



Solutions to

Me 'n' Mine™

English

CORE

PULLOUT WORKSHEETS

XI

By

Dr. M.M. Sharma

M.A., Ph.D.

Since 1950

SARASWATI HOUSE PVT. LTD.

(An ISO 9001:2008 Company)

EDUCATIONAL PUBLISHERS

New Delhi-110002

Published by:

Atul Gupta

Saraswati House Pvt. Ltd.

9, Daryaganj, Near L.I.C. Office, New Delhi-110002

Post Box: 7063

Phone: 43556600 (100 lines), 23281022

Fax: 43556688

E-mail: delhi@saraswathouse.com

Website: www.saraswathouse.com

Import-Export Licence No. 0507052021

Branches

- **Ahmedabad** © (079) 22160722 • **Bengaluru** © (080) 26619880 • **Chandigarh** © (0172) 2624882
- **Chennai** © (044) 24343740 • **Guwahati** © (0361) 2457198 • **Hyderabad** © (040) 23220456
- **Jaipur** © (0141) 4006022 • **Kochi** © (0484) 3925288 • **Kolkata** © (033) 40042314
- **Lucknow** (0522) 4062517 • **Mumbai** © (022) 26874022 • **Patna** © (0612) 2570403
- **Ranchi** © (0651) 2210300

© Author

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means without the prior written permission of the publishers.

New Edition

Printed at Narain Printer & Binder, Noida U.P.

CONTENTS

SECTION A—READING

Unseen Passages	
➤ Worksheets 1 to 25	5-18

SECTION B—WRITING SKILLS AND GRAMMER

Short Writing Task	
Notice	
➤ Worksheets 26 to 27	19-21
Posters	
➤ Worksheets 28 to 29	21-23
Advertisements	
➤ Worksheets 30 to 31	23-25
Letter Writing (Making Enquiries)	
➤ Worksheets 32	25-26
Letter Writing (Asking for Information)	
➤ Worksheets 33	26
Letter Writing (Business/Official Letters/Complaints)	
➤ Worksheets 34	26-27
Letter Writing (Placing Orders & Sending Replies)	
➤ Worksheets 35	27-28
Letter Writing (Letters to Editor)	
➤ Worksheets 36 to 38	29-31
Letter Writing (Application for a Job)	
➤ Worksheets 39 to 41	31-35
Letter Writing (School Issues – Complaints)	
➤ Worksheets 42	35-36
Letter Writing (School Issues – Making Requests)	
➤ Worksheets 43	36-37
Letter Writing (School Issues – Suggesting Improvements)	
➤ Worksheets 44	37-38
Letter Writing (Requirements / Suitability Courses)	
➤ Worksheets 45	38-39
Composition (Article Writing)	
➤ Worksheets 46 to 50	40-42
Composition (Speech Writing)	
➤ Worksheets 51 & 52	42-44
Composition (Report Writing)	
➤ Worksheets 53 to 56	44-46
Composition (Writing Narratives)	
➤ Worksheets 57 to 61	46-48
Determiners (Types I-III)	
➤ Worksheet 62 to 64	49-50
Tenses (Types I-III)	
➤ Worksheet 65 to 67	50-51
Clauses (Types I-III)	
➤ Worksheet 68 to 70	51-53
Modals (Types I-III)	
➤ Worksheet 71 to 73	53-54

Active & Passive Voice (Types I-III)	
▶ Worksheet 74 to 76	54-55
Transformation of Sentences	
▶ Worksheet 77	55

SECTION D—LITERATURE

1. HORNBILL (English Reader)

POETRY

A Photograph (Shirley Toulson)	
▶ Worksheets 77 to 79	56-57
The Voice of the Rain (Walt Whitman)	
▶ Worksheets 80 to 82	57-58
Childhood (Markus Natten)	
▶ Worksheets 83 to 87	58-60
Father to Son (Elizabeth Jennings)	
▶ Worksheets 88 to 93	60-63

PROSE

The Portrait of a Lady (Khushwant Singh)	
▶ Worksheets 94 to 99	64-67
We're Not Afraid to Die... (Gordon Cook and Alan East)	
▶ Worksheets 100 to 104	67-70
Discovering Tut... (A.R. Williams)	
▶ Worksheets 105 to 108	71-73
The Ailing Planet... (Nani Palkhivala)	
▶ Worksheets 109 to 113	73-76
The Browning Version (Terence Rattigan)	
▶ Worksheets 114 to 118	76-79

2. SNAPSHOTS (Supplementary Reader)

The Summer of the Beautiful... (William Saroyan)	
▶ Worksheets 119 to 123	79-82
The Address (Marga Minco)	
▶ Worksheets 124 to 127	82-85
Ranga's Marriage (Masti Venkatesha Iyengar)	
▶ Worksheets 128 to 131	85-87
Albert Einstein at School (Patrick Pringle)	
▶ Worksheets 132 to 136	87-90
Mother's Day (J.B. Priestley)	
▶ Worksheets 137 to 141	91-94
Birth (A.J. Cronin)	
▶ Worksheets 142 to 146	94-97
The Tale of Melon City (Vikram Seth)	
▶ Worksheets 147 to 151	97-100

3. LONG READING TEXT—NOVEL

The Canterville Ghost (Oscar Wilde)	
▶ Worksheets 152 to 157	100-101
Up From Slavery (Booker T. Washington)	
▶ Worksheets 158 to 163	102-104
PROBLEM SOLVING ASSESSMENT	105
● PRACTICE PAPERS (1 to 5)	106-134

WORKSHEET-1

1. A. 1. (b) they adopt a wrong attitude
 2. (d) attitude towards past failures or success
 3. (c) stress is caused by problems
 4. (a) we are alive and kicking
 5. (d) to begin at once
 6. (c) delay or postpone action
- B. 1. Our effectiveness gets reduced by problems which cause stress.
 2. We can't eliminate problems because we are alive and kicking and sometimes our greed and ego also promote problems.
 3. The best way to tackle the problem is to begin at once with positive thinking.
 4. 'There is always a silver lining in any gloomy situation' gives a lesson of optimism.
 5. (a) Procrastination (b) Enormous

WORKSHEET-2

1. A. 1. (c) acts of violence and crimes
 2. (d) who do not like themselves
 3. (a) it is essential for solving many problems
 4. (b) it helps us to believe in our worth
 5. (c) one taps one's latent talents and creative faculties
 6. (d) hidden power
- B. 1. Good self esteem is important in solving many problems.
 2. High self esteem is remarkable asset as it helps us to believe in our worth.
 3. Sound self esteem ensure the improvement of life by identifying latent talents and creative faculties.
 4. When we believe we are entitled to something better, the conditions in our lives will improve permanently.
 5. (a) Vandalism (b) Potential

WORKSHEET-3

1. A. 1. (c) the causes of urban flooding are different
 2. (d) developed catchments increase faster flow times
 3. (a) they are centres of economic activities with vital infrastructure
 4. (b) transport and power are disrupted
 5. (c) these decrease the capacity of drain
 6. (d) defeated
- B. 1. Urban areas need a round the clock vigil as they are the centres of economic activities with vital infrastructure.
 2. The flood disrupt transport, power causing untold misery and hardships.
 3. Encroachment on natural drains is the main cause of intensifying floods in urban areas.

4. In urban areas flooding occurs very quickly due to faster flow times.
5. (a) Infrastructure (b) Overwhelm

WORKSHEET-4

- 1. A.**
1. (c) winter
 2. (d) personification
 3. (a) she does not fear the storms or the cloudy sky
 4. (b) the purpose of her journey is joyful and her courage is faultless
 5. (d) a proud man's nostrils
 6. (c) not greeted or summoned
- B.**
1. The poet's mood is full of wonder and admiration.
 2. The poet thinks the ship does not fear the storms or the cloudy sky.
 3. The poet thinks the purpose of ship journey is joyful and her courage is faultless.
 4. The poet thinks that the Prow of the ship is similar to a proud man's nostrils.
 5. (a) unhailed (b) splendid

WORKSHEET-5

- 1. A.**
1. (d) he carried a cane in his hand
 2. (c) a flick of cane on the body
 3. (a) it can injure without leaving a mark
 4. (b) become more refined
 5. (c) they have to appear for admissions
 6. (d) out of date
- B.**
1. Foot rule injures without leaving a mark.
 2. Admission, textbooks and examinations are the triple weapons in the hands of educators today.
 3. The tools of torment in higher classes become more refined.
 4. In month of June they have to visit from school to school for admission.
 5. (a) Inhalation (b) Latest

WORKSHEET-6

- 1. A.**
1. (c) they occupy majestic and honourable position among the animals
 2. (b) feminist poem
 3. (b) they are objects of art
 4. (a) ordeals and hardships of married life
 5. (c) alliteration
 6. (d) very heavy
- B.**
1. Prancing tiger symbolize the spirit of freedom within aunt Jennifer which remains subdued.
 2. They have passed through very hard and bitter experience of married life.
 3. She feels so nervous and terrified that her hands shake and flutter.
 4. The image is symbolic of the oppression a woman face in matrimony at the hands of a terrifying husband.
 5. (a) Denizens (b) Ordeal

WORKSHEET-7

1. A. 1. (a) simile
2. (d) alliteration
3. (d) he wanted to ease the pain of the wound caused by it
4. (c) he lost blood rapidly
5. (b) heavy gasps quivered and convulsed his body
6. (c) the desperate state of the father who lay in grief by the side of his dead son
- B. 1. He drew the spear to ease the pain of the wound caused by it.
2. He showed faint signs of life, when heavy gasps quivered and convulsed his body.
3. The black granite pillars highlight the desperate state of the father who lay in grief by the side of his dead son.
4. Warm Mansion mean the body of the youngman having warm blood.
5. (a) feebly (b) imperious

WORKSHEET-8

1. A. 1. (d) it has all the gadgets of a modern home
2. (c) he has bought it on instalments
3. (c) he has bought it on instalments
4. (a) he keeps up a pretty place
5. (b) people tend to buy article to show off
6. (a) thinking about unpleasant things that might happen
- B. 1. Jack has managed to live in a beautiful villa by purchasing it on home loan.
2. They could enjoy the pleasure of motoring on car loan.
3. Seeing their comfortable living Aunt Jane thought he must be getting on very well.
4. Aunt Jane is against the modern higher purchase because it could backfire in dire circumstances.
5. (a) wonderful (b) pleasures

WORKSHEET-9

1. A. 1. (d) the enemy guns had fired at it repeatedly
2. (b) son
3. (b) he was unconscious because of death
4. (d) it wreathed around the ship burning every part
5. (d) a ballad
6. (c) making a loud deep sound
- B. 1. The boy did not leave his post because his father had asked to stay there.
2. The boy's father could not respond to his repeated calls because he was dead.
3. The raging fire has been described as splendour wild because it had engulfed the entire ship in flames.
4. A ballad is a poem telling a popular story in short verses and therefore the poem is a ballad
5. (a) brow (b) made away

WORKSHEET-10

1. A. 1. (d) it is against critical thinking and creativity.

2. (a) increased by computer literates.
 3. (c) it has led to scientific discoveries of enduring interest
 4. (d) it expands areas of the mind to greater possibilities
 5. (b) these are easy to remember
 6. (c) lasting
- B.**
1. Rote learning in India is called remarkable because it has led to scientific discoveries of enduring interest.
 2. Rote learning is advantageous as it expands areas of mind to greater possibilities.
 3. Bhaskara's Lilavati illustrates how memorisation and creativity go together.
 4. These texts were created because these are easy to remember.
 5. (a) Dichotomy (b) Attributed

WORKSHEET-11

- 1. A.**
1. (c) no food security is possible without it
 2. (a) storage at farm level
 3. (d) the states did not want any added responsibility
 4. (b) decentralised storage
 5. (a) these are very costly solutions
 6. (d) buildings for a particular purpose
- B.**
1. Save green campaign was withdrawn because the states did not want any added responsibility.
 2. Decentralised storage is the most effective solution for storage of grain.
 3. They assure quality as well as a chance to store grains almost anywhere.
 4. Experts reject silo and warehousing because these are very costly solutions.
 5. (a) Upgrade (b) Indigenous

WORKSHEET-12

- 1. A.**
1. (b) true love
 2. (b) a lyric
 3. (c) youthful beauty
 4. (d) his beloved's pure soul
 5. (a) spiritual
 6. (c) the transitory nature of love
- B.**
1. Poem is addressed to the poet's beloved.
 2. The poet admires the youthful beauty of person; the poem is addressed.
 3. Pilgrim soul means the pure soul of poet's beloved.
 4. The poet's love is spiritual as it does not change with the growing age.
 5. (a) grace (b) glowing

WORKSHEET-13

- 1. A.**
1. (c) the participants face a shower of questions
 2. (d) they seem to know so much
 3. (a) he had mastery over the specialist topic
 4. (b) they know the obvious
 5. (c) curiosity to know
 6. (d) those who fight for money
- B.**
1. He had mastery over the specialist topic which blessed him with victory.

2. The studious quizzers are called solid quizzers, they know the obvious.
3. The quizzer should have curiosity to know.
4. Quizzing in India began in Kolkata in 1967. Even now the majority of the quizzers are from Kolkata.
5. (a) Mercenaries
(b) Devotees

WORKSHEET-14

1. 1.1 Title: Clearing the Mess

Notes:

1. *Yamuna - lifeline of Delhi*
dead river for 32 km.
2. *SC's order to industrialists*
(a) instal effluent trtmt. plt. by Nov. 1
(b) face closure
3. *SC's Jud'l Actvsm.*
(a) lead free petl.
(b) phasing 15 yrs. old autos.
(c) mandatory polln. check.
(d) ban. polybags
(e) censur'g shrimp farm'g in TN
(f) chem. units in Raj.
4. *Responsibility of Industrialists*
(a) CPCB's +ve suggestion - Indus. -ve response
(i) pool resources - com. effluent trtmt. plt.
(b) No incentive for trtmt. & reuse of water
(i) comm'l rates on water supply - o'looked
(c) Govt. setting up eff. trtmt. plt.
(i) Indus. to follow.
(d) Tech. for waste management expensive - discharge waste anyhow
5. *SC's Intervention*
(a) indus. not. profit only - responsibility
(b) common good - no poisonous polln.
(c) ∴ polluter won't pay - S.C. intervention
(d) censured indus : reacts -ve
(i) stops (ii) no investment in cleaning tech.
(e) SC's insistence on envtl. norms.

1.2 Summary

Yamuna, once Delhi's lifeline is a dead river for 32 kms. The Supreme Court has intervened to prevent further degradation of the Yamuna by ordering industrialists to instal effluent treatment plants by November or face closure. The courts have laid down vigorous standards for industries to preserve the environment. CPCB has given positive suggestions on enforcing the green agenda. The response of industry is tardy as there is no incentive for treatment and reuse of water. Now government is setting up treatment plants and industries might follow. Supreme Court's insistence on environmental norms for industry is commendable.

WORKSHEET-15

1. 1.1 Title: Self Cleaning Materials

Notes:

1. *Self clg. mats.*
 - (a) clean dirt, stains
 - (b) eliminate foul odour & dang. bacteria
2. *Self clg. tiles—pple. of wk.*
 - (a) uv rays \rightarrow TiO_2
3. *Spl. props. of TiO_2*
 - (a) TiO_2 makes paint / tooth paste white
 - (b) ability to break down H_2O into H_2 and O_2
 - (c) abs. energy from uv band + reacts with H_2O vapours \rightarrow prod. $O_2 \rightarrow$ brk. org. matter \rightarrow CO_2 + trace elements
4. *Discovery Testing & Research*
 - (a) dis. - Akira Fujishima (Tokyo Univ.) - 1969
 - (b) Testg.—Ako Central Hospl.
 - (c) Adam Heller (Texas Univ.)— TiO_2 coated glass—removed finger prints in 2 hrs.
5. *Marketing*
 - (a) Tiles called 'Neo clean'
 - (b) Jap. Toto Corp.

1.2 Summary

Self cleaning smart materials clean off dirt and stains besides eliminating foul odours and dangerous bacteria because of the interaction between titanium dioxide and ultraviolet rays. Titanium dioxide absorbs energy from uv band and reacts with water vapours to produce oxygen molecules which break organic matter into carbon dioxide and trace elements. The discovery was made in 1969 in Tokyo university and tested in Ako central hospital. Adam Heller of Texas University claims that glass coated with Titanium dioxide removed finger prints in two hours. Self cleaning tiles called 'Neo clean' are marketed by Japan's Toto Corp.

WORKSHEET-16

1. 1.1 Title: Effective Office Communication

Notes:

1. *Effective Comm'n*
 - (a) Imp. but difficult to achieve.
 - (i) structure language & style, tone & jargon.
 - (ii) consciousness, interest & practice
 - (iii) skill
 - (b) facilitates action

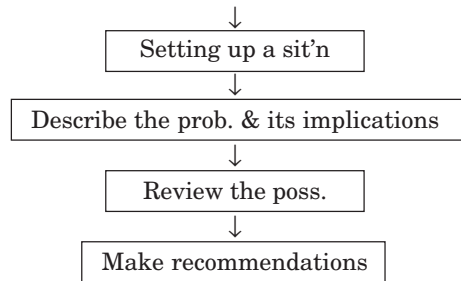
2. *Creating a Good Report.*

- (a) **Aim of a Report**

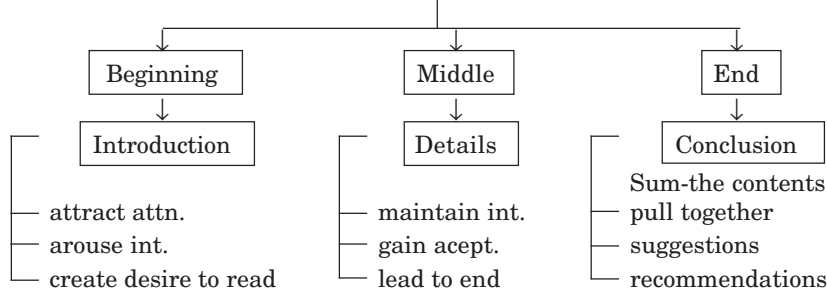
↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓
inform instruct record recommend persuade motivate impress change attitude

- (b) present argmt. - logl. manner.
- (c) reader's perspective
 - (i) easy to read & understand
 - (ii) clear objectives
 - (iii) proper shape & structure

3. Process of Report Writing



4. Structure of a Report



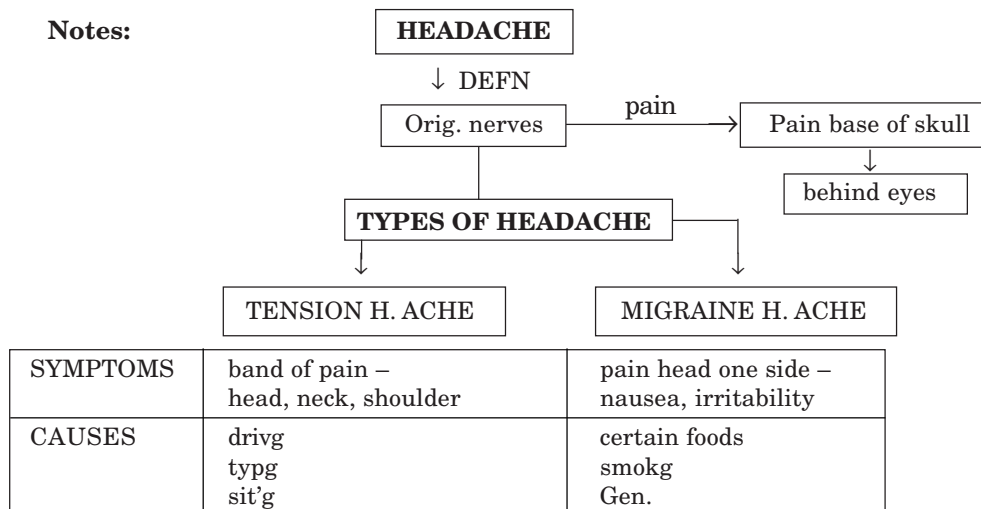
1.2 Summary

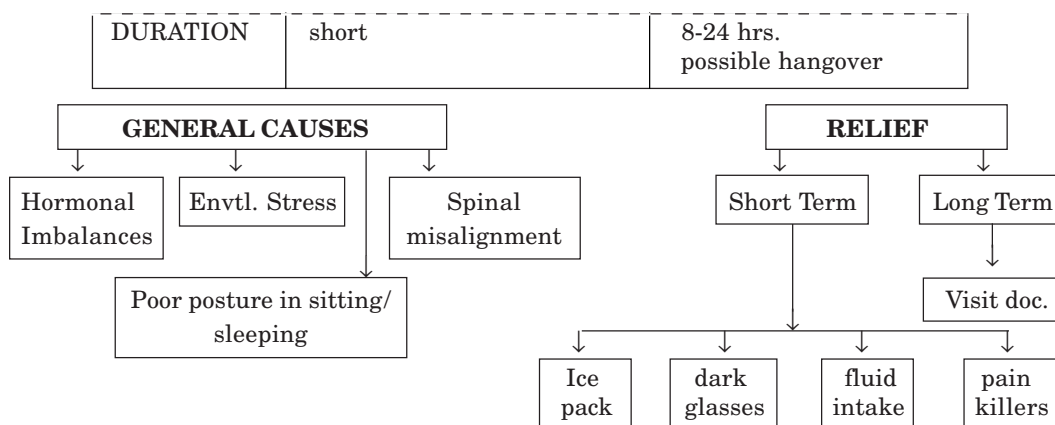
Effective communication involves better structure, language, style tone and jargon. A report has many aims. It presents argument in logical manner. The reader's perspective helps in making the reports easy to read and understand. It sets up the situation, describes the problem and its implication, reviews the possibilities and makes recommendation. It has a beginning, a middle and an end. The introductory part attracts attention, arouses interest and creates desire to read. The details maintain interest gain acceptance and lead to an end. The concluding part sums up the contents and presents the conclusions, suggestions and recommends further actions.

WORKSHEET-17

1. 1.1 Title: Headache

Notes:





1.2 Summary

Headache originates in the nerves and pain signals are sent to the brain. There are different kinds of headache. Tension headache is usually felt like a band in the head radiating to the nape of the neck and shoulders. It may be due to long hours of sitting at a desk, typing or driving. It is usually short. Migraine headache is characterized by pain on one side of the head and other symptoms like nausea, irritability etc. Causes could be varied ranging from hormonal imbalance to stress. Short term relief can be acquired through pain killers, ice-packs, fluid intake & use of dark glasses. However, a doctor should be consulted.

