared to the winter landscape because

(c) Both a and b

OR

F. The night dragged on with an an endless, bitterly cold routine of pumping, steering and working the radio. We were getting no replies to our Mayday calls-which was not surprising in this remote corner of the world.

Q.1. Who are the authors of these lines?

(a) Gordon Cook and Alan East

Q 2. Which incident is being described here?

(b) Journey across the Indian Ocean

Q 3. What does 'Mayday' refer to?

(d) Distress Signal

**1. Read the given passage and answer the questions that follow: (1x4=4)**

A. Nobody could understand where we ever got money enough to keep us with food in our bellies, not even the old men of the family. Most important of all, though, we were famous for our honesty. We had been famous for our honesty for something like eleven centuries, even when we had been the wealthiest family in what we liked to think was the world.

Q.1. Who is the author of these lines?

(b) William Sarayan

Q 2. What was the main problem of Aram's tribe?

(d) Poverty

Q 3. Virtues of which tribe are being mentioned?

(b) Garoghlanian

Q 4. What was not a virtue of this tribe?

(c) Theft

**OR**

B. 'There is my daughter,' said my mother. She beckoned to me. The woman nodded and picked up the suitcase under the coat-rack. She wore a brown coat and a shapeless hat. 'Does she live far away?' I asked, seeing the difficulty she had going out of the house with the heavy case.

Q.1. From which story has the passage been taken?

(a) The Address

Q 2. What kind of a woman was Mrs Dorling?

(d) Both b and c

Q 3. Why didn't the author object to Mrs. Dorling's activities in time?

(d) She was silenced by her mother

Q 4. Where is the Story set?

(e) Holland

**2. Answer any one of the following questions in about 120-150 words: (3x2=6)**

Value points-

The mummy was stuck to the coffin due to solidified resins

Put it in the hot sun

To protect the gold, the mummy was cut and reassembled, joint by joint

**OR**

Value points-

Unable to accept that grandmother was once young and pretty

(c) The poet's mother laughed at the Snapshot-her laughter indicated joy and nostalgia for her carefree childhood days and lost youth

**OR**

Value points-when the goldfinch came to visit her family, all the baby

birds started Chirruping and shaking the tree. It was as though a machine had started

**3. Answer any one of the following questions in about 120-150 words: (3x1=3)**

Joe Morgan was a driller in Blaenelly, a mining town. He was a big, strong and heavy middle-aged person. Joe and his wife Susan, who had been married nearly twenty years, were expecting their first child. Joe was waiting for the doctor to help Susan in the delivery of the child.(Elaborate)

**OR**

After the King was hung, the cunning ministers decided that the next person to cross the city gate would select the ruler.A fool passed by the gate of the city. The guards asked him to decide who would be the King. The fool answered "melon" because it was his usual answer to all the questions. So the Melon was crowned king, and the city became known as 'Melon City' ever since.(Elaborate)



**4. Answer any one of the following questions in about 120-150 words: (6x1=6)**

He wanted to duplicate the round-the-world voyage made 200 years earlier by Captain James Cook. Captain Cook discovered Australia. So the narrator set sail from Plymouth in England in July 1976 on 1,05,000 kilometre journey. For this purpose he had got made his *boat Wavewalker*. It was a 23 meter, 30 ton wooden hulled boat. (Elaborate)

OR

Gangadharpant knew India which had seen the decline of the Peshwas and experienced the slavery of the British. But the India he had seen in two days was entirely different. It had not been subjected to slavery for the white men. It was self-dependent and enjoyed self-respect.

**5. Answer any one of the following questions in about 120-150 words: (6x1=6)**

Aram loved horses. One of his most cherished dreams was to have a horse ride. When his cousin Mourad brought the white horse he could not believe his eyes. He was mesmerised by seeing the grandeur of the horse. When Mourad asks him to have a ride he couldn't hold himself. Initially they had a ride together but afterward Aram insisted on having a ride all by himself. When Aram first rode the horse alone, it did not move. Mourad gave him direction on how to ride. But when Aram kicked the horse, it snorted and then started running furiously. It did not run across the field, instead went towards the vineyard of Dikran Halabian. There it leaps vehemently and the author falls down. He found it really hard to tackle the horse. However, Mourad was at ease while riding the horse. He said he had a way with everything and indeed he handled the horse very nicely unlike Aram.

OR

Textbook medicine takes into account only general science and physical symptoms. It does not take into account individual situation and emotional problems. A practising physician has to deal with individuals. He has to take into account their emotional needs or problems also. He cannot always go for textbook medicines. For example there is no textbook medicine for a stillborn child. But a practising physician like Andrew Manson knows what value the newborn has for particular mother or family. He knows it is a special case and has to be dealt in a special way. He tries to revive the baby by putting him in hot and cold water alternately, something he had seen, a few years back. He succeeded feeling elation for having saved a life and kept the trust of the Morgans. In a Textbook there are no special cases and no special ways. A practising physician can't always go by textbooks.

## Marking scheme Sample Paper No.4

Time: 3 hrs.

Max. Marks: 80

### SECTION – A (Reading Skills) (26 marks)

1. i. four days
- ii. seven years
- iiib. 3, 1, 4, 2
- iv. Lunar surface
- vb. GSLV-3
- vib. because it indicated the altitude and the range of the lander
- vii.c. it quantifies the amount of calcium, magnesium, iron, sodium and other useful elements on or below the lunar surface
- viii. refuelling station
- ix.c. significant
- x. Pragyán rover deviating from its course

1. i. b) 2014-2018
- ii. a) Promising
- iii. c) habitat encroachment, illicit cattle grazing and human induced forest fires
- iv. a) Both A and R are true and R is the correct explanation of A.
- v. The tiger numbers are estimated by adding animals caught in camera traps, and those estimated by statistical techniques.
- vi. encroachment, illegal hunting, cattle grazing, forest fires, mining, infrastructure development, conflicts between humans and wildlife (any one)
- vii. experts have said that most of the country's tigers are focused within a handful of reserves which are fast approaching their peak carrying capacity
- viii. habitat

3 a. 5 marks -

title - 1, numbering and indentation – 1, notes – 2, abbreviations/key/glossary - 1

#### Our Brave Jawans

1. Line of Control

- 1.1 marked – double fence of barbed wire
- 1.2 area beyond – densely mined
- 1.3 disputed – high tension and perpetual alert

2. BSF

- 2.1 founded – 1965
- 2.2 fns. as a police force
  - 2.2.1 at Raj., Bang., borders and LoC
  - 2.2.2 checks – smuggling, infiltration, prob. of straying cattle

3. difficulties faced by the jawans
  - 3.1 armed aggressors
  - 3.2 hostile weather
    - 3.2.1 bitterly cold in Kashmir – small injuries spell death
    - 3.2.2 extremely hot in Raj.

Abbreviations used:

Fns. – functions

Raj. – Rajasthan

Bang. – Bangladesh

LoC - Line of Control

Prob.-- problem

b. Summary – 3 marks (up to 80 words)

content -2, expression - 1

The area beyond the fenced Line of Control is densely mined. Since it is disputed, perpetual alert is maintained. Border Security Force founded in 1965 functions as a police force at Rajasthan and Bangladesh borders. It checks smuggling, infiltration, and problems of straying cattle. The jawans have to face armed aggressors, hostile weather and difficult terrain. On daily border patrols, small injuries can spell death. They simply froze to death.

### **SECTION-B (Creative Writing Skills and Grammar) (23 marks)**

4. Any seven from questions 4 and 5: 1x7=7

A.i.c. had done

ii. b. started

B. i. many

ii. any

iii. the

5. i. The railway platform was unusually crowded last Sunday.

ii. They had been waiting for the train since morning

iii. They were going to Goa during winter holidays.

6. Poster (up to 50 words)

Format/ layout – 1 mark

Content – 1 mark

Expression– 1 mark

7. Advertisement (up to 50 words)

Format– 1 mark

Content – 1 mark

Expression– 1 mark

8. speech –120-150 words

Format- opening address and conclusion 1 mark

Content - 2 marks  
Expression - 2 marks  
Value points given in question

9. Debate - 120-150 words

Format- opening address and conclusion 1 mark

Content - 2 marks

Expression - 2 marks

Value points

A. For

The teacher is able to give individual attention in the classrooms. Interactions between teacher and taught help students connect with teachers. Immediate problem solving – guide and facilitator. Physical school help children adopt a discipline.

Internet: requires device and network connection – expensive. It may not be available when required. Lacks individual attention

Against

Internet: Interactive ----- create audio visual effect---- boon of technology--- classroom without walls--- economical---- comprehensive access ----maximum use of digital resources.

Anytime – anywhere

Teacher may not be available. School located far away. no face-to-face interaction between the teacher and the student

B. For

Myth- Equality is an amalgam of three different words, 'Status, Opportunities, and Rights'. Society ascribes typical women-oriented roles and responsibilities, limited opportunities and facilities to participate in various sectors of life, failure to cash in on their talents resulting in huge economic losses, not allowed to exercise equal rights, patriarchal societies become hurdles, violence and crimes against them go unheard.