WORKSHEET-18

1. 1.1 Title: Noise Menace

Notes:

1. *Noise pollution - ignored*
 - (a) escalating & medically injurious
 - (b) near Diwali
 - (i) noise of crackers (ii) pollutants emitted
 - (c) Some reactions
 - (i) DOE - campaigns in schs. - harmful effs. of crackers on eardrums & lungs
 - (ii) DPCC - say no to crackers
 - (iii) NGO - meetings & plays
 - (iv) D.Govt. - burst crackers in open spaces/ parks
2. *Prob. of Noise Polln.*
 - (a) Above CPCB stds

resdl. colonies	}	55dB (day)
		45dB (night)
 - (b) Causes

(i) traffic cong'tn	(ii) increasing population
(iii) lack of pub. awareness	(iv) generators
(v) airhorns	(vi) loudspeakers.
3. *Effect of Noise Polln. on Health & Behaviour*

(a) above 55 dB	(i) aggressive behaviour (iii) annoyance	(ii) sleep disturbance (iv) irritability
(b) to 65 dB	h'tension	
(c) above 75 dB	(i) extreme stress (iii) potential hearing loss	(ii) increasing heart rates

4. *Laws & implementation*

(a) many laws & regulations (b) tardy impl'n

1.2 **Summary**

Noise pollution is escalating and medically injurious but is usually ignored. Many agencies have reacted to the problem. The Central Pollution Control Board has fixed daytime noise limits to 55 dB in residential colony and 45 dB at night. Traffic congestion, increasing population, lack of public awareness and use of generators increase noise levels. High level noise levels affect health and behaviour patterns. Aggressive behaviour, sleep disturbance, irritability, hypertension, stress, increasing heart rates and hearing loss creep in as noise pollution increases. Many laws and regulations exist but the implementation is tardy. So, high level of noise pollution continues.

WORKSHEET-19

1. 1.1 **Title: Charity Hospital for Birds**

Notes:

1. *Place & Origin*

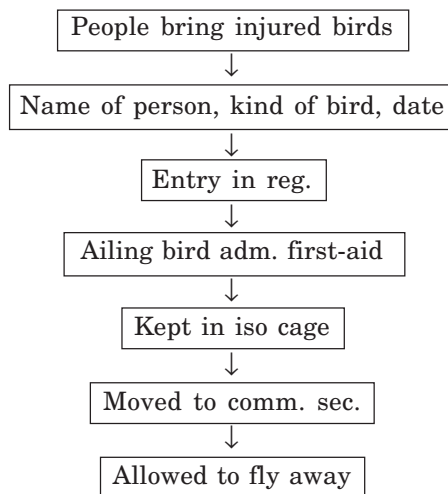
1.1 Locn. : Corner of Ch. Chowk

1.2 Founder : Lala Lachumal Jain (1929)

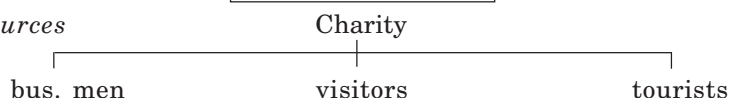
1.3 Growth : 1929 - 1 room struc.
1957 - pres. bldg.

1.4 Facilities: Upto 1968 - ayurvedic treatment
from 1968 - allopathy introduced
from 1992 - path. lab tests & surgery

2. *Procedure of treatment*



3. *Resources*



4. *Uniqueness*

4.1 charitable—no govt. funds

4.2 free of cost trtmt—4000 to 5000 birds per day

4.3 expenditure : ₹ 6 - 7 lakh annually

5. *Drawbacks*

5.1 carnivorous & pets excluded

5.2 locn. inaccessible

5.3 no research wk.

1.2 **Summary**

A charitable hospital for birds was begun in 1929 in a one room structure. It caters to hurt and injured birds excluding carnivorous birds and pets. Funds are provided by rich businessmen, visitors and tourists. After making entry in a register the bird is treated and kept in an isolated cage. Later it is transferred to the common pool and then allowed to fly away. Though allopathic treatment is available, there are still certain drawbacks. The place is inaccessible and no research facilities are available.

WORKSHEET-20

1. 1.1 **Title: International Terrorism**

Notes:

1. *Terrorism—threat to world peace & security*

(a) probs. like crime proliferation

2. *Causes of terrorism*

(a) deep & bitter ethnic, rel. & ideo. conflicts

(b) periodical civil & internat'l wars

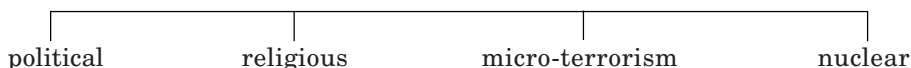
(c) unconv'l & proxy war methods

(i) low cost (ii) low-risk (iii) high yield

(d) dissemination of new technology

(e) modern weapon tech.

3. *Diff. forms of Terrorism*



4. *Justification of Terrorism*

(a) struggle between 2 adversaries

(b) end imp. not means

5. *Dangers of Terrorism*

(a) destroy human rights & freedom of people

(b) threatens terr'l integrity of nations

(c) law & order prob.

(d) setback to economy

(i) damages trade & resources (ii) scares away investors.

1.2 **Summary**

Terrorism is a threat to world peace and security. The causes of growth of terrorism include deep and bitter ethnic, religious and ideological conflicts. Unconventional and proxy war methods are low-cost, low risk but yield high results. New technology and modern weapons aid terrorism. Terrorism has taken many different forms. Terrorism is defended by its practitioners as the struggle between two adversaries. Here the end is important and not the means. Terrorism is dangerous as it destroys human rights and freedom of people, creates law and order problem and causes setback to economy.

WORKSHEET-21

1. 1.1 Title: Earthquake

Notes:

1. *Defn.* - tremor/shak'g of grnd.
2. *Types of E'quake*
 - (a) Gentle - unrecog'd (b) Suff. pron'd - gentle alarm (c) Severe—eno. dest'n
3. *Signs of Occurrence*
 - (a) Trembl'g - 1 or more severe shocks- trembl'g
 - (b) Various Noises
 - (i) howl'g of storm (ii) growl'g of thunder
 - (iii) clank'g / clash'g of iron chains (iv) rumbl'g of heavy wagon on road
 - (c) Range - thro' grd, sea, air - heard at distance
 - (d) Some e'quakes silent
4. *Changes in Earth's Surface*
 - (a) Landslips and cracks - drainage alt'd
 - (b) E'quake + sea waves - rocks & sand swept inland
 - (c) Perm't elev'ns/ depr'ns
5. *Origin*
 - (a) mount. region (b) sea (c) volcanoes
6. *Causes*
 - (a) Volcanic action in mount. (b) Sea water entg. heated rocks
 - (c) Explo'n of expanding vapour (d) Collapse of under grd. hollows
 - (e) Snap'g of strata
7. *Occurrence - cold months/winter*
8. *Most Dest. E'quakes*
 - (i) 1908 - Straits of Messina altered
 - (ii) 1925 - Japan - Upheaval - Towns dest'd - thousands kill'd

1.2 Summary

A tremor of shaking of ground is called earthquake. Gentle earthquake pass unnoticed whereas severe ones spread enormous destruction. Trembling of earth severe shocks and various noises, indicate occurrence of earthquake. Many changes are produced in Earth's surface by earthquakes. Drainage is altered. Great sea waves sweep away rocks and sand inland. They cause permanent depressions or elevations. Earthquakes are most common in volcanic and mountainous regions due to various causes. One of the most destructive earthquakes in modern times altered the straits of Messina in 1908. The other destroyed towns and caused deaths of thousands in Japan in 1925.

WORKSHEET-22

1. 1.1 Title: Self-financing University Education

Notes:

1. *Reasons for making univ. degrees paid in full*
 - 1.1. huge expenditure due to hr. edu.
 - 1.2. 50% wastage due to univ. exams
 - 1.3. univ. income static
 - 1.4. wide diff. between income & exp.

2. *Reason for keeping tuition fee static*
 - 2.1. threat of student agitation
 - 2.2. fear of political unpopularity
3. *Concept of autonomous colleges*
 - 3.1. HRD Ministry's brainchild - a way out
 - 3.2. have autonomy in
 - 3.2.1 framing syllabi
 - 3.2.2 appointments
 - 3.2.3 exams.
 - 3.3 Fees not enhanced yet
4. *Self-financing hr. edu. remote*
 - 4.1. univ. campus politically alive, financially bankrupt
 - 4.2. new set of educational institutions - totally self-financed
 - 4.3. to introduce self-financing or not
 - 4.4. huge initial expenditure - who will bear - parents/govt.?

1.2 Summary

There are strong reasons for making university degrees paid in full by the students themselves. Fifty percent of the huge expenditure on higher education is wasted due to failures. University income is static whereas expenditure has doubled. Threat of student agitation and fear of political unpopularity force authorities to keep tuition fee static. The way out of this complicated situation is the concept of autonomous colleges. But even these colleges have not enhanced fees. Self-financing higher education remains a remote dream. University campuses are politically alive but financially bankrupt and depend on government grants.

WORKSHEET-23

1. 1.1 Title: Beauty Industry

Notes:

1. *Flourishing Ind.*
 - (a) Unaffected by depn.
 - (b) Advts. - miracles of bty. aids
 - (c) Phy. bty - still pop. among women
2. *Craze for Beautification*
 - (a) America leads figs.
 - (b) Parts of Europe - little for bty. aids
 - (c) Everywhere in the world - sub. amt.
 - (i) Rich
 - (ii) Upp. mid. cls.
3. *Reasons*
 - (a) Rich women - invt. on bodies & faces
 - (b) Women's freedom - eq. to man
 - (i) social/prof. funct. of soc.
 - (ii) Look attractive in any sitn.
 - (c) Shrewdness of bty. ind.
 - (i) Exploits the trend to look btyful
 - (ii) Women of all classes - buy beauty aids

4. *Old ladies - extinct species*
 - (a) Beauty parlours
 - (i) ex. thro. health motors
 - (ii) skin foods
 - (b) Cosmetic surgery

No white hair, wrinkles, bent backs or hollow cheeks

1.2 Summary

Beauty industry is flourishing and remains unaffected by depression. Advertisements proclaiming miracles of beauty aids show that physical beauty is still popular among women. America leads the figures in the craze for beautification. Rich and upper middle class women, everywhere in the world, spend substantial amount on beauty aids. The beauty industry exploits the trend among women to look beautiful. Hence, beauty parlours have sprung up in every corner. White hair, wrinkles, bent backs and hollow cheeks of 'old ladies' are features of a bygone era.

WORKSHEET-24

1. 1.1 Title: Compulsive Buying

Notes:

1. *Consumerism*
 - 1.1. insatiable appetite for goods
 - 1.2. mount'g debts.
2. *Compulsive buying - a disease*
 - 2.1. a disorder called 'oniomania'
 - 2.2. price discounts
 - 2.3. grow'g advt. camp'n & comptn.
 - 2.4. shop'g thro' net
 - 2.5. credit cards - easy & instt. borrowing
 - 2.6. shopoholics - worldwide
3. *Problems of compulsive buyers*
 - 3.1. Isolation, guilt & fear
 - 3.2. breakdown of relationship
 - 3.2.1 debt
 - 3.2.2 deceit
 - 3.3. women more vulnerable to addiction
4. *Tips to break habit of compulsive buying*
 - 4.1. Avoid looking at glossy mag's
 - 4.2. Take regular stock of clothes/accessories
 - 4.3. Making credit less easily available
 - 4.4. Check on advt. encouraging easy borrowing

1.2 Summary

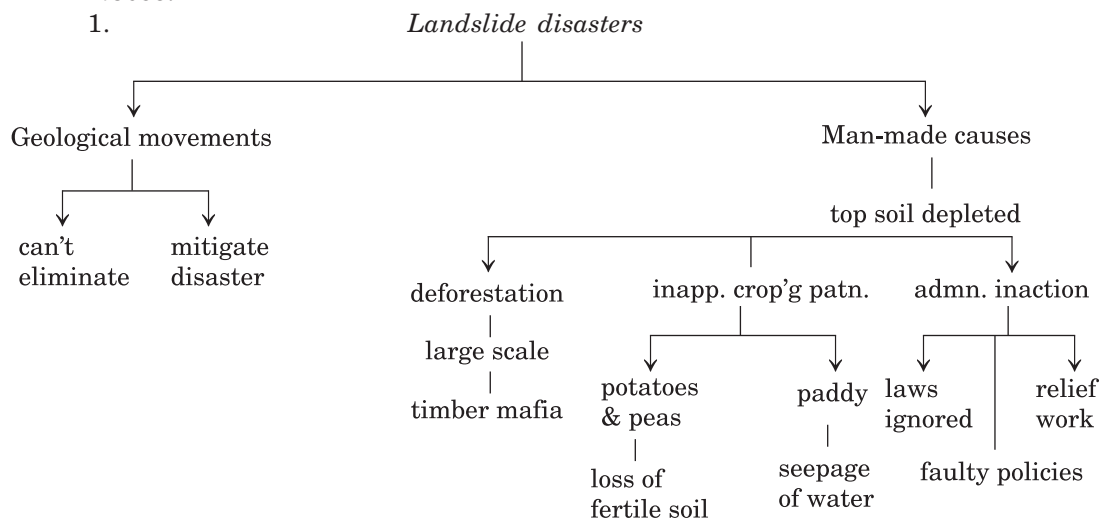
Excessive shopping and insatiable appetite for goods are causing problems as consumerism has led to mounting debts. Compulsive buying has become a disease, a disorder called 'oniomania'. Price discounts and growing advertisement campaigns spread it. Shopping through net and payment through credit cards have increased shopoholics worldwide. Isolation, guilt and fear make people compulsive buyers. Relationships break under the burden of debt and deceit. Tips to break the habit of compulsive buying include avoiding looking at glossy magazines, taking regular stock of clothes/accessories and making credit cards less easily available.

WORKSHEET-25

1. 1.1 Title: The Plight of the Hill People

Notes:

1.



2. *Exposed boulders—potential threat*

(a) no green cover to bind (b) downpour exposes boulders (c) no wire meshing

3. *Ways to mitigate disasters*

(a) Educate cultivators - conserve soil & moisture

(i) partial levelling & contour cultn. (ii) tradl. crop & cropg. patn.

(b) using wire mesh to bind expd. hillside

(c) tradl. housing - mud & timber

(i) wood bends - saves lives (ii) concrete - weight traps

1.2 Summary

The hill-people in India live with fear of landslides. These landslides are caused due to geological movements and man-made causes. Large scale deforestation by timber mafia and inappropriate cropping patterns cause depletion of precious top soil. Cultivation of potatoes and peas leads to loss of fertile soil while paddy crops cause seepage of water and break the interlocking system of rocks. Administrative inaction, neglect of laws and faulty policies also cause landslide disasters. The cultivators should be educated to conserve soil and moisture. Traditional mud and timber houses are safer. Using wire mesh to bind exposed hillside can mitigate disasters.

□□

SHORT WRITING TASKS**Notice****WORKSHEET-26**

1. **VARUNI RESIDENTS' WELFARE ASSOCIATION**
15 March 20XX
NOTICE
BLOOD DONATION CAMP
A blood donation camp will be organised to help the victims of the recent train wreck.
Date : 18 March 20XX
Time : 11 a.m. to 4 p.m.
Venue : Community Centre, Varuni
All the residents are requested to donate blood liberally. Come in large numbers and help the noble cause.
Rohan
Secretary VRWA
2. **ABT SENIOR SECONDARY SCHOOL XYZ CITY**
1 August 20XX
NOTICE
CAREER COUNSELLING SESSION
A career counselling session with Ms. Usha Grewal, noted counsellor will be held in our school.
Date : 10 August 20XX
Time : 11 a.m.
Venue : School auditorium
Classes : XI and XII
Please be seated by 8.45 a.m. and do not carry eatables and bags inside the auditorium. For further details contact
Rahul Khanna
(Head Boy)
3. **RESIDENTS' WELFARE ASSOCIATION**
05 Sept. 20XX
NOTICE
IMPROVE YOUR COMMUNICATION SKILLS
A two-week course on oral communication skills is being organised for the benefit of children of our Group Housing Society as per details given below.
Date : 10th Sept. to 25 Sept.
Timing : 4 p.m. to 6 p.m.
Venue : Community Hall, Vikrant Group Housing Society, Kanpur
Fee : ₹ 500
Contact the undersigned for further details.
Abhinav
Secretary

Phone No. 244708896

4. **ST. COLUMBIA'S SENIOR SECONDARY SCHOOL
AMEENABAD, LUCKNOW**
08 Sept. 20XX
NOTICE
TOUR TO GOA & BOMBAY
The school is organising a tour to Bombay and Goa as per details given below:
Duration : 10 days
Dates : 24 Dec. to 2 Jan. 20XX
Cost : ₹ 5000 each
Plans : Visiting interesting sites
Those interested may kindly give their names to the undersigned by the 15th Sept. 20XX.
Madhavi
(School Pupil Leader)

WORKSHEET-27

1. **MODEL SCHOOL, NAGPUR**
25 Nov. 20XX
NOTICE
MAGIC SHOW
The students' Council is organising a magic show in aid of Flood victims of Andhra Pradesh as per details given below:
Date : 30 Nov. 20XX
Time : 5.30 p.m. onwards
Venue : Community Centre, Nagpur
Entry by Tickets : ₹ 500, ₹ 100
All are cordially invited.
Mithun/Mithilesh
Secretary
Students' Council
2. **JAIN PUBLIC LIBRARY, AMBALA**
15 March 20XX
NOTICE
LIBRARY TIMINGS/OFF DAY ETC.
The members are requested to note the following decisions that will come into effect immediately:
(i) Working hours : 9 a.m. to 6 p.m.
(ii) Working days : Tuesday to Sunday
(iii) Off day : Monday
(iv) Period of retaining : Two weeks
library books
J.L. Bhasin
Librarian
3. **ABN SR SEC SCHOOL, JODHPUR**
25 July 20XX
NOTICE
CAREER GUIDANCE
We are pleased to inform that Miss Renu Nigam, the eminent counsellor, CARING, has kindly consented to give a talk on the various career options available to the students of the humanities stream.
Date : 30th July, 20XX
Time : 11 a.m.

Venue : School Auditorium
Classes : XI and XII
For queries, kindly contact the undersigned
Amita
Head Girl

4.

APEX SCHOOL, DEHRADUN
Cultural forum
6 December 20XX
NOTICE
INTER-SCHOOL ORCHESTRA COMPETITION
On the occasion of the Silver Jubilee celebrations of the school, the Cultural Forum has organised an inter-school orchestra competition as per details given below:
Date : 18 December 20XX
Time : 10 a.m. onwards
Venue : Ashoka Auditorium
Participants : Maximum 9 in a team
Entry forms complete in all respects must reach the undersigned on or before 12th December, 20XX.
Rachna/Ravi
President
Cultural Forum

POSTERS

WORKSHEET-28

1.

FETE
Organised by
ST. JOHN SCHOOL, AGRA
in aid of earthquake victims
on
Sunday, 2nd March, 20XX
from
9 a.m. to 5 p.m.
at
SCHOOL CAMPUS
A Day of Fun & Frolic

<input type="checkbox"/> Fancy Dress	<input type="checkbox"/> Snacks Stalls
<input type="checkbox"/> Gymnastics	<input type="checkbox"/> Gun Contests
<input type="checkbox"/> Merry-Go-Rounds	<input type="checkbox"/> Electronic Games
<input type="checkbox"/> Lucky Draw	

Come one : Come all Entry by Tickets
HELP A NOBLE CAUSE

2.

DONATE GENEROUSLY!
ATTEND
 Cultural Evening
 organised by
SHARDHA VIDYALAYA
 Honourable HRD Minister
 SH. KAPIL SIBAL
 has consented to be the
Chief Guest
 Venue: Laxmi Auditorium
 Date: 10th April 20XX
 Time: 5:30 p.m.
FUNDS RAISED WILL GO TO SLUM CHILDREN

3.

TAKE
REGULAR EXERCISE
 AND
 ★ *Become Active !*
 ★ *Get Fit For Life !*
 ★ *Enjoy Mental Alertness !*

Remember

A Healthy Body Shelters a Healthy Mind
Exercising can be fun—choose any one :

- Swim ming
- Jogging
- Aerobics
- Dancing
- Working out at the Gym

Run and
have fun

Sport a
Healthy heart

Live Longer

Give your heart
a healthy resort

Issued by
Sports Authority of India

WORKSHEET-29

1.

**Live in Peace
Respect
Others,
Religion**

COMMUNAL HARMONY
THE NEED OF THE HOUR
 Remember
INDIA IS A SECULAR STATE
 LIVE AND LET LIVE
 ALL RELIGIONS LEAD TO GOD
ALL HUMAN BEINGS: CHILDREN OF GOD
 SO WHY DISHARMONY? LIVE AS BROTHERS & SISTERS
 Issued in Public Interest:
 CITIZENS' FORUM, LUCKNOW

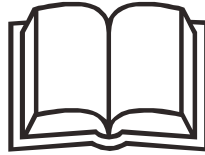
**Avoid Distinctions
of caste creed,
sex etc.**

2.

Books—Our Best Friends

BOOKS

- ◆ inform
- ◆ instruct
- ◆ delight
- ◆ enrich



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

**Your School Library
has ten thousand
books**

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

Reading makes a ready man

Read best
Speak best
Think best

*Make reading
a regular
habit*

3.

Charity begins at home
LET'S BEGIN WITH NEAT & CLEAN COLONY
join



J
O
I
N

H
A
N
D
S

A CLEANLINESS DRIVE

on
SUNDAY, THE 5th OCTOBER 20XX
Assemble at Community Centre, Janakpuri
at 9 a.m.

Remove filth

Clean Environment

Each One, Clear One Patch

A clean city
is a green city

Make Janakpuri
Spick and Span

Keep Delhi
Green & Clean

ADVERTISEMENTS

WORKSHEET-30

1.

SITUATION VACANT

ABC Metal Tools Company, Faridabad

The company requires the services of two well qualified mechanical engineers with minimum experience of five years. Remuneration will be commensurate with the performance and output of the candidate. Send Bio-data within seven days to the Personal Manager ABC Metal Tools Company Faridabad along with necessary certificates and references.

2.

TO LET

Available on rent basis the ground floor of a newly built house in Swasthya Vihar. The accommodation comprises tow spacious bedrooms with attached bathrooms, drawing-cum-dining room and kitchen. Rent expected ₹ 7000/- p.m. Interested parties may please ring 27927913 or contact Anurag/Aparna of 110 Swasthya Vihar, New Delhi.