Against

Reality- women often seen working together, competing with men, doing works once considered difficult even for men, winning awards, building software and active in construction business, many organizations and societies- grooming women for newer tasks and opening new vistas for her, women and men enjoy the same rights and opportunities across many sectors of society, including economic participation and decision-making

### **SECTION-C (Literature) (31 marks)**

10. A. i. d. The two cousins and the poetess' mother

ii. alliteration

iii. Her mother has grown into an adult but there is less change in the sea.

B. i. d. To rebuild their relationship

ii. The words 'empty hand' signify that both the father and the son want to forgive each

other and extend a hand of friendship to each other, but neither of them is willing to be the firststone to do so. It signifies the failure of the father and the son to understand each other.

i. repetition

11A. i.b) author feared his grandmother may die before his return

ii. d) she was not on talking terms with the author

iii. The 'beads of her rosary' were helping her to chant her prayers

B. i. d) All of these

ii. a) Unit of Speed

iv. They could see endless enormous seas rolling towards them, and the screaming of the wind and spray was painful to the ears. High waves and stormy weather.

12. A. i.d. To have a look at the things once owned by her mother

ii. b. Her face gave no sign of recognition

iii. When the narrator mentioned her mother, she said that she had thought that none of the people who had left had come back.

iv. Mrs. Dorling was cold and indifferent and evidently displeased to see the author. In fact, she tried to prevent her from entering by blocking her entrance. Later, she said it was not convenient for her to talk to the narrator at that point of time and refused to meet her.

B. i. d. 3 and 5

ii. he was old

iii.a. The thief must be freed

iv. The arch must be hanged.

13. Any two in 30-40 words  $3 \times 2 = 6$

a. i. When the grandmother died, the sparrows did not take notice of bread crumbs and flew away without eating them. In this way, they expressed their sorrow at her death.

ii. As Professor Gaitonde came out of the station, he saw an impressive building. The letters on it revealed that it was the East India headquarters of the East India Company. He was shocked as it was supposed to have had stopped operating soon after the events of 1857 but here it was flourishing.

b.i. The poem has been named 'The Laburnum Top' because the top of the tree has been described in detail by the poet and the second part is a vivid description of the transformation that the tree undergoes. The entire scenario revolves around the tree.

ii. As a person grows up, he becomes a rationalist, an egoist and a hypocrite. He accepts nothing that is not logical. He loses faith in God. He does not believe in Hell or Heaven. He becomes very conscious of his self. He wants to follow his own desires and ideas. He becomes an egoist. He talks of love and preaches of love, but is not so loving in his actions. In short, he loses all his innocence of his childhood

14. Any one in 30-40 words                    3

a. message – the mother should be appreciated for keeping the house and family in order. The housewife serves her family with love and devotion but she is not given the regard, attention or thanks due to her. They should not be taken for granted but given due acknowledgement and appreciation.

b. John Byro met the boys walking with his horse which had been stolen. He studied the horse, asked its name and examined its teeth. He said if he did not know their parents' honesty, he would swear that it was his horse. He only called it the 'twin' of his horse.

15. Any one in 120-150 words                    6 marks (content 3, expression3)

A. Howard Carter, a British archaeologist, discovered King Tut's tomb in 1922, after years of searching. He found fabulous treasures in the tomb, even though it had been ransacked earlier. The treasure consisted of a golden coffin, gold ornaments and even petty things of everyday need.

Carter found three nested coffins. But when he reached the mummy, he ran into trouble. The resins used to embalm Tut's body had hardened. The coffin was of solid gold. Neither human force nor the scorching sun could loosen the body. So Carter used chisel and hammer to remove the resins. He had little choice. Tut's mummy also had to be removed part by part. Having taken out the gold coffin, the body parts were reassembled, put in a wooden box and placed in the tomb again.

B. Nick Middleton faced a number of difficulties on his way to Mount Kailash to complete the kora. The driver took a shortcut driving over difficult terrain and high mountain passes. At places the path was covered with snow and ice which is dangerous. They flung handfuls of dirt and covered the snow with soil to go over it. Due to rapid ascent to the high mountain pass and low atmospheric pressure, he suffered from the effects of high altitude and got a severe headache. The fuel of vehicle also expanded due to the low pressure, which could prove perilous for them. In Darchen, he also suffered from blocked sinuses that resulted in breathing problems. He spent a sleepless night as whenever he lay down to sleep, he couldn't breathe and get enough oxygen. He had to go to a doctor for medicine.