3.

PROPERTY FOR SALE

Available for sale the first floor of a newly constructed house in Pitampura, New Delhi. Situated near the DDA market, it comprises three bedrooms, attached baths, drawing dining with family lounge and kitchen, Price negotiable. Interested parties may please contact Manoj/Abha of 354, Pitampura, New Delhi or ring 27435796.

4.

YOGA CENTRE

The creative centre for complete health has started a Yoga Centre at 15/25 Tilak Nagar, New Delhi. The centre will be open from 10th April, 20XX. It will function between 9.00 a.m. to 6.00 p.m. and is open to all children between 5-18 years. For registration and further details, contact Aman at 9811196543.

WORKSHEET-31

1.

SITUATIONS WANTED

A computer engineer well versed in hardware and software techniques seeks a part time job in or around Delhi in the evening hours. Presently working in a MNC at NOIDA. Salary negotiable. Contact Munish Mehta, 37-B, Kirti Nagar, New Delhi or Phone 26423457.

2.

SALE

Available a 2002 model blue Maruti Zen with AC fitted, in a decent running condition with new tyres. The owner driven car has barely run 1500 km. Expected range of price is 1,50,000 or so but negotiable. Interested parties may contact Amar Nath, 26 Nai Sarak, New Delhi or ring 26000981 between 10 a.m. to 5 p.m. on week days.

3.

LOST AND FOUND

Lost my black coloured VIP leather briefcase while travelling by green line bus route no. 215 from Laxmi Nagar to connaught place on Tuesday. The briefcase contains some very valuable documents including my Board's certificates and Identify card. Please contact Prashant/Purnima of 202, Laxmi Nagar, New Delhi or ring 27432596.

4.

CENTRE FOR PERSONALITY DEVELOPMENT

at

28, Vikas Marg, Delhi-92

Main Features

- * Highly Qualified Experts
- * Modern Techniques
- * Outstanding Results Guaranteed

***For School
Children***

**Avail of Golden Opportunity
For Your Child**

**HURRY
LIMITED
SEATS**

**Contact: Manager
Ph.: 22216509
10 a.m. to 8 p.m.**

LETTER WRITING (MAKING ENQUIRIES)

WORKSHEET-32

1. C-176, Lajpat Nagar,
New Delhi-110024
25 March 20XX

The Administrative Officer
ET & T Computer Education
Mansarovar Garden
New Delhi

Sub: *Information Regarding Computer Programming Course*

Sir

Apropos your advertisement in the *Statesman*, dated 23 March 20XX regarding a crash course in computer programming, I solicit some information. I have just completed my 12th standard from CBSE, New Delhi and I am interested in doing a short-term computer programming course in the evening session. Kindly supply me the following details:

- (a) Duration of short-term courses. (b) Other courses available.
(c) Fees to be paid—whether payment in instalments is permitted.
(d) Size of the class/group. (e) Availability of computer time.
(f) Timings of classes and frequency.

I am sending a self-addressed envelope. Please despatch the requisite information at the earliest.

Yours faithfully
Aparna Ghose

2. ET & T Computer Education
Mansarovar Garden
New Delhi
2 April 20XX

Ms Aparna Ghose
C-176, Lajpat Nagar
New Delhi-110024

Dear Ms Ghose

Sub: *Computer Programming Course*

I thank you for your letter dated 25 March 20XX and the interest you have shown in the crash course of computer programming. The point-wise reply to your queries is as under:

- (a) The short-term course is of six weeks duration.

- (b) Many other courses like web-designing, data processing etc. are available.
(c) ₹ 1500 : in two instalments. (d) 10 per group. (e) 30 mts in a class of 3 hours.
(f) Morning : 9 to 12, Evening : 3 to 6 on alternate days excluding Sunday.

Hoping to hear from you soon.

Yours faithfully

Krishna Kant

(Administrative Officer)

LETTER WRITING (ASKING FOR INFORMATION)

WORKSHEET-33

1. *Format as shown earlier.*

Sir

This is with reference to your advertisement in the Hindu dated 18 March, 20XX regarding waste water management courses. I am interested in the one year course. However, I need some information and clarifications in this regard.

Please inform me about the total fees and fee structure, supply of lessons, period for submission of assignments and possible dates/period of personal contact programme. I would also like to be enlightened about placement and job opportunities. I am enclosing a self-addressed envelope for the brochure/prospectus.

Hoping for an early response.

Yours faithfully

Anita Basu

2. *Format as given earlier.*

Sir

I would like to join the special courses run by your organisation for the welfare of students who are victims of examination stress. Kindly supply me the full details of the short term courses/classes scheduled during the summer vacation. I am keen to join a shorter group so that I can put forward my problem freely.

In case there is some printed leaflet/brochure, please also supply it. Perhaps it will help some of my friends as well.

Yours faithfully

Sumit

LETTER WRITING (BUSINESS/OFFICIAL LETTERS-COMPLAINTS)

WORKSHEET-34

1. Apex Model School

Janakpuri

New Delhi

Our Ref. No. CSD/AP/03-1015

25 November 20XX

M/s Champion Sports

237 Fatehpuri

Delhi

Sir

Sub: *Complaint against damaged/defective goods*

Please refer to your Invoice No. CSD/1234 dated 10 October. I regret to inform you that the sports material has reached us in very bad shape. The badminton rackets have loose guts. The handle of two cricket bats (Champion 500) do not match the specifications provided in your booklet. Two volleyballs seem to have punctured bladders. They do not get inflated. A box of hockey balls contains soiled balls with seams uprooted or broken at several points. It seems that there has been some carelessness by your packing department. Kindly replace the damaged/defective goods at the earliest. Payment will be released after the receipt of complete supply in proper condition.

Yours faithfully
Munish Batra
Sports Secretary

2. Dyal Singh Public Library
Karnal
10 March 20XX
The Manager
Happy Book Company
23 D Kamla Nagar
Delhi-110008

Dear Sir

Sub: *Complaint against Soiled/Old Editions of Books*

We are thankful to you for the delivery of books at the proper time but regret to inform you that the books were not properly packed. As a result, many books have been badly soiled. The following books are too badly damaged to be used:

1. Advanced Accountancy by K.K. Jain
2. Physics for Beginners by R.C. Khanna
3. A Course in Written English by M.M. Sharma.

Moreover, the old editions of the following books have been packed:

1. Physical Education by V.K. Sharma
2. Elementary Commerce by J.P. Goel

We are compelled to return the soiled/old editions of books through our attendant and hope to receive their substitutes.

We further hope that you will instruct your shop assistants to be careful in packing of books to avoid inconvenience/loss.

Yours faithfully
Rajat Khosla
(RAJAT KHOSLA)
Librarian

LETTER WRITING (PLACING ORDERS AND SENDING REPLIES)

WORKSHEET-35

1. Hindu Senior Secondary School
Sonapat

Our Ref. No. HS/15/47-03
25 September 20XX
M/s Saraswati House (P) Ltd.
Educational Publishers
9 Daryaganj
New Delhi-110002

Sir

Sub: *Order for Library Books*

Kindly send us the following books per messenger at your earliest convenience as these are needed very urgently:

1. Applied English Grammar & Composition by Dr M.M. Sharma : 20 Copies
2. CBSE Medieval History by Kuldeep Raj Deepak : 15 Copies
3. Home Science for Senior Students by Dr Sharda Gupta : 10 Copies
4. Higher Mathematics by Chug, Bali & Verma : 30 Copies
5. Geography of India by Dr Khullar : 10 Copies

Kindly ensure that only the latest editions of the above volumes are supplied and the books are in good condition.

Please send the bill alongwith the books after deducting the standard rebate of 15% applicable to school libraries.

Yours faithfully
Rohit Grover
Librarian

2. M/s Better Deal
CR Das Market
Kolkata

Our Ref. No. 3D/27/143-03

15 May 20XX

The Purchase Officer
MG Electronics
Tilak Road
Pune

Your Ref. No. MG/C/15/42-05

Dear Sir

Sub: *Supply of Philips appliances*

We are in receipt of your order dated 10 May 20XX and express our thanks for patronising Philips appliances. The items, as desired by you, will be despatched to you within a fortnight. A letter of invoice is being sent to your banker as per our terms of supply.

Although we are making every effort to ensure the best quality, please do not hesitate to point out manufacturing defects if any. We'll take prompt action to redress it.

Yours faithfully
Bijoy Chatterjee
Partner

LETTER WRITING (LETTERS TO THE EDITOR)

WORKSHEET-36

1. H.No. 101
Sector 22
Chandigarh
9 June 20XX
The Editor
The Tribune
Chandigarh
Sir

Sub: *Increasing Pollution and Uncleanliness*

Chandigarh is known as the 'City Beautiful' and we are rightly proud of being privileged citizens of this modern city. Of late, however, some disturbing trends have been noticed. The volume of vehicular traffic has spurted manifold. Many factories have sprung up in the vicinity of the city. The smoke emitted by the chimneys of these factories or spewn out by the fast plying vehicles have made the lives of citizens miserable. Pollution has increased to intolerable limits. The heaps of garbage and unclean roads compound the problem.

Some voluntary organizations have organized cleanliness campaigns in Sector 7 and 14 and are creating social awareness by educating the masses against the dangers of pollution.

Kindly publish this letter with your editorial comments to make the citizens aware of these drawbacks. I do hope that the people of Chandigarh will cooperate to keep their city clean.

Yours truly
Anjali

2. *Format as given earlier.*

Sir

Sub: *Frequent Digging-up of Roads*

I want to highlight the problems faced by the residents of Sector 19, Noida due to the frequent digging-up of roads by various departments, such as electricity, water supply, sewage, telephones etc. It seems that there is no co-ordination between these departments and the PWD. We have to put up with traffic diversions almost every fortnight. Great inconvenience is caused by the unfilled up pits and dust rising from the unsettled earth. The dug-roads remain unrepaired and cause traffic hazards as well as accidents.

We have written to the Development Authority many times, but our repeated efforts have failed to bear any fruit. Even today the roads are lying in a dug-up state.

I hope the publication of the letter in your newspaper will draw the attention of the authorities to our plight and motivate them to expedite the repair work.

Yours truly
Vibhu Mehra

WORKSHEET-37

1. 27, B Block
Vikaspuri, Delhi-110067
8 March 20XX
The Editor
The Indian Express

Bahadur Shah Zafar Marg
New Delhi-110002

Sir

Sub: *Water Shortage in Vikaspuri*

Through the columns of your esteemed daily, I would like to bring to the notice of the authorities concerned the acute water shortage prevailing in Vikaspuri and adjoining areas of West Delhi.

Even before the onset of summer our taps have run dry. Water trickles for an hour in the morning. The supply is insufficient to meet the demands of drinking water and for use in kitchen. We have to depend on the supply from the tankers or hand pumps for bathing and washing purposes. This weekend the water-supply went berserk and did not oblige us with a drop of water for over thirty-six hours at a stretch. What a terrible waterless weekend it was!

The situation is likely to worsen as the summer is round the corner. The municipal authorities should evolve some permanent solution to the recurring problem. Providing water through water-tankers is a stop-gap arrangement. It is true that it is a sincere effort to relieve the situation, but it is no solution. Recently, we have seen the efforts made by the residents of South Delhi to conserve rain water. If the system is practicable there, we too can adopt it. A slight modification of house-roofs, drainage and storage-wells/pits will be needed. This water can be used to recharge the underground water which can augment the local water supply during the lean months.

I hope your readers will offer constructive suggestions regarding water saving measures and initiatives which the common people can take. The government and local authorities can help by lending expert advice, checking leakage of water and educating people about the need to conserve water.

Yours truly

Satish Kumar

2. D-2, Green Park, New Delhi

7 March 20XX

The Editor

The Hindustan Times

New Delhi

Sir

Sub: *Atrocities on Women*

Through the columns of your esteemed daily, I would like to draw the attention of the authorities towards the steady increase in the atrocities on women.

It is a matter of shame that inspite of constitutional safeguards and provision of equality of sexes, the condition of women is going from bad to worse even after 50 years of the implementation of the Constitution. The gender bias is predominant in all areas—home, school, office, factories, buses or trains. Women suffer discrimination and humiliation everywhere. The government enacts laws to provide social equality, but women become victims of social discrimination and physical assaults. Cases of dowry deaths, molestation, rapes and eve-teasing are steadily increasing. The legal process still relies on evidence and witnesses. The offenders commit crimes, threaten the victims/eyewitness and go scot-free in the absence of any incriminating material or circumstantial evidence against them.

It is high time, the government adopted preventive steps. Let the onus lie on the offender to prove his innocence and not on the victim. Creation of Awareness Cells, Local Vigilance Committees and Mobile Magistrates can help and check the problem to some extent.

Yours truly

Roma

WORKSHEET-38

1. *Format as shown earlier.*

Sir

Sub: *Shortage & Erratic Supply of Electricity in Ambedkar Nagar*

Through the columns of your esteemed paper I want to draw the attention of BSES about the shortage and erratic electric supply in Ambedkar Nagar.

Power cut has become almost a regular feature and electric supply comes to a halt during the odd hours. Very often it is too dim to see anything and thereby people get a lot of inconvenience. This causes a great loss to shopkeepers, students and housewives because all their work stops. This gives a good chance for the thieves to earn a good booty. The students are the worst hit. You know that these are the examination days and the students need electricity rather than black out or shortage of light.

Our repeated representation to BSES authorities have failed to yield the desirable results. Perhaps your intervention may relieve us from the menace and the authorities will regularise the supply.

I hope that quick and effective steps will be taken.

Yours truly

Krishna

2. *Format as shown earlier.*

Sir

Sub: *Children-targeted Marketing*

I wish to draw the attention of the authorities in general and the parents in particular, towards certain malpractices carried on by the media in their advertisements. The manufacturers approve of these ads as they boost the sales of their products.

Most of these ads have a mother and a child or two young children. The product is praised and its virtues extolled. The child or children in the ad seems to offer a suggestion to his/her peers—it is good for me/us; why don't you try it? Thus, children become targets or prospective buyers. This trend may be fashionably termed as 'market strategy' or 'customer management', but it is certainly a malpractice. It exploits parents' love for their children. They can't refuse the demands of their child whether it is proper or improper. This new consumer-culture is doing more harm than good to the society.

Will the concerned authorities pay attention to this malpractice and punish the errant ad agencies?

Yours faithfully

Aakriti

LETTER WRITING (APPLICATION FOR A JOB)

WORKSHEET-39

1. 236 Elgin Road
Delhi
20 May 20XX

The Personnel Manager
Hewlett Packard Ltd.
43 Nehru Place
New Delhi
Sir

Sub: *Outdoor Marketing Assistants*

In response to your advertisement in the *Delhi Times* dated 18 May 20XX requiring young boys/girls for marketing your products in Delhi, I offer myself as one of the candidates.

I fulfil the conditions laid down in your advertisement, I have my own scooter. I enjoy sound health, good personality and pleasing manners. I have reasonable good command over Hindi and English. Although I am just 18 and have just finished my schooling at St. Columbus Sr. Secondary School, I have heard a lot about your prestigious company and your products.

I think it will be an honour to me to get associated with your esteemed concern.

I do assure you of my dedicated service and wholehearted co-operation.

Yours faithfully
Subodh Srivastava

2. 387 Sector 14
Gurgaon
18 July 20XX

The Personnel Manager
Ranbaxy Chemicals
23 Scindia House
New Delhi
Sir

Sub: *Application for the post of a Sales Executive*

This is in response to your advertisement in *The Indian Express* dated 15 July 20XX inviting applications for the post of Sales Executives in your esteemed pharmaceutical company. I wish to apply for the same.

I am a young man of 25 with sound health and good physique. I did my B.Sc (Hons) Chemistry from Hans Raj College, Delhi in 1998. Thereafter I started working in a local pharmaceutical company. I have acquired sufficient experience in sales and marketing.

I would like to switch over to your prestigious company for the sake of better career prospects.

I am willing to travel outside Delhi, if necessary.

I hope my particulars meet your requirements.

Yours faithfully
Sumit Awasthi

WORKSHEET-40

1. 21B, MIG Flats
Ashok Vihar, Phase-III
Delhi-110052
3 March 20XX
ABC Consultants
Box 45731

The Hindustan Times
Delhi

Sir

Sub: *Application for the Post of Web Designer*

This is in response to your advertisement in the *Hindustan Times* of 1st March 20XX regarding your requirement of a Web-designer. I wish to apply for the same.

I am a 26-year-old science graduate. I did B.Sc. Hons (Physics) from Hans Raj College, Delhi in first division in 2000. Along with I pursued a four-year part time computer course from NIIT. For the past three years I have been working with XY Graphics and Multimedia Ltd. as their web designer.

During the course of my work, I have acquired experience in conceptualising, visualising, designing and animation for websites. I would like to switch over to a bigger company where prospects for promotion are brighter.

In case my particulars suit your requirement, please contact me at the above address. I am enclosing photo copies of my degrees and certificates.

With best wishes

Yours faithfully

Gauri Bhasin

Encl: Copies of (i) B. Sc. Degree (ii) Computer certificate

2. 22-A Sham Nath Marg
Delhi

9 March 20XX

The Deputy General Manager (*Personnel*)

Sarabhai Enterprises

Nehru Place

New Delhi

Sir

Sub: *Application for the Post of Sales Manager*

This is response to your advertisement in the *Hindustan Times*, dated 7th March for the post of Sales Manager in your concern. I fulfil all the condition laid down and wish to apply for the same. A perusal of my Bio-Data will satisfy you. I am an electrical engineering graduate from IIT Bangalore with an MBA degree from the same prestigious institute. I possess a working knowledge of computer.

I have handled sales and purchases at Lohia Enterprises for the last two years. I want to join your firm for better career prospects as well as to live with my aged parents. My bio-data is enclosed.

Hoping for a favourable response.

Yours faithfully

Vinod Arora

Bio-Data

Name : Vinod Kumar Arora
Father's Name : Ram Chandra Arora
Date of Birth : 5 October 1984
Address : 22-A, Sham Nath Marg, Delhi
Nationality : Indian
Education : (i) SSCE (CBSE 2000) A grade, ABC School, Delhi
(ii) BE (Electrical), I.I.T., Bangalore, 2005, First Division
(iii) MBA, I.I.T., Bangalore, 2007, First Division.
Experience : Senior Sales Officer, Lohia Enterprises, Poona—2007 onwards

Testimonials:

1. Sh. A.K. Mohlal, Principal, ABC School, Delhi.

2. Dr. B.C. Ghosh, Director, I.I.T., Bangalore

References:

1. Sh. R. Prabhu, Deputy Manager (Personnel) Lohia Enterprises, Poona

2. Sh. A.C. Mehta, M.L.A. Alipur Road Area, Delhi

Vinod Arora

WORKSHEET-41

1. 23 Raman Villa
Race Course Road
Bhopal

August 11, 20XX

The Personnel Manager

Pioneer (Pvt.) Ltd. Co.

Hyderabad

Sir

Sub: *Application for the Post of Accountant*

In response to your advertisement in *The Times of India* dated 1 August 20XX, I wish to be considered for the position mentioned above. I feel my qualifications and experience are good enough to enable me to discharge my duties. I attach herewith attested copies of my certificates and my bio-data. If given a chance, I may assure you, sir, that I shall spare no pains in the discharge of my duty honestly and devotedly. I will certainly win the confidence of my superiors.

Thanking you

Yours faithfully

Nipun

(Nipun)

Encl.: Bio-data

Bio-Data

- | | |
|---------------------------------|--|
| 1. Name | : Nipun Verma |
| 2. Father's Name | : Sh. Mohan Lal Verma |
| 3. Address | : 23, Raman Villa, Race Course Road, Bhopal |
| 4. Date of Birth | : 15 September 1980 |
| 5. Educational Qualifications : | (i) CBSE (10+2) 1997 83% |
| | (ii) B.Com. (Hons) 2000 73% |
| | (iii) CA 2004 |
| | (iv) ICWAI 2008 |
| 6. Experience | : TISCO 'Bhopal' since Nov. 2008 |
| 7. Salary Expected | : ₹ 39000 pm + perks |
| 8. Martial Status | : Unmarried |
| 9. Languages known | : Hindi, English, Tamil, Telugu |
| 10. References | : (i) Dr. V. Anand, H.O.D. Commerce, Holker University, Indore |
| | (ii) Sh. R.K. Sareen, Financial Advisor GRASIM (India) Bangalore |

Nipun

2. 23A, MIG Flats
Rajouri Garden Phase I
New Delhi
15 March 20XX
The Secretary
DAV College Management Committee
Paharganj
New Delhi
Sir

Sub: *Application for the Post of Lecturer in Chemistry*

This is in response to your advertisement in *The Indian Express* of March 10, 20XX, inviting application for the post of a lecturer in Chemistry. I wish to apply for the same. I am thirty three years of age and currently teaching Chemistry to under-graduate/post graduate students in M.M.H. College, Ghaziabad. I would like to switch over to your prestigious institution for job satisfaction and better prospects.

In addition to studies, I take keen interest in basketball, tennis and organising science exhibitions. I am enclosing my Bio-data.

Hoping for a favourable response.

Yours faithfully

Mukund Bhasin

Bio-Data

Name : Mukund Bhasin
Father's Name : Ramesh Chand Bhasin
Date of Birth : 10 May 1979
Nationality : Indian
Education : (i) SSCE (CBSE 1996) ABC School, Delhi, A grade
(ii) BSc (Chem Hons) Hans Raj College, Delhi 1999, First Division—
78% Marks
(iii) MSc Chemistry (Organic), Delhi 2001
(iv) Ph. D. Meerut University 2005
Professional : Qualified in NET (2007)
Experience : 1. Lecture—R.G. College Meerut (2004-2007)
2. Lecture—MMH College Ghaziabad (2007 to date)
Testimonials : 1. Principal ABC School, Delhi
2. Principal R.G. College, Meerut
References : 1. Principal MMH College, Ghaziabad
2. Sh. Jagdish Chandra, MLA, Raja Garden Area, Delhi

Mukund Bhasin

LETTER WRITING (SCHOOL ISSUES – COMPLAINTS)

WORKSHEET-42

1. F-311, Ekta Colony
Delhi
15 October 20XX

The Principal
Evergreen Senior Secondary School
Daryaganj, New Delhi

Sir

Sub: *Lack of Clean Toilets*

I want to draw your kind attention to one shortcoming in your otherwise good institution. I happened to go to one of the toilets for students after a school function. I attended this function as the guardian of my younger brother. I was shocked to see the condition of the toilets. There was a foul stench all around. Yellow patches caused by urine were visible everywhere. There was no proper flushing and cleaning of the pots of the toilets. Some of them seemed to be blocked and caused overflow of filthy water. The walls bore ugly graffiti. Since toilet is an essential facility, proper cleanliness and maintenance is a must. I do hope you will pay attention to this most essential problem.