The author was disappointed and rather depressed on arrival at Hor located on the shore of Lake Mansarovar. Previous visitors had been overwhelmed by the beauty of Lake Mansarovar, but the author found Hor shabby and dirty. It was littered with accumulated refuse. He was disillusioned.

When he reached Darchen there were no pilgrims and no one who knew English. He had to wait as he did not like the idea of going alone on a pilgrimage.

16. Any one in 120-150 words            6 marks (content 3, expression3)

A. Dr Andrews shivered with horror when he saw the stillborn child. He not only helped the mother in the safe delivery of a male child but also restored them to perfect health. The major achievement of Andrew was to resuscitate the child who was suffering from asphyxia pallida. First, he used the special method of respiration. Then he tried plunging the baby in hot and cold water alternately. He laboured in vain for half an hour. He then made a last effort. He started rubbing the child with a rough towel and went on pressing and releasing the baby's little chest with both his hands. At last, the baby responded and started breathing. Andrew called upon God as witness of his act which was no less than a miracle. It was not mere theoretical talk but a practical achievement—something real and solid.

B. Mourad and Uncle Khosrove were the two characters who showed a crazy streak in their behaviour. Mourad was a thirteen year old Armenian boy. He belonged to Garoghlanian tribe. He was fond of riding to the point of craziness. He sang out of joy when riding a stolen horse. He said confidently that he had a way with horses. He was crazy like his uncle Khosrove and was considered the natural descendent of his crazy uncle. Uncle Khosrove had a furious temper and was known to be crazy. He was so impatient and irritable that he stopped anyone from talking by roaring, 'It is no harm; pay no attention to it'. He said this even when his son came running to tell him that their house was on fire. He got irritated and snubbed John Byro when he told him about his horse having been stolen.

**MARKING SCHEME  
SAMPLE PAPER SET-5  
2024-25**

**CLASS-XI ENGLISH CORE(301)**

**IMPORTANT INSTRUCTIONS:**

1. The answer given below are suggestive. Credit should be given for any relevant point which is not included in the value points listed below.
2. No marks shall be deducted for exceeding word-limit.
3. If a spelling error is recurring, it should be penalized only once.

**SECTION -A (READING COMPREHENSION)**

<b>Unseen Passage-1</b>	
A.	1- Analysis of hand writing
	2. State of mind
	3. All of the above
	4. A Researcher
	5. The writer’s organisational abilities
B.	a. The scientific analysis and study of hand writing is called graphology. It is more revealing than words because one can’t hide oneself in one’s handwriting. The hand writes what the brain dictates and freezes the personality in ink.
	b. Companies use it for executive recruitment and analysis of candidates’ temperaments, weaknesses and strengths.
	c. Baseline: whether writing is straight or slanted
	examples-i. Upward baseline- creative, ambitious, sociable person
	ii. Slightly downward baseline- dissatisfaction, unhappiness or fatigue.
	d. From the way letters are formed and connected; e.g.
	i. angular letters: persistent and decisive nature
	ii. arched letters: reluctant to express feeling freely, coldness
	iii Large letters: Vitality, enterprise and self-reliance
	iv. small letters: lack of self-confidence/concentration and exactness in the research.
	e. i. Vertical letters: uncomfortable in group
	ii rightward slant(right handed person): friendly and ambitious
	iii Varying slant: unpredictable personality
	iv leftward slant: introvert
	v. wide spacing: extravagance, self-confidence and sociability



C.
a. Dominant
b. Persistent
<b>Passage-2</b>
<b>2. i. UPI Fraud</b>
li c. XYZ is a debit card holder, who gets a call informing him/her that his /her card will get blocked immediately. The caller states he/she is at the system and can prevent this if XYZ provides his/her debit card pin.
iii. Two ways in which digitals frauds are carried out :1. Phishing 2. By creating fake UPI handles 3. By designing malware
iv. True
v. Individuals can be aware about the safe usage of internet and digital banking.
vi. Banks should maintain basic cyber hygiene and ensure stronger IT with regular upgrades.
vii. Because they are easy to access.
viii. b. Banks alone can curb digital frauds.
Q-3 Ans. A.Title- Stress / other relevant title-1 mark
Notes with proper numbering and indentation- 3 Marks
Abbreviations-1 marks
b. Summary ( about- 80 words)- 3 marks
<b>(Grammar)</b>
Q-4 A. I-c. Did you meet
ii. b. It always rains in this month.
B i. Nature provides bounty of beauty and solace to humans.
ii. Oil industry is reliant on the trees.
iii. I could not put my finger on the reason.
C. I. c. No sooner did he see the teacher entering the room than he sat on his seat.
ii. You don't think that our school will win the match.