Thank you

Yours faithfully

Karan

2. A-14, Sun City
Delhi

15 March 20XX

The Principal
Summer Spring Girls School
Vinod Garden
Delhi

Madam

Sub: *Lack of Proper Arrangement of Clean Drinking Water*

During a recent meeting of PTA, I happened to visit your school as the guardian of my younger sister. I was deeply impressed by the standard of cleanliness and discipline in your school. One thing, however, irked me most. It is the lack of proper arrangement of clean drinking water in the school. Although summer has not yet begun, I found long queues of thirsty students in front of the water coolers on the ground floor. I saw some students quenching their thirst from water taps on the first and second floors.

Supply of clean, germ-free water is an essential part of the facilities the school should offer. I suggest that immediate steps should be taken to instal boosters to provide a running supply of water to the water coolers on the first and second floors.

I hope you will take urgent steps in this regard.

Yours faithfully

Aaradhna

LETTER WRITING (SCHOOL ISSUES – MAKING REQUESTS)

WORKSHEET-43

1. The Principal
DAV Public School
Laxmi Nagar
Delhi

10 September 20XX

Respected Sir

Sub: *Playground Facility*

With due regards I would like to bring to your kind notice towards our difficulties and

feelings. We all know that we have no playground in our school, but we have a bunch of students who are very good hockey players. Due to non-availability of playground all the players cannot practise as a team. The interzonal school tournaments are to commence within a fortnight. As the captain of our school hockey team, I feel morally bound that our players have proper co-ordination and play as a team and not as a bunch of players grouped together.

For this purpose, we need playground facilities. I, therefore, earnestly request you to arrange playground facilities from a neighbouring school in the morning/evening for an hour or two so that we may practise together under the guidance of our coach.

I hope to have a favourable consideration.

Yours obediently
Anupam Choudhary

2. Examination Hall
..... Centre

8 January 20XX

The Principal
ABC Sr. Sec. School
XYZ City

Sir

Sub: *Extra Classes in Maths*

The other day we were admonished about poor performance in Maths in the Pre-Board Examination. We have tried to search our souls, rack our brains and find out the fault. The reason is quite obvious. Our Maths lecturer retired in August and stop-gap arrangements were made for three months by appointing temporary hands. Only last month we were able to get the guidance from an expert and competent teacher like Mr. B.M. Garg. However, a lot of our course remains uncovered and proper justice cannot be done to it in the regular periods only.

Moreover, we have to make up our deficiency. Drill, revision and classroom tests also require certain periods. In view of the paucity of time available to us between now and the commencement of board examination, it is requested that some extra classes before/after school hours be arranged in Maths for XI and XII classes.

I hope that the request of the students will be acceded to without any delay.

Yours obediently
Rajani Walia
Head Girl

LETTER WRITING (SCHOOL ISSUES–SUGGESTING IMPROVEMENTS)

WORKSHEET–44

1. 37, Pitampura
New Delhi
25 March 20XX
The Principal
Brilliant Public School
Brahmapuri
New Delhi-58

Sir

Sub: *Improvements in School Library*

During my visit to your school in connection with P.T.A. meeting, I happened to go to the library. I would like to draw your attention to the malfunctioning of the library. I sincerely feel that it can prove more useful to the students if a few steps are taken to tone it up.

I was shocked at the disorderliness in the library. Books were lying in heaps and were not restored to the proper shelves. No wonder the book which the library has is reported to be non-available by the library staff. The lack of cooperation from the library staff makes the situation worse. You may take steps to make them alert and willing workers. The shortage/non-availability of books, if any, may be made up by buying more copies of the volumes more in demand. The old and broken tables and chairs may be got repaired if not replaced.

I hope that during our next meeting we shall find the library cosy, spick and span.

Yours faithfully

Sonam Saxena

2. 58, Alipur Road
New Delhi-110008

27 October 20XX

The Principal
Central School
Roop Nagar
Delhi-110007

Sir

Sub: *Beautification of School Premises*

It is a matter of pride for all of us that our school ranks very high in Delhi both in academic and co-curricular fields. Every year the school students figure among the top ten in various board results and win distinction for school in sports, science exhibitions and republic day participations. It is all due to your patronage, guidance and the hard labour and keen interest evinced by the staff and students.

However, I would like to mention one thing that leaves a bad impression on the mind of the visitors. The school premises needs a face-lift. I am offering some concrete suggestions in this regard.

The school lawn is in wilderness. The flower beds are neglected and the grass is unmown. Either the school gardener is unmindful of his duty or he has been assigned some other job. The school library must be spruced up as its ugly looks are an eyesore. Its bare inner walls can be made more beautiful by displaying pictures of renowned scholars and writers. Some quotable quotes here and there can add to the beauty.

I earnestly hope you will give due consideration to my suggestions.

Yours obediently

Amit Mehra

LETTER WRITING (REQUIREMENTS/SUITABILITY OF COURSES)

WORKSHEET-45

1. MB-195
Near Jain Mandir
Kailash Nagar
Delhi
18 March 20XX

The Principal
XYZ School
Delhi

Sir

Sub: *Introduction of Biology*

As a former student of the school, I request you to introduce Biology as one of the subjects in our school in senior secondary classes. Our school has excellent facilities for physics and chemistry, but there is no provision for the learning of Biology.

Biology is a very important subject for the students who have to seek admission in MBBS course. Since we do not have this particular subject in the senior secondary classes, our students will always have a major drawback if they want to compete for the Entrance Test leading to admission in MBBS course. Private coaching is no substitute for regular classes. In the present competition oriented times, where professionalism is the order of the day, it becomes imperative to have thorough knowledge in the field where one's interest lies.

If the subject of Biology is introduced in our school, it will prevent unnecessary inconvenience to students who have to migrate to other schools after passing the tenth standard for want of their desired subject.

I am optimistic to hear a positive response in this matter from you at the earliest.

Yours sincerely

Lokesh

2. The Principal

Sarvodaya Academy Sr. Sec. School
Vikas Nagar, Delhi

20 July 20XX

Sir

Sub: *Facility of Learning Computers*

As the head boy of school, I would like to put before you a genuine need of the students. Our school is one of the leading schools in the state and famous for its academic excellence. We students, however, feel handicapped in one respect only. Our school is lacking in facility of computer education.

The need of computer education is felt nowadays by everyone. We know that the modern age is moving fast. The frontiers of knowledge are spreading fast and unfolding something new every moment. To cope with the inflow of scientific and technical data, knowledge of computers is a must. The computers play a vital role in banks, business, houses, railways, airlines, science laboratories and research centres. Without effective training in computer learning, the students will not be equipped to cope with the problems they are likely to face in the forthcoming career. If we have to compete with other countries in the field of science and technology, the knowledge of computers must be imparted at an early age.

Keeping in view the facts stated above, I request you to arrange computer learning facility in our school at the earliest.

Hope to have a favourable consideration.

Yours obediently

Rajat Mittal

COMPOSITION (*Article Writing*)

WORKSHEET-46

1. **Need of Health Care Centres**
(*by XYZ*)

The government has launched many health care schemes for small-pox, tuberculosis, leprosy and HIV infections. The Pulse Polio campaign has been a resounding success. These efforts of the government are commendable but not sufficient. Recently, the city clinics reported the re-emergence of some infectious diseases like cholera, small pox, malaria, dengue, etc. These were thought to be under control, but they have resurfaced. Cases of HIV infection have multiplied. Hence there is urgent need of a health care centre in every locality. These centres can check diseases by diagnosing them at early stages and providing effective cure. In short, health care centres are essential to ensure a disease-free nation.

2. **Evils of Gender Discrimination**
(*by Kushagra*)

In our male-dominated society the girl child is considered inferior. The birth of a male child is an event for celebration while that of a female child is rued. The bias is more pronounced in rural areas. Daughters are not given good quality food. Milk, eggs, fruit, etc. are reserved for the boys. Girls are sent to schools which have no claim to any quality education or facilities. On the other hand, boys are sent to the most exclusive 'public schools'. After school the daughters stay at home and assist in household work. The boys go out to meet friends, enjoy movies and shows or play games. It is the girls who face all types of restrictions. This discrimination is unjust and harmful. Ultimately it is the society that suffers. Girls too have intelligence, talent and creativity. Indeed they have more sensibility, affection and love. We should end the evil discrimination against the girl child.

WORKSHEET-47

1. **A Harrowing Devastation**
(*by XYZ*)

It was 8.30 a.m. on the 26th January when I was having my breakfast. I had to attend the state level function at 9 a.m. I was eager to cover the function for our paper The Times of India. Suddenly, the flat started shaking violently. The clock fell down at 8.40 a.m. I looked out of my fifth floor apartment. The building opposite was swaying. Suddenly it started collapsing. The ceiling fan and lamps in my room were also swaying violently. I heard a loud crashing sound. I called my wife, picked up my baby and ran towards the door. The staircase was already overcrowded. People were shouting. Children were crying. My son Rohit also began to sob. My wife soothed him. The building was now rocking more violently. As we reached the ground floor I saw cracks in it. Somehow we managed to reach my car and drove away. As I reached open space I saw dust and rubble all around. Ahmedabad had become a devastated area with lakhs of people trapped under the debris.

2. **Joint Family—A Boon to the Growing Child**
(*by Shan*)

In these days of nuclear families and disintegrating joint family system, it is indeed a marvel to enumerate the merits of joint family and label it as a boon to the growing child. Well, the taste of the pudding lies in eating. I had had the good fortune of growing up under the caring, loving and experienced eyes of my grandparents. Both my parents being serving hands, had practically no time for me or my tiny brother Titu. The love and

affection of grandma didn't let me feel the absence of mom. She related stories and grandpa regaled us with fun games and hand-made toys. As we grew up, they escorted us to the park and then to the nursery school in the neighbourhood.

Some of my friends belonging to the nuclear families are not so fortunate. When they return from school in the afternoon, they unlock their homes, warm their food in the microwave oven, watch TV or play computer games. Soon they get bored and feel lonely. Their only company is the domestic maid who comes in the afternoon. There is no grandma or grandpa to help them with their homework or relieve their stress and tension. A growing child needs a lot of caring and sharing. Only a joint family can provide proper environment for all-round growth of personality and save the child from loneliness, boredom, conflicts and irritation.

WORKSHEET-48

1. **Harms of TV Viewing**
(by Neha)

At the outset, let me condemn the research which concludes that TV viewing is not harmful to children's eyes. It seems a biased view projected by some TV company. All of us are aware of the harms of TV viewing to children. Constant TV viewing is not only harmful to the eyes of the children, it also affects their minds. Gradually the fleeting words have such a fascination for the children that they can't concentrate on the static words printed on the pages of their books. The attractive jingles and cartoons fascinate the imagination of the children. They sit glued to the TV set for hours together enjoying their favourite programmes. The result is that they lose interest in studies as they spend a good deal of time in front of TV. They become couch potatoes. They eat potato chips, burgers, pizza and other fast foods while watching TV. They get no time for taking exercise or playing. Thus, their physical development is severely hampered. Last but not the least is the harmful culture of consumerism propagated by the TV. Most of the advertisements are targeted at children who force their parents to buy those products for them. Hence constant TV watching is harmful for developing children on all counts.

2. **Pollution Control Drive**
(by Kajal/Kamal)

Residents of Shimla may feel surprised to read the caption. Well, the beautiful Capital of Himachal Pradesh is no longer pollution free. We find fleet of cars, jeeps, trucks and other automobiles moving about freely and spewing out poisonous fumes. The chimneys of the industries emit smoke which pollutes the air and the whole environment. The common man too contributes to the degeneration of the environment by making the roads dirty and littering them with non-biodegradable material. A sheet of black seems to form over the horizon and above our heads as the evening shades darken. Don't you think it is a wake up call for all of us? Take action to control pollution or perish. The choice is yours.

A pollution control drive should be launched by the government. Local bodies, student volunteers and NGOs can also be associated. General awareness against pollution should be initiated followed by insistence on "pollution free vehicle" certificates. The third step is random checking of vehicles and imposition of heavy fines on the offenders. It is hoped that a concerted effort will surely bear fruit.

WORKSHEET-49

1. **Hazards of Polythene Bags**
(by Bhoomi)

Polythene bags are a potential threat to our environment. They have many adverse effects on human health and hygiene. Polythene bags are non-biodegradable. They do not dissolve in mud. Rather they clog the pores and do not allow earth to suck up water.

Thus the fertility power of the earth is lost. New buds do not get a chance to come up. Greenery is hampered. They produce obnoxious gases when burnt. These gases cause serious diseases like bronchitis, eyesore, rashes, allergy, cancer etc. Heaps of discarded polythene bags present an ugly sight. They scatter with wind and choke the drains. Deadly germs breed in the pools of dirty water. Sewer system is choked. Stray animals eat them and their digestive systems get disturbed. We should create public awareness against these hazards. Anti-polythene campaigns should be organised.

2. *Attempt yourself.*

WORKSHEET-50

1. **Disaster Management**
(by XYZ)

Our country is prone to disasters like floods, drought, cyclones or earthquakes. We do not have any clear-cut policy of disaster management nor any force to tackle the situation. Ad-hoc measures are adopted to cope with every disaster. We wait and watch for others to join the fray. There are heated arguments over jurisdiction—centre or state liability, official assessment and surveys before any help is rushed out to the affected area. The slow response results in the loss of precious human life and valuable property. We must have clear-cut, well defined guidelines for disaster management. A well-trained task-force having special equipment and trained personnel should be constituted. Its controlling officer should have the authority to take decisions and ensure their speedy implementation. Better transport and communication facilities will ensure better results. Bureaucratic set-up should not be allowed to interfere with the work of the disaster-management group.

2. **Bane of Communalism**
(by XYZ)

Communalism is a black spot on the fair name of secular India. The cancer of communalism is eating into the vitals of our nation. Every year we have communal riots and arsoning in one big city or the other. Cities like Aligarh, Meerut, Moradabad, Kanpur and Ahmedabad have frequent communal riots.

The root cause of communalism is religious intolerance. It is fanned by religious fanatics who spread communal hatred in order to feather their own nest. These narrow-minded persons suffering from sectarian or communal prejudices lack a rational, scientific and democratic approach. They harm the nation by crippling economy and hinder the development. Communalism has also been spread by self-seeking politicians. It is high time that the organizations and the people who divide people in the name of religion and block the progress of secular, socialist and democratic India should be brought to book.

COMPOSITION (*Speech Writing*)

WORKSHEET-51

1. **Library Week**

Respected Principal, Vice-Principal, teachers and friends!

It gives me great pleasure to speak to you about the Library Week that our school has organised from 2nd to 9th September this year. This week is slightly different from the others. Here we have to shift the focus to mental attainment. The aim of celebrating this week is to inculcate reading habits among students. Reading, you know, makes a man perfect. So new arrivals in the reference section such as encyclopaedia and dictionaries as well as general books will be displayed. National Book Trust and Oxford University Press are putting up an exhibition. We have invited Dr Kailash Vajpayee to inaugurate the exhibition. He will autograph the books and interact with students. Other authors like Khushwant Singh and Ruskin Bond will also pay us a visit. During the week, a quiz competition will be

organised. The Reading section will have more new magazines of teenagers' interest. I appeal to all of you to spend as much free time in the library as you can.

Thank you.

2. Environmental Protection

Respected Principal, teachers and friends!

Global warming has accelerated the rise of temperature on earth. The sea level is also rising and glaciers are melting away. Natural calamities are taking a toll of life on earth. Floods and scanty rainfall result in a crunch of food products, drinking water and disturb normal living conditions. The drought in Rajasthan has led to deaths and famine. Man is himself to blame for the deterioration of ecosystem. Depleting forests, industrial pollution, toxic-wastes, vehicular pollution, cutting of trees in cities, and lack of green cover are some of the contributory factors. The entire process of environmental pollution is becoming a vicious cycle. The urgent need of the hour is to protect environment. School children have begun to create awareness by campaigning against polythene bags and recycling waste material. Let us join hands to protect our forests, grow more trees, check toxic pollutants and change our lifestyle.

Thank you.

WORKSHEET-52

1. Impact of Rise in Prices of Petroleum Products

Respected Chairman and dear friends!

The decision of the Central Government to hike the prices of Petroleum products has shocked all the consumers. The salaried classes and the middle-income group are the worst affected. As a common man, I resent this harsh decision of the government. The increase is not only sudden but steep also.

The common man is already reeling under the spiralling prices. The recent hike in the cost of petroleum products will push the expenditure graph up by 30 to 40 per cent. The increase in the prices of diesel and petrol will not only increase the expenditure on one's own vehicle, but also increase the freight of goods and their initial cost will. The essential commodities will get dearer. Fares of buses, autos and taxis will have an upward swing. Shopkeepers will enhance the prices of even those articles which are produce locally. This sympathetic rise in prices of commodities will make it difficult to live within a fixed income. This escalation will mean cutting down the necessary expenditure by curbing some needs of the family.

I urge the Finance Minister to reconsider the decision which is bound to hit hard millions of working classes and salaried people besides, creating a vicious circle of spiralling prices. It is earnestly hoped that my views will merit some consideration at the hands of the authorities.

Thank you.

2. Pollution Caused by Fire-Crackers

Respected Principal, teachers and dear friends!

Good Morning! Today I would like to talk about a subject that we all do know but scarcely pay any heed to it. On the days of festivals most of us burst fire crackers not realizing the amount of pollution they cause. Thus we are ourselves degrading the environment. The bursting of fire crackers increases atmospheric pollution. The suspended particulate matter like nitrogen oxide and sulphur dioxide are added up when a cracker is burst. The increase in atmospheric pollution gives rise to respiratory problems like asthma and bronchitis. The cases of heart-attacks and strokes multiply. The noise pollution created by bursting of crackers may cause deafness as well.

We may enjoy the bright light and the sound of explosion for a few seconds, but we ignore the permanent damage caused by bursting of crackers. We ourselves inhale the extremely harmful particles as we ignite the crackers.

Hence it becomes the duty of each one of us to keep our environment clean and refrain from bursting crackers. Let us put an end to this wasteful exercise of burning our hard-earned money.

Thank you.

COMPOSITION (*Report Writing*)

WORKSHEET-53

1.

Cinema Turns Inferno

[*An eyewitness account by Suruchi*]

Yesterday a very devastating fire broke out in Uphar Cinema, New Delhi, taking a toll of 156 lives. The show was running on when the fire started at about 2 p.m. in the afternoon. On seeing the smoke and suffocation the firemen gave alarm but there was pitch dark in the hall. Audience started running one after the other for safety. More than 100 people got serious injuries. As the fire spread like a wild fire, the hall was completely burnt. Its roof fell flat with a crackling sound. More people could not be rescued by the fire brigade due to congestion in the hall and the area. The police reached in time and registered a case of gas leakage in the canteen. The canteen manager was arrested and taken into police custody. The city government has initiated an inquiry into this heinous act.

2.

Kidnapping Bid Foiled

[*XYZ, News Correspondent, The Express*]

An attempt to kidnap an eight year old boy, Asim, was foiled by the timely intervention of East Delhi police on Friday. Asim was going to his teacher's house in the Saraswati Vihar at about 4.30 p.m. on Friday when he was whisked away by a red Maruti car. Many passers-by shut their eyes to the cruel, unjust and wicked act. But Munish Kumar, a young man noted the van number and informed the Police Control Room. The police at once swung into action and nabbed the kidnapper. The child was rescued and restored to his parents. The kidnapper, it was learnt, was a former employee of Asim's father and wanted to kidnap him for ransom. He is now languishing in police custody. The courage, nobility and sense of responsibility displayed by Munish Kumar is a fine example for others to emulate.

WORKSHEET-54

1.

Republic Day Honours

[*by Anshu*]

This year's Republic Day will ever be cherished as a red letter day by our school. On this historic occasion our school team had the good fortune to participate in the Republic Day parade at Vijay Chowk in New Delhi. More than fifty teams representing different parts of India displayed their varied, colourful and romantic items of songs, dances and aerobics. Their feats made people glued to their feet. The enthusiasm and cheerfulness of the participants was beyond description. The celebrations were also a test of performance of the participating teams. When the name of our school was announced as the best participating team, I felt overjoyed. For a moment, disbelief overpowered me. Then I as contingent leader went forward to receive the shield. I dedicated this award to our Principal and the Physical Instructor who had provided us such an excellent training.

2.

The Children's Day

[*by Aditi*]

The Children's Day was celebrated in our school on November 14, this year. This day is the birthday of our beloved Chacha Nehru. It is celebrated in schools all over the country. This year it was celebrated in our school with great pomp and show. The Education Minister was the Chief

Guest. A cultural programme was organised. Dances, songs and one-act plays were presented. Students recited poems. In the morning, sports were held. A Bal Mela was also organised in the afternoon. The students arranged the stalls there.

Parents and other visitors went round the stalls. They liked the items prepared by students and praised their efforts. Tiny-tots were most elated. For them it was colourful fair. They moved about freely and enjoyed themselves. It was now afternoon. The Chief Guest awarded prizes to winners of sports, best stalls and cultural events. The function ended with thanks giving ceremony.

WORKSHEET-55

1. REPUBLIC DAY HONOURS

[by Anshu]

This year's Republic Day will ever be cherished as a red letter day by our school. On this historic occasion our school team had the good fortune to participate in the Republic Day parade at Vijay Chowk in New Delhi. More than fifty teams representing different parts of India displayed their varied, colourful and romantic items of songs, dances and aerobics. Their feats made people glued to their feet. The enthusiasm and cheerfulness of the participants was beyond description. The celebrations were also a test of performance of the participating teams. When the name of our school was announced as the best participating team, I felt overjoyed. For a moment, disbelief overpowered me. Then I as contingent leader went forward to receive the shield. I dedicated this award to our Principal and the Physical Instructor who had provided us such an excellent training..

2. VANA-MAHOTSAVA

[Amarapali, Cultural Secretary]

The environment club of our school, celebrated Vana-Mahotsava on 24th August, 20XX. Our Botany teacher Ms M. Sudhakar, set the tone by delivering an illuminating discourse on the importance of the trees in our environment. Then Nishant, the president of the club, informed the assembly of the day's programme. Some posters and slogans were displayed. These depicted the benefits of trees and the harmful effects of deforestation. The Vana-Mahotsava was inaugurated by the Principal by planting a neem sapling. Teachers and students followed suit. One hundred trees were planted. Each tree was allotted to a group of five to look after. Thus the awareness of preserving trees was created.

WORKSHEET-56

1. RIOTING BY INDUSTRIAL WORKERS

[Akanksha, Staff Correspondent, TOI]

New Delhi: 6 April, 20XX

Three buses were burnt and five were damaged by a stone throwing and road-blocking mob of agitated industrial workers. They felt provoked by the government decision to shift polluting industries out of residential areas to far flung places in outer Delhi or even out of Delhi. They felt cheated as they would be deprived of their jobs which was their sole means of subsistence. Hence they decided to lodge a protest in their own way. The protesters organised a demonstration and raised slogans. Flared up by the speeches of labour leaders, the peaceful march took a violent turn. Now the protesters came on roads and blocked traffic. Some mischievous elements destroyed government property. Schools were closed and markets forced to close. The commuters were stranded at various places. Till evening no settlement of dispute was in sight.

2. **STUDENTS PROTEST AGAINST FEE-HIKE**

[*Puneet, Staff Correspondent, The Pioneer*]

Lucknow: 15 September, 20XX

It was a unique event in the history of the Lucknow University when angry, slogan-shouting students proceeded to the Vice-Chancellor's office from all sides. Apprehending trouble and breach of peace, the authorities had sought police protection. The whole area looked like a fort guarded by garrison. While the youth raised slogans and waved placards, the police resisted their attempts to break the cordon and rush into the Senate hall, where a meeting of the Executive Council was going on. The shouts of "revoke the enhanced fee", reverberated in the air. Ultimately, the Registrar came out and asked the agitated students to submit their case in writing. The students felt pacified as he assumed them that the E.C. will consider their demands. The students presented a charter of demands, dropped their demonstration and went back to their classes.

COMPOSITION (Writing Narratives)

WORKSHEET-57

1. **Stranded in Snow Fall**

Our school organised a hiking and trekking expedition during the winter break this year. Our party comprised ten members including the Physical Training Instructor who was our guide and mentor. The weather was pleasant and there was bright sunshine for the first 3-4 days. We covered about 10 to 12 kilometres of hilly terrain each day. Then there was heavy snowfall. We were forced to suspend our activities as the crags covered with snow became slippery and hence dangerous. We enjoyed making snowmen and playing with snow. Our new pastime was shortlived as cold winds made us shiver. We were confined to the base camp. Two of us Sudhir and Anil had running nose and mild fever. Our teacher advised us to drink warm water and avoid cold drinks and ice-cream. We had to remain content watching the snowfall from our camp. Luckily our companions recovered after two days.

2. **Burglary in Locality**

I was studying in my room when at 11 pm I heard some agonising cries from the flat opposite my house. I saw two persons manhandling an old lady who seemed to be the sole occupant of the house. These burglars gagged her and tied her to a pillar. Then they ransacked the rooms. Meanwhile, I contacted the police station and gave brief description of their physique and clothes as well as their activities. After completing their job, the two burglars got near the main door. They got the shock of their life when they found that it would not open easily. Perhaps they thought it was jammed. They applied force. Then one of them tried to break it open. The other explored the alternative possibility of escape. Since it was an upstairs flat, jumping from window could cause a fracture. Little did they know that I had bolted the door from outside. The police showed exemplary promptness in reaching the scene. I was asked to hide behind the stairs. A young police officer slowly opened the door. The luck of the burglars ran short. They were nabbed and put behind the bars.

WORKSHEET-58

1. **A Nightmarish Night**

Last night, I witnessed the most horrible car accident which still haunts my memory and makes me shudder.

It was around 2.30 p.m. as I moved from the Palam Airport to the Ring Road. I saw a Honda City approaching the main road at terrific speed. The stereo of the car was at full

volume and the occupants seemed to chat noisily. Evidently, they were some late night revellers returning from a party. I slowed down my vehicle and let the youngmen in a hurry hit the road. It seemed that they had thrown all caution to the wind. Their vehicle was running on the wrong side of the divider. Within the twinkling of an eye I heard a loud crash. A truck had hit the expensive car. The impact was so forceful that the car began to spin, took off at a tangent and rushed on to the pavement where some homeless people were sleeping. These unfortunate persons were crushed to pulp. Blood and mangled flesh lay all around. Loud cries rent the air. The accident took the toll of three lives besides injuring seven, two of them being in critical position. As a responsible citizen I telephoned the police and the nearest hospital for an ambulance.

2. Blood Donation Camp

A blood donation camp was organised by our school on 24 October, the UNO Day, at 9.00 am in the school auditorium. Our Principal was the first person to donate the blood. Thus, he inaugurated the campaign with a practical example. His inspiring lead was followed by the members of the staff, who took their turn to make their contribution in this noble mission. Students of senior classes did not lag behind. I donated blood. I also motivated my friends and classmates to donate blood for the noble cause. We felt proud and happy that 150 units of blood were collected. The organizers felt overwhelmed at the massive response of student community. Each donor was issued a certificate of having donated blood, in addition to an apple, two bananas and a glass of milk.

WORKSHEET-59

1. Helping the Flood Victims

Rains are usually over in Delhi by the end of August. But this year it rained continuously for four days in the first week of September. This caused flash flood in Yamuna. It crossed the danger mark. The plight of people living in the flood-affect areas was shocking. I had never seen humans and animals huddled together in filthy shanties. As usual the government agencies were slow to react. As a responsible citizen I organised a taskforce of volunteers to help the unfortunate victims of the vagaries of nature. I also persuaded two NGOs to rise to the occasion and render help to reduce the miserable plight of the hopeless victims of flood who had lost their homes and material possession. We distributed packets of milk, loaves of bread and bottles of drinking water. Fodder for animals was also arranged. I felt tired but I was happy to help the needy and relieve their sufferings.

2. Demonstration by Women

While returning from school yesterday afternoon, I came across a group of women. Housewives from all sections of society and some political activists had organised a demonstration to register their annoyance and protest against the recent hike in LPG and other petroleum products. They carried banners and placards with catchy slogans. Some of the women seemed overenthusiastic. They shouted vociferously. Their selfless devotion to a common cause stirred my innermost chords. I felt impressed by their zeal to attract the attention of the authorities towards the sufferings of the common man and their efforts to spread awareness among all the sections of the society. Instinctively, my friends and I joined the procession. As it was a very hot afternoon, the weather took its toll and some of the volunteers collapsed under sunstroke and dehydration. We rushed them to nearby hospitals but the march of the protesters went on. I wish I could make more meaningful contribution.

WORKSHEET-60

1. Picnic to Badkhal Lake

It was a bright sunny Sunday morning in November. We left for Badkhal Lake for a picnic in a chartered bus along with our class-teacher. The journey took us half an hour. As soon

as we crossed the Delhi Border at Badarpur, cool November wind greeted us. When we reached the lawns near the lake, we found the place quite overcrowded. Children and youngsters had come in glittering and colourful dresses. We selected a shady corner and sat there. We decided to play some amusing group games. Everyone had to entertain others at his turn. We all sang and danced for hours together. Some of us could not resist the temptation of having a dip in the lake. Some others enjoyed boating under the supervision of the boating instructors. By 1 pm we felt hungry. We enjoyed the food we had brought. After playing hide-and-seek for an hour we left the place. It was indeed a great fun.

2. A Ghastly Train Accident

It was about 2 p.m. last night when I fell down from the upper berth of the Super Fast Express. I was travelling from Delhi to Jammu. The violent jerk not only caused me to fall down but also roused me to the plight of other passengers. On coming out of the coach, I found that the train had rammed into a stationary goods train. The impact was severe that two bogies of the express were mounted atop the engine of the goods train. The lights at the Shahabad Railway Station were dim. Relief measures were slow. About 150 passengers trapped in the two bogies were shouting for help. We needed ladders and ropes to go up and extricate them. The people of the town rose to the occasion. They brought emergency lights, ropes and ladders. I joined the local young men in the relief measures. The stranded passengers felt thankful to us and cursed the railway staff. The severely injured persons were rushed to hospital.

WORKSHEET-61

1. The Happiest Day of My Life

It never rains, but it pours. Yesterday, I had the good fortune to enjoy a day full of cheerful events. Many cheerful events and incidents followed one another in quick succession. Cheerful news and messages brightened my mood and filled the whole family with happiness and joy. The morning papers published the result of Civil Service Exams. My brother had secured fourth position. I congratulated him. Then my friend Ashish rang me up. We went to school and received our result cards. Our Principal congratulated me on achieving A+ in three subjects. In the afternoon, a peon from father's office delivered a brown envelope. It contained father's promotion orders. Mother rushed to the family gods and bowed her head. For me and other children it was an occasion to rejoice. I prayed to God to send us more such happy and blissful days.

2. Strange Logic for 'Honour-Killing'

Yesterday I happened to attend a meeting of elders in the nearby village Kartarpur. The family of a leading politician had called this '*panchayat*' or meeting of elders. The issue was to get the approval of the village elders for the heinous act of murder of a girl and her lover. Speakers glorified the tragic happening as 'honour killing'. The girl belonged to high caste. She had eloped with a boy of lower caste and got married to him secretly. The villagers who still cling to age-old traditional caste system opposed it. The couple was chased, caught and brought to village and then murdered in cold blood. Since most of the elders belonged to high-caste, all of them approved of the 'honour-killing'. I was horrified at their callous attitude. How could one glorify a heinous act? I shuddered to think of the cruelty meted out of them. As adults they had the freedom to lead their lives in their own way. But the feudal bent of mind opposed undue liberty. I wondered when a progressive state will have liberal minded citizens.

DETERMINERS (Types I-III)

WORKSHEET-62

- (a) *Many of the people* who went there lost their belongings.
(b) Avoid eating *too much butter*.
(c) Sarojini wrote *many of her poems* when she was young.
(d) *All of their efforts* went up in smoke.
(e) *The whole of the playground* was waterlogged.
(f) *Neither of us knew* the answer.
(g) Almost *all of her time* is spent on buying clothes and cosmetics.
(h) *Every person has* to shape his own destiny.
(i) Don't pay *any attention* to what that silly hag says.
(j) Everyone takes *a little time* to settle down at a new place.
(k) I phoned her many times but *everytime* there *was* no answer.
(l) The whole town was under enemy occupation.
- (a) My brother goes to school every morning.
(b) My mother went to *the* temple to see the priest.
(c) The wounded boy was rushed to hospital.
(d) She will come on Sunday at tea time.
(e) I will make some fresh coffee for you.
(f) Every student was given a certificate.
(g) I don't have any problem.
(h) There is not much milk left in the milkpot.
(i) None of the news was cheerful.
(j) She has got little money.
(k) Give me some money.
(l) She has a lot of problems in life.

WORKSHEET-63

- (a) an the (b) any some (c) that this (d) some any
(e) a an (f) mine my (g) all whole (h) few a few
- (a) each every (b) his her (c) a the (d) an the
(e) the a (f) all every (g) a the (h) much many
- (a) with a single (b) writing each paragraph
(c) When the author (d) about some thing
(e) the next paragraph (f) the two paragraphs
(g) about an idea (h) around that idea
- (a) developed an extremely (b) but the rules
(c) had little influence (d) Indeed some of
(e) enter the banquet (f) use a sword
(g) to the way (h) of the average

WORKSHEET-64

- (a) It rained each day last week.
(b) I have a few friends in this city.
(c) All these mangoes are ripe.
(d) She can write with either hand.

- (e) There is much sugar in the stock.
 - (f) Both the sisters refused to marry.
 - (g) Is there any news?
 - (h) There is some milk in the jug.
 - (i) How much money do you want?
 - (j) How many boys are there in your class?
- 2.
- (a) I have hardly any money.
 - (b) Some parents are really good.
 - (c) An apple a day keeps the doctor away.
 - (d) I've already spent the little money I had.
 - (e) Much work is yet to be done.
 - (f) It was a really beautiful house.
 - (g) These roads were repaired last year.
 - (h) Everybody worships the rising sun.
 - (i) How much experience have you got?
 - (j) Will you show me some latest books?

TENSES (Types I-III)

WORKSHEET-65

- 1.
- (a) I *like* it very much.
 - (b) She *knows* you very well.
 - (c) Mohit *sees* the bus coming.
 - (d) It is *raining* now, we can't go out.
 - (e) Water vapour *condenses* to form clouds.
 - (f) Madhu always *writes* beautiful poems.
 - (g) The moon *goes* round the earth.
 - (h) These students *are preparing* for their exams, these days.
 - (i) Why are you *working* so hard today?
 - (j) My uncle *arrived* from Mumbai last night.
 - (k) Ravi *owns* two cars.
 - (l) Reena *is reading* at this moment.
- 2.
- (a) I understand the poem now.
 - (b) The rose always smells sweet.
 - (c) As you sow, so shall you reap.
 - (d) The sun always rises in the east.
 - (e) Two and two make four.
 - (f) When will you come to see us tomorrow?
 - (g) Rohit has been working in this firm for ten years.
 - (h) If you go to Ludhiana, buy a good shawl for me.
 - (i) Madhuri has been solving sums since morning.
 - (j) Monu finished her project last night.
 - (k) We used to go to Ooty every summer.
 - (l) Where did you get this pen from?

WORKSHEET-66

1. (a) marry married (b) have had (c) was drink drank (d) begin began
 (e) go went (f) vexing vexed (g) retort retorted (h) exalt exalted

2. (a) waited waiting (b) stand standing (c) had was (d) looks looked
 (e) seeing saw (f) heard hear
3. (a) reasons are various (b) plants has been
 (c) he tries to (d) He adopts various
 (e) have evolved the (f) can be developed
 (g) has proved to be (h) technique involves a
4. (a) she saw that (b) friends had gathered
 (c) she had brought (d) cousin had posted
 (e) had decided to (f) she had prepared
 (g) everyone enjoyed and (h) everyone looked happy

WORKSHEET-67

1. (a) He seldom goes to the theatre.
 (b) I have never seen a penguin.
 (c) He did not come here yesterday.
 (d) My mother has just gone out.
 (e) Cuckoos don't build nests.
 (f) It rained heavily last night.
 (g) He knows several persons here.
 (h) I wish I had listened to my parents' advice.
 (i) If he comes I will give him your message.
 (j) Whenever his wife entered the room, he stood up.
- Or*
- He stood up whenever his wife entered the room.
2. (a) When I went to see him yesterday he was sleeping.
 (b) He had worked in this school for three years before he left.
 (c) Ram would beat the thief if he caught him.
 (d) We are having very cold weather at present.
 (e) He told me that you visited the exhibition last week.
 (f) The thief had run away before the police came there.
 (g) The patient had died before the doctor came.
 (h) My uncle usually sends me books.
 (i) I will finish this book by tomorrow evening.
 (j) They had been watching television in the hall for two hours.

CLAUSES (Types I-III)

WORKSHEET-68

1. (a) The boy *who* is playing outside is my brother.
 (b) Most of the books *which* are on your shelf have become outdated.
 (c) The police are looking for a thief *who* stole a watch.
 (d) The shop *which* is next to Raman's is for sale.
 (e) The news *that* she has passed cheered her up.
 (f) She showed me the man *whose* son won a prize yesterday.
 (g) The exhibition *which/that* ended today was really good.
 (h) I am glad to know *that* he has succeeded.
 (i) The examination had started *before/when* I reached the hall.
 (j) The children are frightened of the dog *which/that* he owns.

- (k) Hari was so tired *that* he could scarcely stand.
 (l) Ravi met his old friend *who* is now a lawyer.
2. (a) If you come, I shall go with you.
 (b) We must eat that we can live.
 (c) She needed a long rest *as/because* she was tired.
 (d) This is the place where accident occurred.
 (e) If you do not behave properly, you will be punished.
 (f) Can you tell me why you were absent yesterday?
 (g) I want to know whether/if you will help me in this case.
 (h) As soon as the match began it started raining.
 (i) I am glad to know that she has succeeded.
 (j) All that glitters is not gold.
 (k) He must apologise if he wants to escape punishment.
 (l) The doctor said that the patient will soon recover.

WORKSHEET-69

1. (a) where when (b) when where (c) for as/since (d) whether that
 (e) whose which (f) and because (g) when while (h) who which
2. (a) which who (b) his their (c) whom where (d) where when
 (e) For As/Since (f) why how (g) which whom (h) then that
3. (a) evil as no one (b) it if he
 (c) tool which measures (d) shudder when they
 (e) students who work (f) grade although they
 (g) those who are (h) wonder how Ritu
4. (a) shocked as / when he (b) photographer who prided
 (c) face as he (d) astonished as / because it
 (e) features which had (f) much that they
 (g) photograph which / that he (h) monster who had

WORKSHEET-70

1. (a) Slow and steady wins the race.
 (b) Strike iron while it is hot.
 (c) It is long since I saw you.
 (d) I would rather starve than beg.
 (e) When in Rome do as the Romans do.
 (f) She is rich but she is unhappy.
 (g) I don't know who helped him.
 (h) You will fail unless you work hard.
 (i) Speak clearly so that they may understand you.
 (j) Mohan is as tall as his brother.
2. (a) Many persons still hold that Bose is alive.
 (b) I am sorry for what I said.
 (c) Do you know what causes flood?
 (d) He is not certain whether she is innocent.
- Or*
- She is not certain whether he is innocent.
 (e) A person who is honest is liked by all.
 (f) This is the girl who won the trophy.

- (g) Show me the pen which you bought yesterday.
 (h) Do you know the place where Sudhir lives?
 (i) Wait here till I come back.
 (j) Switch on the music system if you are tired.

MODALS (Types I-III)

WORKSHEET-71

- (a) All the traitors *shall die*.
 (b) *Shall I* open the window?
 (c) I wish she *would come* on time.
 (d) *Will you* post this letter, please?
 (e) *I will* come if you need my help.
 (f) He *would rather* die than beg.
 (g) *May you* live long!
 (h) Work hard *lest you should* fail.
 (i) Could you *give* me five hundred rupees?
 (j) *Would you care* for a cup of coffee, please?
 (k) None *shall leave* the class.
 (l) *Can you lift* this heavy bag?
- (a) It is certain that she will come.
 (b) I will never yield to her threats.
 (c) He told me that he might come with us.
 (d) As a child she would/used to weep a lot.
 (e) Shall I carry this bag for you?
 (f) May you propose, my son!
 (g) Make haste lest you should miss the bus.
 (h) You ought/should always obey your parents.
 (i) She dare not say anything against her husband.
 (j) You must not touch a live wire. It is dangerous.
 (k) You should do your home task daily.
 (l) How dare you talk like this to your mother!

WORKSHEET-72

- (a) will would (b) will not must not (c) should might (d) will would
 (e) need will (f) must will (g) would should (h) should could
- (a) can will (b) shall may/should (c) must will (d) shall must/should
 (e) might should (f) would used to (g) need must (h) could should/must
- (a) we may not (b) We should not
 (c) They might be (d) We need not
 (e) we can be (f) We must show
 (g) we shall save (h) you will be
- (a) grandmother would be (b) I would be
 (c) one could never (d) grandmother could though
 (e) She would not (f) it might be
 (g) she used to be (h) I might be

WORKSHEET-73

1. (a) We eat that we may live.
(b) I am sure we will succeed.
(c) Work hard lest you should fail.
(d) He dare not disobey me.
(e) You must not touch this live wire.
(f) All must die sooner or later.
(g) I would like to ask you something.
(h) We ought to help the poor and the needy.
(i) Could you wait for a few minutes please?
(j) You aren't careful, you will fall.
2. (a) I would rather starve than beg.
(b) She would come late to college.
(c) She might have disclosed the secret.
(d) He must beg pardon for his misconduct.
(e) Dare you enter that house at night?
(f) Need she submit her report immediately?
(g) She used to dance when she was younger.
(h) May all blessings be showered on you!
(i) There must be a mistake somewhere.
(j) She ought to save money for her kids.

ACTIVE & PASSIVE VOICE (Types I-III)

WORKSHEET-74

1. (a) He was not proclaimed king by them.
(b) Was a great risk run by her?
(c) A kite will be flown by him.
(d) The beggar was not being laughed at by them.
(e) A prize has been won by you.
(f) Mumbai had never been visited by him before.
(g) Shall I be helped by you?
(h) Can it be sent by air?
(i) Will the elections be held by them?
(j) Must this tree be cut by us?
2. (a) My hair needs to be cut.
(b) It is said that you are a liar.
(c) Am I allowed to go out?
(d) A week is made with seven days.
(e) Elders should be respected.
(f) I am known to her.
(g) I was surprised at his behaviour.
(h) The book is being printed.
(i) Water is contained in this tumbler.
(j) He may be told the story by you.

WORKSHEET-75

1. (a) kill *killed* (b) are *is* (c) boil *boiled* (d) producing *produced*

- (e) been be (f) give given (g) giving given (h) needed need
2. (a) were was (b) believe believed (c) plan planned (d) notice noticed
 (e) be been (f) take taken (g) keeping kept (h) stole stolen
3. (a) Mechanic was called (b) set was opened
 (c) and tested. All (d) Connections were checked
 (e) it was switched (f) Could be seen
 (g) Mechanic said. it (h) to be sent

WORKSHEET-76

1. (a) Who was helped by you?
 (b) His pocket has been picked.
 (c) Our elders ought to be respected.
 (d) What cannot be cured must be endured.
 (e) By whom shall we be taught today?
 (f) English is spoken all over the world.
 (g) Good news was expected.
 (h) This poem will be learnt by me today.
 (i) His trick was seen through by me.
 (j) A child was run over by a car.
2. (a) Flowers are not plucked by Sita.
 (b) By whom are you taught English?
 (c) A letter is being written by me.
 (d) By whom is the game being won?
 (e) A new house has been bought by me.
 (f) The seeds were being sown by the farmer.
 (g) The witness had been bribed by him.
 (h) What will be done by us now?
 (i) English might be learnt by Geeta.
 (j) Admission was refused to them by us.

TRANSFORMATION OF SENTENCES

WORKSHEET-77

1. (a) Milk is contained in this bottle.
 (b) No one was blamed by me.
 (c) It is said that truth is evergreen.
 (d) A week is made of seven days.
2. (a) Rice is more popular than any other food item in India.
 No other food items is as popular as rice.
 (b) London is larger than any other city in the world.
 London is the largest city in the world.
 (c) Mumbai is one of the largest cities of India.
 Very few cities in India are as large as Mumbai.
 (h) Leopard is stronger than lion.
3. See answer to question no. 2 above.