<b>(WRITING SECTION)</b>
Q5- Advertisement
Situation Vacant
Format-1, content-1, Expression-1
OR
Situation Wanted - Format-1, Expression-1, Content-1 mark
Q-6- Poster
Format-1, Content-1, Expression-1
Q-7-Speech Writing—Format-1, Content-2, Expression and grammatical Accuracy-2 marks
Suggested Value Points-Democracy definition and meaning, Positive aspects of Democracy, Freedom the key factor of democracy etc. OR
Suggested Value points- Swachchh Bharat Mission: An initiative to make India clean, Aim of Swachchh Bharat Mission, World’s largest sanitation Mission etc.

Q-8

<b>DEBATE WRITING</b>
Format-1 mark, Content-2, Expression and grammatical accuracy-2
Suggested Points- For the motion---Industrial activities, a source of pressure on environment, Waste generation and resource consumption, Emitted pollutants harm plants, animals and their habitatsetc.
Suggested Points-Against the motion- Healthy Industrial development, required for economic development, Need of the present time, Required for Nation’s growth etc.
OR
Suggested POINTS- For the motion- If fulfilling maximum needs is the criterion of judging happiness then all the affluent people in the world would be the happiest----- Desires are the root cause of pain and sufferings -- Simple life-key to happiness etc.
Suggested Points – Against the motion-----If you are controlling your needs then youe are limiting your life----Need, the mother of invention --- Desires and need a way to seek more opportunities etc.

## LITERATURE

Q-9A-
I. C My life is a game of chess.
II. The speaker is sad and dejected.
iii. The words seed and land are the metaphors for father’s efforts that he made to build loving relationship with his son.
9.B.-1. d. My thoughts are stars
li .c. Alleviate
iii. c. sad and dejected
10.A-i- The author was delighted.
b. He was looking very happy and excited after knowing the reason behind narrator’s visit to Darchen.
c. Norbu and narrator both came to visit that place to fulfil an academic purpose as narrator was a physical geographer and Norbu was a scholar, who came there to complete a research work.
10 B. 1.d
2.Tut’s body was laid with gold because they used to believe in rebirth and they could carry that wealth in their next birth.
3. a. Wealth
Q-11A
I. d. To hang some one
ii. b. One who fits in the noose
iii. Adverb
iv. The Tale of Melon City
Q-11B
i----- She thought that looking at their state of living, Andrew would not take the case and he would leave the case saying he would return later, so she offered to make him a cup of tea.
li When the old woman returned with a cup of tea, Andrew smiled faintly, he noticed the old woman, her wisdom in experience.
iii. It was the time of delivery, Andrew made many efforts to save the baby as well as the mother.
iv. That incident proved unusual for him, it influenced his whole future in Blaenelly in a positive way.

Q12
a. Because it was not easy to complete Kora alone as he was not aware about the condition of the trail to Mt. Kailash. Yes, his disappointment dispelled when he met Norbu.
b. The striped face of the goldfinch is its identity mask. She remained hidden in 'thickness' and her barred face makes her recognizable, and this face becomes her identity mask.
c. Some valid points based on individual experience
d. This statement focuses at the concept of multi-universe. Prof. Rajendra Deshpandey tried to explain the experience of Prof. Gagadharant , he told him that you were in present but experiencing a different world.
Q-13
a---Mrs. Dorling's daughter did not inherit the nature of her mother. Unlike her mother she was of kind nature and also very gentle to guests.
b. The dilemma was whether the mother or the new born infant was to be saved first.
Q-14
a---Suggested Points---Andrew could turn his sense of defeat and hopelessness into one of joy and victory----He could be able something great ----He could feel satisfaction etc.
b. Suggested Points---Helpful to make the thoughtless and selfish person realise the real position of the lady in the house as in case of Mrs. Pearson ---- A lesson to fulfill responsibilities- ---Sometimes necessary to make a good bonding among family members etc.
Q-15
a--- Suggested Value Points---King Tut, the last member his family line—His funeral, the death rattle of a dynasty----Tut's dynasty---their belief in rebirth---Treasure in his tomb etc.
b. Suggested value Points----- sense of disconnect with the younger generation---Needs much care and attention etc