□□

HORNBILL

(Poetry)

A PHOTOGRAPH (Shirley Toulson)**WORKSHEET-77**

1. (a) The 'three' were the poet's mother and her female cousins.
(b) All the three stood still and smiled because uncle was taking a snap with his camera.
(c) 'A sweet face' here refers to the face of the poet's mother.
(d) Three phrase 'terribly transient' in the last line of the extract means staying for a very short time.
2. (a) The incident depicts three girls who had gone for a swim in the sea and were standing still for a short time smiling at the camera. This group photo captures their joy, buoyant spirits and freedom of girlhood.
(b) The poet's mother was a big girl even at the age of twelve. She had a sweet face and enjoyed swimming as well as wading in sea-water with her cousins. Years later, she laughed at the clothes they had put on for the sea holiday.

WORKSHEET-78

1. (a) The poet who has composed this poem is Shirley Toulson.
(b) At the time of snapshot the poet's mother was about twelve years or so.
(c) The poet remembers vividly her mother's laughter.
(d) The word 'laboured' in the last line means 'forced'.
2. (a) They removed hair from their face and stood smiling in the shallow water near the beach. Betty and Dolly stood on either side of the poet's mother, holding one of her hands.
(b) The dress and behaviour of her cousins Betty and Dolly made the poet's mother laugh. It is evident that they had put on some quaint dress, which amused her.
3. When you look at an old photograph it brings back memories of past events, experiences, joys, sorrows etc. People become older with the passage of time, they might become unrecognisable due to wrinkles, posture or greying hair. You may laugh at the photograph nostalgically, remembering the past events. You may remember the smile on the loved person's face and may laugh with a tinge of sadness that past cannot be re-lived. The memories may produce great sadness in you. You may have an acute sense of loss. But the reality is that time is a great healer. Although the sense of loss (on the death of one's near and dear, ages ago) may never go away completely but with time one has to accept the eventuality, mortality and lack of permanence of human life. You have to come to terms with the loss of your dear departed ones, and you have to accept the inevitable. The past memories can leave you silent, dazed as the silence in the photograph. But nature will always be there and remain unaltered with the passage of time. Nature is immortal and eternal. The sea will be there where it is, the mountain will be there where it is.

Nature symbolises permanence, immortality and eternity. Human life will be ephemeral in nature and temporary and nothing can erase this naked fact.

WORKSHEET-79

- Now the poet's mother has been dead for about twelve years.
 - This circumstance here refers to the death of the poet's mother.
 - There is nothing to say at all about the occasion because it is solemn and sad.
 - 'Its silence' here refers to the silence of death.
- The sea holiday was a past experience for the poet's mother. A glimpse of the photograph perhaps revived some feelings of shared joy and she laughed. For the poet her laughter is an incident of the past. It is amusing in ironic manner. The sense of loss overcomes the pleasure.
 - The poet has no words to express her reaction to this solemn and painful incident. Death silences everyone. The extensive quietness and prevailing gloom silences her.

THE VOICE OF THE RAIN (*Walt Whitman*)

WORKSHEET-80

- The poem from which this stanza has been extracted begins with a question.
 - In this stanza, the tone of the poet is conversational.
 - The answer of the other voice is conveyed in translated form.
 - The poetic device of 'personification' has been used in the last line of this extract.
- The following words/phrases indicate the parallel between rain and music: 'Poem of Earth', 'eternal I rise impalpable out of land and the bottomless sea', 'For song.....duly with love returns.'
Both originate from a source, rise up, reach fulfilment, wander about whether cared about or not and finally return to source of origin with love.
 - Rain water rises untouched out of the land and deep sea and gathers in the sky, where it changes form, and then comes down to earth to bathe the dry tiny particles of dust layers and all that lies buried under it. Then it returns to the place of its origin.
Science textbooks indicate that water vapours from the rivers and ocean rise up to the sky due to the intense heat. They assume the form of clouds and after condensation drop down as rain. The water flows back through rivers to the seas and oceans.

WORKSHEET-81

- The rain originates out of the vast land and the deep sea. It rises up perpetually in a form that cannot be touched.
 - The rain changes its form in the sky. It assumes the form of shapeless clouds or hails but its quality remains unchanged.
 - The rain helps the seeds to grow into plants.
 - The word 'lave' in line 3 means 'to wash' or 'to bathe'.
- The rain narrates the journey of its life—from birth to return to origin in mythical terms. The facts are scientific but the phrases that convey them are metaphoric and literary. The whole journey has a beauty and charm associated with a poem.
 - The two participants are the poet and the rain. The poet makes the rain relate its own story. This direct presentation makes the narration more authentic, interesting and captivating.

WORKSHEET-82

- The rain continues its course of journey perpetually.
 - The rain recharges its source of birth by adding fresh rain water. Thus it makes it pure and more beautiful.
 - The life cycle of the rain may be compared to that of the song.
 - Rain gives life to the earth.
- The poem is not merely a description of life-cycle of rain. It has deeper meaning. Rain is a poem or thing of beauty of Earth and so is song or music. The comparison between rain and music and their function: making the Earth pure and beautiful conveys the eternal role of natural phenomenon and art in real life.
 - The last two lines contain a comment about music and its cycle. These differ from the first nine lines. The first two lines are the voice of the poet whereas lines three to nine are spoken by rain. The cycle of song is put within brackets to mark the difference in speakers but similarity in content.
- Rainfall is one of the nature's gifts to us. The water present in the earth's land like lakes, rivers, reservoirs, pools, ponds, streams, wells and in deep water bodies like seas and oceans evaporate and rise upwards eternally in the form of invisible and intangible vapours. It then reaches the sky (heaven) and it changes its appearance to form clouds of abstract changeable shapes. Yet it remains, at its core, the same as it was at its birth. It then returns to earth as little droplets giving immense benefits – it washes away the dust in the air, it makes alive the parched drought ridden, dry land. This land welcomes the life giving rain as if it is a God given gift. New plants find life which would have otherwise remained hidden and unborn inside the land as mere seeds *i.e.*, seeds would remain seeds and not come to their full potential. Lush greenery is seen everywhere. The air is scented with the aroma of raindrops. The breeze is cool and refreshing. Children like to play and dance in the rain. They float paperboats and watch it go on water puddles. The experience is thrilling, intoxicating and rejuvenating. Rain is always welcome everywhere, though excessive rain does create some damage in mountains, deserts. But overall rains signify good harvests, abundance of greenery, greater generation of hydroelectricity etc.

CHILDHOOD (Markus Natten)

WORKSHEET-83

- The name of the poem is '*childhood*'. It is written by Markus Natten.
 - The speaker lost his childhood when he had completed the age of eleven and started reasoning about the existence of Hell and Heaven.
 - He concluded that Hell and Heaven did not exist as these could not be located anywhere in the world.
 - abba
- The stanzas that talk of each of the quality in questions are given below:
 - individuality*: Third stanza
 - rationalism*: First stanza
 - hypocrisy*: Second stanza
 - According to the poem, the loss of childhood is involved in the process of growing up. This loss is compensated by some gain which come with adolescence. These are: increase in understanding and power of rationalising and discrimination as well as a sense of individuality and self-confidence.

WORKSHEET-84

- (a) The poet realized that adults were not in actual practice all they appeared to be on the surface or outwardly.

(b) He noticed that the preaching and practice of the adults were contradictory.

(c) The adults were hypocrites.

(d) The tone of the poet in this extract is critical.
- (a) The poet regards childhood as an important stage in the process of growing up. Childhood is period of make-believe. Children readily accept whatever the elders say. The poet does not feel any regret or sense of loss on losing his childhood.

(b) The following lines in the poem are most poetic:

It went to some forgotten place
That's hidden in an infant's face,
That's all I know.

These lines beautifully sum up the process of growth and the disappearance of a particular stage of life. These lines have a figurative or metaphorical meaning also. The infant's innocent face hides many things behind its smiles. Perhaps the childhood lies hidden in some forgotten place lying buried deep inside a child's consciousness.

WORKSHEET-85

- (a) The poet refers to the day when he lost his childhood.

(b) On that particular day, the poet realised that he was master of his own mind.

(c) These lines indicate the individuality of the poet.

(d) After that day the thoughts the poet had were entirely his own.
- (a) As the speaker grew maturer, he acquired reasoning power. He realized that Hell and Heaven could not be found in Geography books or Atlas. Since they could not be located anywhere in the world map. He concluded that they did not exist. He would believe only what he could see and find.

(b) The speaker noticed a wide gulf between what adults appeared to be and what they actually were in real life. There was apparent contradiction between their words and deeds. They talked of love and advised others to love, but they never acted lovingly.

WORKSHEET-86

- (a) The first line of this stanza indicates a shift in thought.

(b) Now the poet thinks that his childhood went away to some forgotten place that is hidden in an infant's face.

(c) By saying 'That's hidden in an infant's face', the poet means that childhood follows infancy. Childhood is a stage in the process of growing up.

(d) The poet does not feel sad or sorry about the loss of childhood. He is simply puzzled when he lost his childhood and where his childhood disappeared.
- (a) The realization that he was the master of his own mind, and could use it in any way he liked, filled him with self-confidence. He could now think independently and need not repeat parrot-like thoughts of others.

(b) Childhood is an important stage in the process of growing up of every person. The human infant is totally dependent on others, but during childhood he gains physical, emotional and mental strength. As the tiny baby grows bigger in size, other faculties also develop. This stage is an important landmark in man's growth, but it can't go on for ever.

WORKSHEET-87

1. A child realises that he is no more a child when realisation dawns upon him that the adults (including his parents) around him did not practice what they preach. The adults tell the child to be loving and caring, but in reality the adults are found to be argumentative, violent and discourteous. Their behaviour is a far cry from the love they preached about and advocated so reverently to the child. Such a thing is evident when the child sees quarrels, disagreements, heated arguments between his father and mother.

Seeing this, the child loses his faith in the adults around him whom he had so far trusted without question. He fails to look up to his parents as role models for patience and virtue. This hypocrisy between his parents which showed so clearly became evident to the growing child. It was this broken trust that is one of the major steps of a child towards adulthood. This is the biggest loss the child has suffered.

So, it is necessary for parents to act sensibly and set good examples before children. They should practice what they preach. They should be careful about what they utter when their children are around them.

They should not abuse, ill-treat others lest their actions have a painful effect on the tender impressionable mind of their children. Children pick up such habits very fast and their impressions about people change for the worse. So, it is necessary for parents and elders to show restraint, patience, tolerance, good manners in order to have a proper impression on their children.

2. We are all hypocrites and we do not know it. A lover was writing to his beloved in the usual exuberant and effusive terms, "I shall die without you, I can do for you. You are my idol; I shall worship you till eternity." In the postscript he wrote, "I shall see you on Sunday evening provided it is not raining."

Hypocrites are everywhere. People pretending to be wealthy when they do not have even ten rupees; they assume knowledge of which they are ignorant; they criticize a culture they do not know anything about, and they adopt opinions they do not hold.

The fact is that it is easier to pretend what you are not than to hide what you really are, but he that can accomplish both has little to learn in hypocrisy.

In politics as in religion, there is abundance of hypocrisy. The politician is an acrobat. He keeps his balance by saying the opposite of what he does. To secure votes these acrobats can go to any length, make tall promises, which they never intend to redeem.

Religion has been particularly the happy hunting ground of hypocrisy. Outside the temple the following lines from the Gita are inscribed in bold letters:

"Whoever offers me with devotion, a leaf, a flower, a fruit or water, I accept that, the pious offering of the pure in heart."

In actual practice, however, the order of precedence is decided by the amount in the donation box. All attention is given to big donor, a poor woman who cannot afford more than a few rupees cannot find a place in this sun, though the son of God shines on all alike, the rich and the poor.

There is not one person on earth that can say that he or she hasn't thought that they were better than someone else. I believe the world would be a better place if it was not so hypocritical. Hypocrites need to quit thinking that they are better than everyone else because there are just as equal people as you and me.

FATHER TO SON (*Elizabeth Jennings*)

WORKSHEET-88

1. (a) The speaker in these lines is the father.

- (b) The speaker reveals that he does not understand his son.
 - (c) The fact that startles the readers is their lack of understanding.
 - (d) The speaker intends to build up a relationship with his son.
2. (a) The poem is autobiographical in nature and describes the relationship between a father and his son. Beginning on an exclusively personal experience, the poem rises to a fairly universal phenomenon—the growing generation gap and lack of communication.
- (b) The father's helplessness is brought about by the existing circumstances. Usually a father is the best friend and advisor of the son. However, there is no bond of affinity or relationship between the two. It seems that the two are not on speaking terms even while living under the same roof. The father feels helpless that he can't share what his son loves.

WORKSHEET-89

1. (a) By 'seed' the speaker means his own efforts to groom the boy.
- (b) The speaker's efforts have been fruitless because the seed was grown in another's land.
- (c) The father and son exist like strangers as they have no common link of conversation.
- (d) The speaker means to say that the son resembles his father physically only. The old man cannot share what the young son loves.
2. (a) The phrases/lines indicating distance between father and son are:
 "I don't understand this child"
 "I know nothing of him"
 "We speak like strangers, there's no sign
 Of understanding in the air"
 "..what he loves I cannot share."
 "Silence surrounds us"
 "...see him make and move
 His world."
- (b) No, the poem does not have a consistent rhyme scheme. The first two stanzas have the rhyme-scheme ab ba ba whereas the third and fourth have a slight alteration. The third stanza has abc aba whereas the fourth one has abbcb scheme.

WORKSHEET-90

1. (a) The speaker wishes his son to become extravagant.
- (b) In the story 'The Prodigal Son', the boy returned home penniless and in torn clothes.
- (c) The father is willing to forgive his prodigal son in case his wishes come true.
- (d) The phrase 'silence surrounds us' indicates total communication failure between the two.
2. (a) Actually, the father-son relationship is non-functional. The father does not understand the aspirations, longings or cravings of the son. They speak like strangers. Their exchanges, if any, are just formal. Otherwise, silence surrounds them.
- (b) The lack of understanding on the part of the older generation (here, father) is at the root of the problem. The father wants the young man to stick to home turf. The son, now a young man, seeks fresh avenues and lives in a world of his own. The father finds it hard to adjust to the growing changes.

WORKSHEET-91

1. (a) The speaker at last realises that father and son must co-exist on the same land. They have to live in the same world and country.

- (b) The father feels pained at the unexpected behaviour of his son. His grief is the source of his anger. He fails to understand why it is so.
 - (c) The father is unable to reciprocate when the son speaks because he can't understand his son.
 - (d) Reconciliation is possible only through sincere efforts on the part of both of them. Every relationship is based on give and take. One must surrender something to get something in return.
2. (a) The father has been unable to understand what his son loves to do. He is not in a position to advise him as there is hardly any intimacy between them. They speak like strangers, otherwise there is silence around them. The son has his own dreams and plans which he does not appreciate.
- (b) The father finds the son's interests quite different. He is home bound, whereas the son is on the look out for fresh avenues. He aspires for a world of his own. The father wants him to return home even if he undergoes losses by his extravagant ventures. He is willing to make up with him if he agrees to live with him.

WORKSHEET-92

1. From the evolution of childhood through older adult, predictable stages occur in the way sons view and relate to their fathers.

As children, sons idolize their fathers and think they can do anything. This identification is most often demonstrated by a son's imitation of his father's behavior by walking like him, talking like him or wearing his clothes or shoes. At this age, a son wants so much to please his father and receive his approval and acceptance.

As teens, sons experience a period of discord in which conflict is the central theme they share. They often reject the expectations, values and directions their fathers have embraced and take on more non-traditional philosophies, placing them regularly at odds with one other. The teen may resent or even fear his father depending on the intensity of their differences, at times, carrying over into the son's early twenties.

As young adults, the father-son relationship enters into a period of evolving. Distance may still exist emotionally and they may even ignore each other. The conscious attempts at being different than one's father so characteristic in the discord stage begin to appear more like competition. Competition with one another can be viewed as one of the most indirect but the highest forms of flattery that exists. Mark Twain once said, "When I was a boy of fourteen, my father was so ignorant I could hardly stand to have the old man around. But when I got to be twenty-one, I was astonished at how much he had learned in seven years."

As adults in their 30's and 40's, sons begin to move into the stage of acceptance toward their fathers. They have begun to forgive, recognize strengths and even admire the qualities that once seemed so out of step with their previous "know it all" manner of thinking. They begin to accept each other's differences. Fathers and sons often become friends during this time, share common interests and express opinions without heated exchanges. The son may even experience challenges as a father with his own son. Charles Wadsworth once said, "By the time a man realizes that may be his father was right, he usually has a son who thinks he's wrong."

In their 50's, older adult sons become a legacy of their father's influence for better and worse. Time tempers painful memories and in their place often remains admiration and respect for the difficult job being a father must have been. Older adult sons who have not yet resolved those issues with their elderly or deceased fathers, however, typically see them replayed with their teenage or young adult sons. If elderly fathers are still living, an ironic role reversal occurs with older adult sons beginning to take care of their aging fathers. Perhaps the best revenge is to live long enough to be a problem to your children.

Life gives us numerous opportunities in key relationships to learn from our experiences, work out our differences and pass on those legacies that are truly worth living.

2. Fathers love their children and they often go crazy. They never stop telling them how much they love them. Mothers sometimes scold their husbands for spoiling their children and being more of an 'older brother' to him than a father. There is nothing wrong in being an older brother to a son — they should discipline their children when it is needed. Fathers have often observed that they in general are lacking in showing their physical love towards their sons with detrimental effects. They should not be devoid of physical love nor should they do swift in condemnation and rebuke. This leaves children suffering from a great sense of anxiety and loss of any real sense of identity.

It is rightly said that God eventually takes the place of a failed father. So one should never underestimate the power of a father's love towards his children, and the craving that children yearn for such love.

WORKSHEET-93

1. Fathers have been given a great gift from God *i.e.*, their children. No matter what, they should raise their kids like prince and princess. This doesn't mean with royal comforts and privileges, but with the intention of developing a noble person, in character, spirit and intellect. Think about Aristotle and Alexander. I like the American idea that anyone can be a president of this country. I would expand on it. Your child can become anything.

Why should our children be anything less than those great people in history? Why should they eye the famous celebrities and spend hours on the facebook writing to them? Even if your children are not successful moneywise, he should end up with a noble heart and a wise mind.

We as parents, forget that in a child, there are all possibilities opened to a human. At the same time, he is just a child. Be too harsh to your child, and you may raise a cruel perfectionist. Be too soft on him, and you end up with a confused and lost young man. There is a place for love and a place for instruction: both are needed and necessary for the upbringing of the child.

2. There are many times fathers and sons do not speak to each other for months. Was it due to the father not letting the son express his thoughts? Was it due to the father not being able to cope with the sons's individuality *i.e.* the son's need to be his "own man", has he done this himself. The problems that arise have destroyed many relationships between fathers and their sons. The sad truth is that there was really no need to go through hardship at all. The reasons are as follows:

Well as the father you are the primary example of what a man is. You are his teacher and trainer into mankind. He is constantly looking to you for guidance on how to eat, think and speak. Well by using these three little known secrets you can either enhance your relationship with your son or they will serve as a reminder for you.

(a) Encourage your children to be problem solvers.

(b) Allow them to make mistakes, not errors.

(c) Do not try to relive your youth through them.

You can handle your children by letting them be children and live a little. Give them freedom, because if you have been training them since they are young, they are probably going to do the things you are encouraging them to do anyway. However the children need room to find themselves also. No one wants to be in a career one hates or better yet they did it because of you solely. They hardly enjoy it, and quit it all together to pursue their inner passions. Find out what their inner passions are early in their lives, they will, in turn, teach their sons the same way and because of you, your family will have continual growth. So, start building your father-son relationship from today.

(Prose)

THE PORTRAIT OF A LADY (*Khushwant Singh*)

WORKSHEET-94

1. (a) The three phases of the author's relationship with his grandmother before he left the country to study abroad are:
 - (i) childhood—when he went to the village school and the grandmother helped him to get ready and went to school with him.
 - (ii) boyhood—when he went to the city school in a bus. He shared a room with grandmother but she could no longer help him in his studies.
 - (iii) early youth—when he went to the university and was given a room of his own. The common link of friendship was snapped.
- (b) The three reasons why the author's grandmother was disturbed when he started going to the city school are:
 - (i) She hated western science and learning.
 - (ii) She was pained to know that there was no teaching of God and the scriptures.
 - (iii) She was allergic to music. She thought it was not meant for decent people and gentlefolk. It was the monopoly of prostitutes and beggars.
- (c) The three ways in which the author's grandmother spent her days after he grew up are:
 - (i) She lived alone in her room as she had accepted her loneliness quietly.
 - (ii) She sat at her spinning-wheel reciting prayers.
 - (iii) In the afternoon, she would feed the sparrows for half an hour.
- (d) Just before her death, the author's grandmother refused to talk to them. Since she had omitted to pray the previous night while she was singing songs of homecoming and beating the drum, she was not going to waste any more time. She ignored their protests. She lay peacefully in bed praying and telling beads.
- (e) Thousands of sparrows sat silently surrounding the dead body of the author's grandmother. There was no chirruping. The author's mother threw some crumbs of bread to them. They took no notice of them. As soon as the grandmother's corpse was carried off, they flew away quietly. Thus, the sparrows expressed their sorrow.

WORKSHEET-95

1. (a) During his boyhood, the author was completely dependant on his grandmother. She was a part of his life. The turning point in their friendship came when they went to city. She could no longer accompany him to school as he went there by bus. They shared the same room but she could not help him in his studies. She would ask him what the teachers had taught. She did not believe in the things that were taught at school. She was distressed that there was no teaching about God and the scriptures. She felt offended that music was also being taught. She expressed her disapproval silently. After this she rarely talked to him. When he went up to university, he was given a room of his own. The common link of friendship was snapped.

However, their feelings for each other did not change. They still loved each other deeply. She went to see the author off at the railway station when he was going abroad for higher studies. She showed no emotion but kissed his forehead silently. The author valued this as perhaps the last sign of physical contact between them. When the author returned after five years, she received him at the station. She clasped him in her arms. In the evening, she celebrated his homecoming by singing songs and beating an old drum.

(b) Yes, I agree that the author's grandmother was a person strong in character. She was a strong woman with strong beliefs. Although she was not formally educated, she was serious about the author's education. She could not adjust herself to the western way of life, science and English education. She hated music and disapproved of its teaching in school.

She was a deeply religious lady. Her lips were always moving in a silent prayer. She was always telling the beads of her rosary. She went to temple daily and read the scriptures. She was distressed to know that there was no teaching about God and holy books at Khushwant's new English school.

She was a kind lady. She used to feed dogs in the village. In the city she took to feeding sparrows. Although old in years and weak in body, she had strength of mind. Just before her death, she refused to talk to the members of the family as she did not want to waste her time. She wanted to make up for the time last evening when she had not prayed to God. She lay peacefully in bed saying prayers and telling the beads of her rosary till she breathed her last.

WORKSHEET-96

- (a) The narrator had known his grandmother—old and wrinkled for the last twenty years. She was terribly old. Perhaps she could not become older. People said that she had once been young and pretty. They said that she even had a husband. The narrator found it hard to believe.

(b) His grandfather looked very old. He had a long white beard. His clothes were loose fitting. He wore a big turban. He looked too old to have a wife or children. He looked at least a hundred year old. He could have only lots and lots of grandchildren.

(c) The narrator's grandmother was very old and wrinkled. She had stayed at this stage for the last twenty years. People said that once she was young and pretty. The narrator couldn't even imagine her being young. So the thought was revolting to him.

(d) The narrator's grandmother was terribly old. She could not appear young and beautiful. Her face was a criss-cross of wrinkles. She was short, fat and slightly bent. The very idea of her being young and pretty did not appeal to the mind.

(e) She was too terribly old to appear pretty. Her face was a criss-cross of wrinkles. She was short, fat and slightly bent. She didn't create any physical appeal or attraction. However, in her spotless white dress and grey hair she was a picture of serenity, peace, sobriety and beauty.

WORKSHEET-97

- (a) Yes, I have known my grandfather, who loved me deeply and looked after me. He had served in the army before he retired as a colonel 20 years ago. When I was a school going kid, he was still active and smart. He was fond of walking, jogging and playing outdoor games. He inspired us to get up early in the morning. He believed that a healthy mind lives in a healthy body. He used to give us good physical exercises followed by milk and nourishing food and then asked us to study for a while before going to school. In the afternoon, he would enquire what we had been taught in the school. He would help us in our home task and supervise our reading, writing and doing sums. He was gentle but firm. He laid stress on good habits and character building. He passed away when I had gone abroad for higher studies. I miss him a lot. A sense of loss fills me whenever I see his portrait on the wall. But his cheerful looks remind me to take heart and fight the struggle of life.

(b) 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 school. While the author learnt his lesson, 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.

WORKSHEET-98

- (a) She was quite an old lady. She had been old and wrinkled for more than two decades. It is said that once she had been young and pretty. But it is hard to believe so.
 - (b) The grandmother was always dressed in spotless white. She had silvery hair. Her white locks spread untidily over her pale and wrinkled face. She looked like an expanse of pure white serenity. The stretch of snow over the mountains looks equally white and peaceful. So her silvery locks and white dress made her look like the winter landscape in the mountains.
 - (c) During his childhood, the narrator stayed with his grandmother in the village. She was his constant companion. She looked after him. She used to wake him up. She got him ready for school in the morning. She would give him breakfast. She went to school with him.
 - (d) The grandmother was short and fat. She was also slightly bent. She put one hand on her waist to support the stoop. She could not walk straight. She walked like a lame person. She limped or hobbled about while moving.
 - (e) The grandmother went to the school with the narrator. The school was attached to the temple. The narrator would learn alphabet and morning prayer at school. The grandmother would sit inside the temple. There she would read holy books. Thus she spent her time before they came back together.

WORKSHEET-99

1. Beauty lies in the eyes of the beholder. Everything has its own beauty but not everyone sees it. It is a combination of several factors. Beauty varies from person to person. Not every rainbow is exciting to watch, but still each has its own beauty. Beauty is subjective. So a person may be old and wrinkled, yet he/she can be beautiful. So, the narrator found/his grandmother beautiful despite the wrinkles of old age on her face. The narrator was fascinated with the way his grandmother hobbling about the house in spotless white dress, with her silver locks scattered over her pale puckered face, her lips constantly moving in inaudible prayer. She appeared to the narrator like the winter landscape in the mountains, an expanse of pure white serenity breathing peace and contentment. The narrator found this beautiful.

So, it is rightly said that beauty indeed lies in the eyes of the beholder. What is beautiful to one may not be so to others.

2. 4/10 Abec's Road
Kolkata
April 10, 20XX
Dear Rahul,

The other day I was reading a story "The Portrait of a Lady" written by Khushwant Singh. It is a very touching story of how the narrator's grandmother cared for him, the birds and

the animals. She was the epitome of kindness. When he was a child she used to wake him up in the morning, bath him, get him ready for school. She would prepare breakfast for him, get his slate, inkpot and pen ready and hand it to him so that he could attend his school. But when the narrator started going to university, he was given a room of his own. The common link of friendship was broken. His grandmother accepted her seclusion with resignation. The narrator had no time for her then. How sad! The narrator should not have left his grandmother in seclusion. He should have sat with her and heard what she had to say or listen to her views. He could have offered her a word of sympathy, support or show kindness to her. This is what old people desire *i.e.*, sympathy, love, care and affection. They would definitely bless you if you give them what they cherish. Their wants are trivial, yet if you give them what they desire, they feel thrilled.

So if there is any old member in your family, say a grandfather or a grandmother, reach out to them and be friendly with them, sit with them and talk to them, share their problems. They will feel a lot happier. You too will feel happier.

Your lovingly,

Rohit Saxena

3. Respected principal, honourable teachers, members of the jury and my dear friends! The topic of my speech is “The Need To Bring Cheer Into Aged People’s Lives In Old Age Homes.”

Aged people are indeed a neglected section of the society. When they cannot be looked after by their sons and daughters due to their busy work pressure, they are sent to old age homes. The aged people or elders often lead isolated lives and are stressed up. Research shows that they crave for someone to talk to, to share their worries, to listen to their anxieties, to lend an ear to what they want to say. Mere presence of another individual can alleviate stress in them. By communicating with them, we are able to develop meaningful friendships that is missing in their lives. By communicating with elders one can discover a wealth of wisdom, humour, guidance and inspiration.

By visiting an elder once or twice a month (generally for an hour or two) one can form a friendship that an elder can look forward to and count on it. By listening to their stories or their views, one can create a bond that grows in strength and deepens the friendship over time. Children who volunteer for such visits have been able to enjoy a healthy lifestyle, enhanced development, learn lifeskills, contribute to the well-being of the community and develop a lifelong service ethics. So take some time off and visit the elders in an old age home. You may gift them story books, give them snacks, food packs, send them greeting cards and spend some time with them. It would be a unique experience for you and you will derive immense pleasure.

Thank you

WE’RE NOT AFRAID TO DIE... (Gordon Cook and Alan East)

WORKSHEET-100

1. (a) The narrator planned to go on a round-the-world sea voyage on the same pattern as Captain James Cook had done 200 years earlier. For the past 16 years, he and his wife had spent all their leisure time developing and improving their skills with work related to travel on the sea.
- (b) The narrator’s boat was called ‘Wavewalker’. It was a beautiful 23 metre long, 30 ton wooden-hulled ship. It had been professionally built. They had spent months fitting it out and testing in the roughest weather they could find.
- (c) The narrator had planned his round the world journey to cover 105,000 kilometres in three years.

- (d) The narrator began his sea voyage in July 1976. He had his wife Mary, six-year-old son Jonathan and seven-year-old daughter Suzanne with him. They set sail from Plymouth, England.
- (e) The narrator employed two crewmen—American Larry Vigil and Swiss Herb Seigler—in order to help them tackle the southern Indian Ocean which is known as one of the roughest seas of the world. He engaged them before leaving Cape Town.

WORKSHEET-101

1. (a) A mighty wave hit the stern of their ship ‘*Wavewalker*’ in the evening of 2 January. A tremendous explosion shook the deck. A torrent of green and white water broke over the ship. The narrator’s head struck against the wheel. He was swept overboard. He was sinking below the waves and losing his consciousness. He accepted his approaching death. He felt quite peaceful.

Suddenly, his head appeared out of water. A few metres away, ‘*Wavewalker*’ was turning over in water. Her masts were almost horizontal. Then a wave hurled her upright. The narrator’s lifeline jerked taut. He grabbed the guard rails and sailed through the air into *Wavewalker*’s main boom. Succeeding waves tossed him around the deck like a rag doll. His left ribs cracked. His mouth was filled with blood and broken teeth. Somehow, he found the wheel, lined up the stern for the next wave and held tightly.

- (b) Mighty waves struck ‘*Wavewalker*’. The decks were smashed. Water was gushing in through holes and openings. The whole starboard side had bulged inwards. Clothes, crockery, charts, tins and toys moved round noisily in deep water.

Their hand pumps got blocked up with the debris floating around the cabins. The electric pump short circuited. Water level rose high. The two spare hand pumps had been wrenched overboard. Waves had also swept off the forestay sail, the jib, the dinghies and the main anchor.

There was a tremendous leak somewhere below the waterline. The boat’s main rib frames were smashed down to the keel. A whole section of the starboard hull was being held up by a few cupboard partitions only. The hull of the ship had been damaged so badly that the pressure of rigging could simply pull the damaged section of the hull apart. *Wavewalker* was so damaged that she could not hold together long enough to reach Australia.

WORKSHEET-102

1. (a) On their second day out of Cape Town, they began to face strong storms. These storms blew continuously for the next few weeks. He was worried about the waves. Their size was alarming. This rose up to 15 metres *i.e.*, as high as their main mast.
- (b) They were 3,500 kilometres east of Cape Town on 25 December. The weather was very bad. Still they had a wonderful holiday—complete with a Christmas tree. New Year’s Day saw no improvement in weather.
- (c) The weather changed for the worse on January 2. Now the waves were gigantic. As the ship rose to the top of each wave, they saw endless enormous seas rolling towards them. The screaming of the wind and spray was painful to the ears.
- (d) In order to face the rough weather, the speed of the ship was slowed down. They dropped the storm jib. They lashed heavy mooring rope in a loop across the stern. Then they fastened together everything and went through their life-raft drill. They attached lifelines, put on waterproof clothes and life-jackets.
- (e) It was a mighty and huge wave. It appeared perfectly vertical. It was almost twice the height of the other waves. It had a very unpleasant breaking crest. The narrator had never seen such an enormous wave, so he was filled with horror.

WORKSHEET-103

1. (a) At first he slowed down the ship. He dropped the storm jib and lashed heavy mooring rope in a loop across the stern. They double fastened everything. They attached lifelines, put on waterproof clothes and life jackets. After being hit by the first mighty wave, the narrator handed over the wheel to Mary. The stretched canvas and fastened waterproof hatch covers across the gaping holes in the starboard side. As the two hand pumps got blocked and electric pump shortcircuited, he found another electric pump and started it.

Then he checked his charts and started searching for an island—Ile Amsterdam. He got a reading on the sextant. He worked on wind speeds, changes of course, drift and current. He calculated their position. He checked and rechecked his calculations. They had lost main compass. He made discount for magnetic variation in the spare one and also of the influence of the westerly currents. Then he asked Larry to steer a course of 185 degrees. They succeeded in reaching Ile Amsterdam island after 4 hours.

- (b) The narrator, a 37-year-old businessman was a lover of adventure. He had dreamt of going on a round the world sea voyage. He and his wife had spent all the leisure hours for 16 years developing and improving their skills about work or travel on sea. This shows his love for perfection and attention to details.

The narrator was practical in his approach. He engaged two crewmen to help them sail through the rough waters of the southern Indian Ocean. He had keen foresight. They made advance preparations to protect the ship and passengers against violent sea-storms. He did not lose hope, calm or courage in the face of difficulties. He had his priorities fixed. Repairing the damaged ship was essential. Everything else including injuries could wait. He was resourceful also. He managed to steer the course with the help of whatever had been left with them. His presence of mind helped them to overcome troubles. He had a level head. He made exact calculations of their positions and that of the island. He fixed the course and speed. His self confidence and practical knowledge made him a good captain.

WORKSHEET-104

1. While going on an adventure trip, the common practice of travelling in a group improves safety in all regards. If one person is injured, group members can administer first aid or seek help.

If an emergency occurs, a group can pool its muscle power, brain power and body heat.

Another precaution is informing people outside the group of the itinerary and expected return time.

Adventurers rarely get themselves hurt if they manage to avoid particularly dangerous situations. Travelers may become lost either if a party cannot find its way, or if a traveler becomes separated from the party and cannot find it again. Lost hikers may run out of water and food, or experience a change in weather. The best way for leaders is to stop at junctions and wait for the others. Keeping the group together is important in the wilderness, when visibility is blocked due to weather, rocks or trees. One should always carry a map, compass and know how to use them. Likewise a Global Positioning System (GPS) on their mobile or laptop may prove useful as it can pinpoint a traveller's location. Blizzards, flash floods, fog, sandstorm, tornadoes and other weather related events may or may not be predictable and may require immediate response for survival. Some may restrict visibility as does nightfall.

Some medical pre-existing conditions may be triggered or worsened by outdoor activity, particularly when it is sudden or strenuous. Examples include heart disease, asthma, diabetes,

anaemia, allergies, neurological illnesses. So it is necessary to carry medication or seek medical help nearby. Metabolic imbalances can also affect the general functioning and lead to other injuries, examples are dehydration, excessive sweating, food deprivation for many days, hypothermia, heat stroke, altitude sickness, motion sickness, carbon monoxide poisoning, frostbite, sunburn snowblindness, burns, lacerations, plant thorns, animal quills, predatory animals who could attack humans, venomous animals like snakes, scorpions, bees, spiders. Even mosquitoes, ticks and fleas could spread communicable diseases.

So it is necessary that before embarking on an adventure trip, take all the items that could be needed in an emergency, go in a group, stay in the group, inform the nearest authorities in case of emergency, know about first aid techniques, keep yourselves away from all dangers, wear appropriate clothing and shoes and avoid excessive strain.

2. Your ability to tolerate stress depends on many factors including the quality of your relationships, your general outlook on life, your emotional intelligence and genetics. There are many things that influence your stress tolerance level.
 - (a) A strong network of supportive friends and family members is an enormous buffer against life's stressors. The more lonely and isolated you are, the greater vulnerability to stress.
 - (b) If you have confidence in yourself and your ability to influence events and persevere through challenges, it is easier to take stress in stride. People who are vulnerable to stress tend to feel like things are out of their control.
 - (c) Stress-hardy people have an optimistic outlook, they tend to hug challenges, have a strong sense of humour, accept that challenge is a part of life, and believe in a higher power or purpose.
 - (d) You are extremely vulnerable to stress if you don't know how to calm and soothe yourself when you are feeling sad, angry, or afraid. The ability to bring your emotions into balance helps you bounce back from adversity.
 - (e) The more you know about a stressful situation including how long it will last, and what to expect, the easier it is to cope.

3. Respected principal, honourable teachers and my dear friends! The topic of my speech today is "How to Manage Stress."

Our everyday life is full of demands, deadlines, frustrations and troubles. The common external causes of stress are financial problems, major life changes, work, being too busy, relationship difficulties, children and family. Stress can be self generated too. It can be due to inability to accept uncertainty, passivism, unrealistic expectations, perfectionism, negative self-talk or lack of assertiveness.

Long term exposure to stress can lead to serious health problem *i.e.*, it can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, speed up the ageing process. Long-time stress can even revive the brain, leaving you more vulnerable to anxiety and depression. There are many things you can do to reduce its impact and cope with systems: Managing stress is all about taking charge: taking care of your thoughts, your emotions, your schedules, your environment, and the way you deal with problems. Stress management involves changing the stressful situation of when you can, changing your reaction when you can't, taking care of yourself, and making time for rest and relaxations.

Relaxation techniques such as yoga, meditation and deep breathing activate the body's relaxation response. When practiced regularly these activities lead to a reduction in your everyday stress levels and a boost in your feelings of joy and serenity. They also increase your ability to stay calm and cool under pressure.

Thank you

DISCOVERING TUT... (A.R. Williams)

WORKSHEET-105

- On this date for the first time Tutankhamun was removed from his tomb and taken to a C.T. scanner brought there to probe the lingering mysteries surrounding this young ruler.
 - Violent wind raised ghost like shapes of dust. Bulging clouds moved quickly across the desert sky and hid the stars in the grey sky.
 - They gazed at the murals on the walls and peered at Tut's gilded face on his mummy shaped outer coffin lid. Some visitors read from guide book in whisper. Others stood silently.
 - Perhaps some of them were thinking deeply over Tut's untimely death in his teens. Others might be trembling with fear and wondering if the Pharaoh's curse was really true.
 - The pharaoh's curse was that death or misfortune would fall upon those who disturbed him. The silent visitors are the first to refer to it. Later on a guard joked nervously when the million dollar scanner stopped functioning because of sand in a cooler fan.

WORKSHEET-106

- King Tutankhamun was the last of his family line. His funeral marked the end of a dynasty. He was laid to rest laden with gold as the royals in Tut's time were extremely wealthy and thought they could take their riches with them. His tomb was discovered by Howard Carter, a British archaeologist in 1922, more than 3000 years after his death. The rich royal collection of jewellery and golden artifacts fascinated Carter. Visitors thronged the boy King's tomb. The particulars of King Tut's death and its aftermath are not clear. In 1968, more than 40 years after Carter's discovery an anatomy Professor X-rayed the mummy. He revealed a startling fact. The breast-bone and front ribs of Tut were missing. On 5 January 2005 a CT scan was done to obtain precise data for an accurate forensic reconstruction of King Tut. It was hoped that it would offer new clues about his life and death. Thus, Tut's mummy has been the centre of fascination throughout the previous decades.
 - Tut's grandfather, Amenhotep III, was a powerful Pharaoh who ruled for almost four decades at the height of the dynasty's golden age. His son Amenhotep IV promoted the worship of the Aten, the sun disk. He changed his name to Akhenaten, or "servant of the Aten". He moved the religious capital from the old city to Thebes to the new city of Akhetaten. He further shocked the country by attacking Amun, a major god, breaking his images and closing his temples. Thus, the wacky king started one of the strangest periods in the history of ancient Egypt. After Akhenaten's death, a mysterious ruler named Smenkhkare appeared briefly and departed without leaving any sign. Then a very young Tutankhaten took the throne. He is widely known today as king Tut. The boy king soon changed his name to Tutankhamun, "living image of Amun." He supervised the restoration of the old ways. Tutankhamun ruled for about nine years and then died unexpectedly. The details of his passing away are not available. The modern world has speculated about what happened to him. "How did he die and how old was he at the time of his death" are two unanswered questions.

WORKSHEET-107

- Howard Carter was a British archaeologist. He discovered Tut's tomb in 1922 after many years of futile searching. Carter's men removed the mummy's head and cut off almost every major joint to remove the golden adornments.

- (b) Carter found that the ritual resins had become quite hard. These had fixed Tut to the bottom of his solid gold coffin. The heat of the sun could not melt it. So the solid resins had to be chiselled away to free the king's remains from the box.
- (c) Carter said that if he hadn't cut the mummy free, thieves would certainly have found a way of avoiding the guards. Then they would have torn apart everything forcibly to remove the gold.
- (d) Precious collars, inlaid necklaces and bracelets, rings, amulets, a ceremonial apron, sandals, sheaths for fingers and toes and the inner coffin and mask. All of them were made of pure gold. His coffin was of solid gold.
- (e) There were two reasons: first, the royals were extremely wealthy. Secondly, they thought or hoped that they could take their riches with them to the great beyond.

WORKSHEET-108

1. (a) A veil of mystery surrounded Tut's life and death. Old methods of archaeology did not provide satisfactory clues to the circumstances of his death and his age at the time of demise. An X-ray of the mummy in 1968 further complicated the confusion. C.T. scan was undertaken to create a three-dimensional virtual body.

A scanner was taken in a trailer to the sandy area near Tut's tomb. Tut's body was carried there from his tomb in a box. The C.T. machine scanned the mummy head to toe, creating 1700 digital X-ray images in cross section. Tut's entire body was scanned in 0.62 millimetre slices.

The C.T. scan produced clear images of Tut's head, neck vertebrae, ribcage, hand and skull. The results proved satisfactory. A team of specialists in radiology, forensics and anatomy are busy probing the secrets lying buried in Tut's grave with his body.

- (b) Perhaps no other Pharaoh of Egypt has fascinated the public mind so greatly as the boyish king—Tutankhamun. Although he died in his teens and ruled for about nine years only, he introduced certain changes during his brief rule. These were significant as they marked restoration of the old ways of the worship of Amun. The unanswered questions about the causes and modes of his death as well as his age at the time of death kept public curiosity alive.

After his death, his dead body has been a centre of scientific examination. Howard Carter, the British archaeologist discovered Tut's tomb in 1922. In 1968, an anatomy Professor X-rayed the mummy. The Egyptian Mummy Project began an inventory in late 2003. It has so far recorded 600 and is still continuing. The next phase of C.T. scanning with a portable C.T. machine began on 5 January 2005. The pride of place went to King Tut, whose mummy was the first to undergo C.T. scan. Thus, I fully endorse the aforesaid assertion.

- (c) Computerised Tomography or CT scanning machines are an example of recent advances in science in analysing the dead bodies in order to understand the causes of their deaths. Hundreds of X-rays in cross section are put together like slices of bread to create a three-dimensional virtual body. CT scan could answer two of the biggest questions about how the person died and how old he was at the time of his death. A CT scan machine scans the dead person's body from head to toe, creating 1700 digital X-ray images in cross section. The head scanned in 0.62 millimetre slices to register its intricate structures, gives out strange details in the resulting image. The images when put on a computer screen produce a startling picture of a grey head neck vertebrae that appear as clearly as seen in an anatomy class. If there are any injuries in the head, vertebrae, or any other portion of the body which resulted in the person's death, the CT scan would clearly pinpoint the location of the damaged part and the type of damage borne by the body.

Thus CT scans are very effective scientific method for solving the riddles about the causes of death in bodies as old as 3500 years like king Tut of Egypt who died under mysterious

circumstances when he was just a boy. No one really had the answer as to how this boy king (Pharaoh) died 3500 years ago until a CT scan revealed the cause of his death.

THE AILING PLANET... (Nani Palkhivala)

WORKSHEET-109

1. (a) The following lines in the text support the title "*The Ailing Planet*".
 - (i) "Are we to leave our successors a scorched planet of advancing deserts, impoverished landscapes and ailing environment."
 - (ii) A three-year study using satellites and aerial photography conducted by the United Nations, warns that the environment has deteriorated so badly that it is 'critical' in many of the eighty-eight countries investigated.
- (b) The notice "The world's most dangerous animal" at a cage in the zoo at Lusaka, Zambia signifies that man is solely responsible for all the deterioration in environment and depletion of natural resources. Thus, man is the world's most dangerous animal.
- (c) The earth's principal biological systems are being depleted by excessive use. Overfishing is quite common. Forests are being cut to obtain firewood for cooking. Grasslands are turning into barren wastelands and croplands are deteriorating as their productivity has been impaired.
- (d) The growth of world population puts a severe strain on the earth's principal biological systems. Due to excessive human claims these reach an unsustainable level where their productivity is damaged. Development is not possible if world population continues to grow so rapidly. Increasing population brings hunger, poverty and unemployment.
- (e) Scientists have arranged a list of about 1.4 million living species. The number of unlisted species is much more. It varies from three to a hundred million according to various estimates. These still remain unknown and unidentified.

WORKSHEET-110

1. (a) It is painful but true that laws are never respected nor enforced in India. Let us take examples from everyday life. Almost everyone is conversant with the rule of the road. Still there are cases of wrong overtaking, lane jumping, signal jumping, overspeeding and road rage. Our laws insist on compulsory elementary education upto the age of fourteen. Yet we find many illiterate teenager boys or girls of this age loitering around in lanes or employed in petty jobs in roadside restaurants or as domestic servants. Our Constitution insists on the protection and improvement of the environment. The states have been given the responsibility of protecting forests and wildlife. Forests are being cut and illegal shooting of wildlife goes on. Similarly, there are laws regarding abolishing casteism, untouchability and bonded labour. But these remain on paper. In actual life, these are never put into practice. Hence, it can be concluded that laws are never respected nor enforced in India.
- (b) I fully agree with the view contained in the statement. There is every likelihood of such an eventuality occurring in future. There are solid reasons behind this apprehension. Our resources are limited. They will not last indefinitely if we go on consuming them indiscriminately. Fisheries, forests, grasslands and croplands form the basis of the global economic system. They supply us food and raw materials for industry. Increasing population has put a severe pressure on them. Excessive use of these resources have impaired their productivity. In large areas of the world these systems have reached an unsustainable level. The results are awful and disastrous. The fisheries will collapse,

forests disappear, grasslands will become barren wastelands and croplands will lose their fertility. Decimation of forests will increase dryness and heat and there will be less rainfall. Hence there is a possibility of the earth becoming an overheated place full of increasing deserts, poor landscapes and ailing environment in future.

WORKSHEET-111

1. (a) The author points out the importance of the Green Movement by comparing it to the revolutionary ideas of Copernicus. He had taught mankind in the 16th century that the earth and the other planets revolved round the sun.
- (b) We have shifted our perceptions from mechanistic view to a holistic and ecological one. Now we regard the earth as a living organism. It is an enormous being and we are its parts. It has its own metabolic needs and vital processes. We must respect and preserve them.
- (c) The signs of the earth which are connected with life show that the earth is a patient in declining health. We must realize our moral obligations to be good stewards of the planet. We must act as responsible trustees of the legacy of future generations.
- (d) Sustainable development has been defined as the development that meets the needs of the present without putting in danger the ability of future generations to meet their needs. In other words, the present generation would not deprive the natural world of the resources the future generations would need.
- (e) Man is the most dangerous animal of the world. He has learnt a new awareness. He has acted wisely. He has shifted from the system of domination to one based on partnership.

WORKSHEET-112

1. (a) This is a revolutionary statement by Mr Lester Brown. It focuses attention on the position of man in this universe. People take it for granted that the earth is theirs as they have inherited it from their forefathers. They forget the fact that the real owners of the land are our children. We are only custodians or trustees and we must continue development that meets the needs of the present, without compromising the ability of the future generations to meet their needs. We must not strip the natural world of the resources future generations would need. In our effort to feed the increasing millions, we are plundering the heritage of our children. We have been overusing natural resources for our present purposes. Destruction of natural resources will create an ailing environment. Our consumption of non-renewable resources should be checked. We must preserve natural resources and hand them over to children intact as they are the real owners.
- (b) Overpopulation causes many problems in everyday life. The three basic human needs—food, cloth and shelter—have assumed alarming proportions. Fisheries, forests, grasslands and croplands are under severe strain. In many areas they have reached an unsustainable level. People resort to overfishing to obtain protein. Forests are being destroyed to obtain firewood. Grasslands are becoming deserts. Artificial fertilizers have improved the productivity of croplands. Overpopulation hinders development and adversely affects the spread of education and health care among the masses. It is observed that the poor beget more children. It only leads them to unending poverty. More children does not mean more workers but merely more people without work. Thus, overpopulation leads to unemployment. Public transport proves insufficient. We see long queues everywhere. In short, overpopulation leads to deterioration in environment and shortens our lives by causing many diseases.

WORKSHEET-113

1. Respected principal, honourable teachers and my dear friends! The topic of my speech today is "The Earth provides enough to satisfy every man's need but not enough for every man's greed." This is a famous quote by Mahatma Gandhi. He also said that so long as we cooperate with the cycle of life, the soil renews its fertility indefinitely and provides health, recreation, sustenance and peace to those who depend on it. But when the predatory (grabbing other's property) attitude prevails, nature's balance is upset and there is an all-round biological deterioration. Nature...has implanted in its creation the instinct for food... it also produces enough food to satisfy that instinct from day to day. But it does not produce a gram more. That is Nature's way. But man, blinded by his selfish greed, crass and consumes more than his requirements in defiance of Nature's principle, in defiance of the elementary and immutable moralities of non-stealing and non possession of other's property and thus brings down no end of misery upon himself and his fellow-creatures.

Nature never creates more than what is strictly needed for the moment, with the result that if anyone grabs more than he really needs, he reduces his neighbour to destitution. The starvation of people in several parts of the world is due to many of us seizing very much more than we need. Gandhiji has rightly said that there would be no poverty on earth if we made a sacred resolution that we would have no more than we need for our creature-comforts. And it would not do for a millions because he needs them for his creative comforts.

So let us stay away from excessive greed as excessive greed for anything is the root of all evils.

Thank you

Need to Conserve Rainforests

2. The world's rainforests are being destroyed at a mind boggling rate. Rainforests are the forests where trees have very large canopies and the loss of only a few trees can lay an entire area bare. Once these areas are cleared (due to man's activities) most of the animals living in this area move on, leading to a collapse of the ecosystem. Unless conservation efforts in the tropics are intensified, most rainforests will disappear by early next century. We lose 50 million acres of rainforest per year about a football field per second. The driving forces behind rainforest loss are agriculture, cattle raising, logging, oil and gas pipelines and plantation. Often a single road will expose deep parts of the forest to slash-and-burn farming by new settlers. According to a report; as much as 80 percent of global rainforest destruction is caused by conversion of forest into agricultural land.

It is to be noted that the loss of the rainforest in Brazil, Indonesia, South East Asia is causing serious environmental problems. Destroying these forests may cause changes in the world's weather patterns. They also cause serious environmental problems like soil erosion and water pollution. The other side effect of the destruction of rainforests are:

- (a) Wood products on which the rest of the world depends may soon become scarce and expensive.
- (b) Many migrating birds which depend on rainforest habitats would be affected by the destruction.
- (c) Natives who live in these areas suddenly find that they have no place to live.
- (d) There are many rainforest plants and animals that could help scientists develop new crops, medicines and other products.
- (e) These forests contain more than 50% of all the plant and animal species in the world. Destroying these forest will destroy these species forever.

So, we just cannot afford to destroy what nature has given us. We must save the rainforests, thereby ensuring that the future generations also have the benefits provided by these forests.

THE BROWNING VERSION (*Terence Rattigan*)

WORKSHEET-114

- Taplow is respectful towards Mr Crocker-Harris and likes him for his principles. He criticises him for being a feelingless person yet regards him an extraordinary master. He is mortally afraid of him and dare not cut the extra work even on the last day of the term.
 - Yes, Frank seems to encourage Taplow's comments on Crocker-Harris. He shows appreciation for Taplow's imitation of Mr Crocker-Harris and asks him to repeat it. On another occasion, Frank tells Taplow not to keep a good joke (narrated in the style of Mr Crocker-Harris) to himself but to tell it to others.
 - Mr Crocker-Harris appears as a stern master who is a man of principles and stickler to the rules. He believes in fair assessment of his students and is not swayed by emotions, as the man is hardly human. He is not a sadist, but strict in performance of his duties. Even on his last day at school, when he is overbusy in his own affairs, he does not neglect his duty towards his students.
 - Taplow is a boy of sixteen. He is still in the lower fifth. He can't specialise until the next term if he gets his form/division all right. Since his master, Mr Crocker-Harris has not told him the result, he will have to wait till the next day to learn his fate.
 - Taplow does not know if he has got his form. It is because, his master, Mr Crocker-Harris does not tell them the results like the other masters. He is a bit different. When Frank says that a rule says that form results should only be announced by the headmaster on the last day of term, Taplow says that none else except Mr Crocker-Harris pays attention to it. This shows that the man is a stickler to the rules.

WORKSHEET-115

- In old British schools much stress was laid on the study of classical languages—Latin and Greek. Students of the lower fifth form were made to learn a classic play like the *Agamemnon*. Since the stress was on the acquisition of language, the students found it disinteresting and very unpleasant. They could specialise only after completing fifth form.
There was a system of punishment. For a simple error one had to repeat fifty lines. Students were also 'kept in' or called for 'Extra work'. They were mortally afraid of teachers like Mr Crocker-Harris who would abide by rules and show no human feelings. At the same time, the school had teachers who were sadists and others who would break the rules and tell results to the students. Students like Taplow were afraid of hard masters like Mr Crocker-Harris, still they liked him.
 - Whatever we learn about Mr Crocker-Harris is through reactions of other characters and their comments on him. Even this method of indirect presentation helps us to gather a fair picture of the strict and stern middle-aged master. He is in a class by himself and is totally unlike the other teachers. He is a man of principles and sticks to the rules. Unlike other teachers, he does not divulge the results of the form to the students, since it is the domain of the headmaster. He is not a sadist. He does not beat the students. Even then the students are mortally afraid of him. It is because he is

quite strict and shows no emotion, even of anger. He remains calm and composed. He teaches classical languages (Greek and Latin). Even his jokes are classical. Students fail to understand them. He is duty conscious. He is leaving the school at the end of term and is quite busy on the last day in his own affairs, still he asks Taplow to come in for 'extra work'. In short, he impresses us with his fine qualities of head and heart.

WORKSHEET-116

1. (a) Taplow prefers science to literature. He finds it a good deal more exciting than his play which he considers quite unpleasant.
- (b) Taplow modifies his stand. He says that he doesn't think the play is a muck. It has a good plot in fact, a wife murdering her husband and all that. His opinion is based on the way it is taught to them - just a lot of Greek words strung together and fifty lines if one gets them wrong. Thus, Taplow draws a fine distinction between the study of language and literature.
- (c) Taplow is waiting for his master, Mr Crocker-Harris. He has come in to do extra work on the last day of term because he missed a day last week when he was ill. Since the weather is quite fine, he feels quite unhappy to be confined in a room. He might as well be playing golf.
- (d) Other masters would certainly give a chap, a form after his taking extra work, but Mr Crocker- Harris is unlike them. When Taplow asked him about his form, he told the boy that he had given him exactly what he deserved: no less; and certainly no more. Taplow is afraid that he might have marked him down, rather than up for taking extra work.
- (e) Taplow is really shocked at this suggestion. He reacts strongly and says that he couldn't cut Mr Crocker-Harris. It has never been done during his stay there. If he did so, nobody could predict the consequences. Perhaps he would follow Taplow home or do some such extraordinary thing.

WORKSHEET-117

1. (a) The play presents a funny situation. Frank, a young science teacher, finds sixteen-year-old Taplow waiting for his master Mr Crocker-Harris. This lower fifth form student has been asked to come in to do extra work on the last day of the school. Mr Crocker-Harris is leaving the school for good the next day. Being quite busy in settling his own affairs, he has not yet arrived there. Taplow's fears of adverse remarks about his result make us smile.
The interaction between Mr Frank and Taplow is quite amusing. The young science teacher encourages Taplow's comments on Crocker-Harris. The manner in which Taplow imitates his master's voice, manner of speaking and diction are quite amusing. The sudden arrival of Millie Crocker Harris in the midst of an imitation of a joke surprises Frank and makes Taplow nervous. Their reactions are quite amusing. Taplow's unwillingness to leave the place and his fears of consequences in case his master returns before his arrival seem genuine but funny. He feels relieved only when Millie offers to take the blame. All these actions seem exaggerated and funny.
- (b) Science is based on a study of some facts, concepts, principles and their application. It demands cool reasoning and concentration of mind to solve numerical problems and to balance complicated equations. One has to be alert, regular, systematic and punctual. If we miss one class, we miss the link. On the other hand, reading plays provides us more amusement. Most of the plays contain a beautiful plot and a number of characters with diverse traits. Their actions, reactions and interactions provide a lot of

fun and laughter and makes the reading of the play quite interesting. Witty dialogues, irony of situations and intricacies of plots make the plays full of humour and quite absorbing. We never feel bored while reading a play. Every dialogue or action unfolds something new and we eagerly wait for what is to follow next. The study of science proves dull and cold as compared to the interesting reading of plays.

WORKSHEET-118

1. Speaking poorly of someone else is equivalent to selling them. Like Judas, who sold Jesus for thirty pieces of silver. And it was precisely by drawing inspiration from the Gospel passage from Matthew which foretells the betrayal of Judas Iscariot that Pope Francis – in his brief Homily at the Mass he celebrated on Wednesday morning, 27 March, in the Chapel of the Domus Sanctae Marthae – put people on guard against gossip with an explicit invitation: “Never speak poorly of other people”.

The Pope wanted to leave them a thought on the action of Judas, one of Jesus’ friends, who did not hesitate to sell him to the chief priests. “Jesus was like a commodity; he was sold. He was sold at that moment”, the Pope emphasized, “and also very frequently sold in the market of history, in the market of life, in the market of our lives. When we opt for thirty pieces of silver, we set Jesus aside”.

When we visit an acquaintance and the conversation turns into gossip, into back-stabbing and the person at the centre of our babbling “becomes a commodity. I do not know why”, the Pope said further, “but there is some arcane pleasure in scandalmongering”. We begin with kind words, “but then comes the gossip. And we begin to tear the other person to pieces”, And it is then that we must remember that every time we behave like this, “we are doing what Judas did”; when he went to the chief priests to sell Jesus, his heart was close, he had no understanding, no love and no friendship. Thus Pope Francis took up one of his favourite themes, forgiveness. “We think of and ask for forgiveness”, because what we do to the other, to our friend, “we do to God. Because God is in this friend”. And if we realize that our gossiping can hurt someone, “let us pray the God, let us speak to God about this, for the good of the other: God help him”. So it must not be me, he therefore concluded, “who does justice with my own tongue. Let us ask the God for this grace”.

2. If you have a problem with someone, go to the source. If you have nothing else to talk about, make it a point to read up on current events or talk about your own life.

Gossiping is a way of keeping distance. If we are talking about someone else, we’re not sharing about ourselves. In many ways gossiping is a great way to stay safe while also feeling like we’re “in”. We can talk about someone else, laugh, joke, be liked and all the while never be vulnerable... what a great trick!

In particular I’m talking about negative gossip. Negative gossip is spreading hurtful news about someone, talking badly about someone behind his/her back, speaking with contempt about others, ridiculing or laughing at someone, and/or saying something behind someone’s back that you wouldn’t dare say to his/her face.

I believe that people often struggle with gossiping when they are not in a comfortable situation or they are so angry at a person that instead of going to that person to talk about what happened they “vent” to others.

The problem is when we gossip we hurt others and ourselves. We hurt ourselves because we teach people that we cannot be trusted. I remember being in a group of women who would talk about other people without a second thought it seemed. Inevitably, I would walk away wondering what they were going to say about me once I got out of earshot. It was a very uncomfortable feeling. At that moment I realized that if we talk about acquaintances, there’s no reason to think we won’t talk about our friends too.

Gossiping is an easy habit to get into and can be a hard one to break. It can be awkward trying to find something to talk about or not joining in when a group of your friends are all talking about someone. It can also be quite rewarding not to give in to this temptation. You will feel more in integrity, others will experience you as being in integrity and those who know you will trust that you have their back rather than worry you will talk behind their back.

Challenge: Pay attention to when and how you gossip. Come up with a plan to stop it. If someone begins to talk about someone else, change the subject, or tell them in a light-hearted way that you're working on not gossiping so you've decided to talk about yourself incessantly. If you're angry at someone, go to the source and tell them straight—don't bad mouth them to anyone who will listen.

SNAPSHOTS

THE SUMMER OF THE BEAUTIFUL... (*William Saroyan*)

WORKSHEET-119

1. (a) The story gives no indication that the boys were afraid of anyone or anything. Hence the return of the horse was not directed by fear. Secondly, they were not at all conscience-stricken. They did not feel any pangs of repentance or remorse at their action of stealing a horse solely for the purpose of riding it.
Mourad had the horse for over a month when farmer John Byro visited the narrator's house. They retained it for two weeks more. Mourad outrightly rejected the narrator's suggestion of keeping the horse any longer. It was his family pride that would not let him steal. He decided that the horse must go back to its true owner. Hence in order to uphold the family tradition and reputation, the boys returned the horse to its rightful owner.
- (b) One summer morning narrator's cousin Mourad came to his house at four in the morning and woke him up by tapping on the window of his room. Mourad was sitting on a beautiful white horse. The narrator, Aram, longed to ride and leaped up onto the horse behind his cousin Mourad. Since these Armenian families were quite poor, Aram concluded that Mourad must have stolen the horse.
They rode and Mourad sang. Then Mourad had a joy ride alone. Since it was broad daylight, Mourad hid the horse in the barn of a deserted vineyard.
That afternoon, farmer John Byro visited the narrator's house and related his plight. His white horse had been missing for over a month. Uncle Khosrove silenced him with his roaring commands. Aram reported everything to Mourad and requested him to keep the horse till he learnt to ride. Mourad did not agree.
Mourad met farmer John Byro after a fortnight. Byro talked about the fame of their family for honesty. Mourad returned the horse to its owner the next morning.
- (c) The incidents related to uncle Khosrove are quite amusing. The repetition of his pet catchword: "It is no harm; pay no attention to it" causes humour whenever it is used in an incongruous context. Instead of leaving the place, he roared: "It is no harm; pay no attention to it." At the end of the story, uncle Khosrove again became irritated and shouted at farmer John Byro to be quiet. He said, "Your horse has been returned. Pay no attention to it." The incongruity is obvious. The most amusing incident is the conversation between farmer John Byro and uncle Khosrove when the farmer sighed sadly and bewailed the stealth of his horse. Uncle Khosrove remarked. "It's no harm. What is the loss of a horse? What is this crying over a horse?" John Byro tried to explain that his surrey was useless without a horse. Pat came Khosrove's catchword "Pay no attention to it."

WORKSHEET-120

- Mourad was considered crazy by everybody who knew him except the narrator. He was quite crazy about horses. Secondly, he enjoyed being alive more than anybody else.
 - The narrator refers to their poverty. They had no money. They lived in extreme poverty and it was difficult to understand how they got food to satisfy their hunger. He frankly admits that every branch of the Garoghlanian family was living in the most amazing and comical poverty in the world.
 - The Garoghlanian family though now poor, were famous for their honesty even when they were wealthy. They were proud first, honest next, and after that they believed in right and wrong. None of them would take advantage of anybody in the world. They would not steal. No member of the Garoghlanian family could be a thief.
 - The horse was magnificent to look at, gave out a lovely smell and its breathing was quite exciting. Yet he couldn't believe that the horse had anything to do with Mourad, because he couldn't have bought it.
- Mourad is a young boy of thirteen. Mourad was quite adventurous and had a crazy streak in him. Mourad loved horse riding. He had tamed the horse by his affectionate behaviour. It obeyed Mourad faithfully. His love for the horse is evident in the last scene. While parting, he put his arms around the horse, pressed his nose into the horse's nose and patted it. He also had a way with dogs. The dogs of John Byro followed them around without making a sound. He was kind. He treated a young robin which had hurt its wing. He was worldly-wise and knew how to talk to farmers. He is proud of his family which is well-known for their honesty and trust. In short, he is a lovable chap.

WORKSHEET-121

- Aram plays an important role in the story. Besides being the narrator, he is also a commentator. He not only narrates the various adventures, incidents and actions, but also provides useful information regarding the main characters and their behaviour. In fact, he is the fulcrum on which the whole story rests. He gives a graphic description of the Garoghlanian tribe, its members, their traits and economic features. Mourad's father Zorab is described as a practical person, whereas Mourad and uncle Khosrove represent the crazy streak in the tribe. Abject poverty of the family does not diminish his pride in his family which is famous for honesty. He gives a fine description of the horse ride and countryside with its vineyards, orchards, irrigation ditches and country roads.
 - Uncle Khosrove and cousin Mourad have one very important point in common—their craziness. Mourad was considered the natural descendant of uncle Khosrove in this respect. The second similarity is their dominating nature. Both use pet words and phrases and roar aloud to quieten the hearer. While uncle Khosrove says, "It is no harm; pay no attention to it," Mourad boasts "I have a way with horses/dogs/farmers." The difference lies in their age groups and physical build up. Uncle Khosrove a middle-aged person is an enormous man with a powerful head of black hair and very large moustache. Mourad is an athletic young chap of thirteen. Khosrove is irritable, impatient and furious in temper. Mourad is reasonable in conversation.
 - I had just completed my primary education when I visited my uncle, a forest ranger in Dehradun. Uncle had advised us not to enter the deep forest, but forbidden fruit is sweet. My cousin Varun, a couple of his friends and I decided to explore the southern range. In our boyish enthusiasm, we went deep into the jungle and reached a gorge. We were amazed to see a lioness with her cubs. One of us, perhaps, Mohit clicked his camera. The flashlight scared the lioness and she roared and leaped. Fortunately there was a big ditch and she fell into it. A patrol party rescued us. I shudder whenever I think of this adventure when we were close to death.

WORKSHEET-122

1. (a) The narrator was surprised. He knew that his cousin Mourad couldn't have bought the horse. Since he couldn't have bought it, he must have stolen it. However, family pride came in the way. He refused to believe that he had stolen it.
- (b) The narrator stared first at his cousin and then at the horse. There was a pious stillness and humour in each of them. He was delighted as well as frightened.
- (c) It seemed to him that stealing a horse for a ride was not the same thing as stealing something else, such as money. Since he and Mourad were quite crazy about horses, it wasn't stealing. He convinced himself with the thought that it would become stealing only when they offered to sell it.
- (d) Cousin Mourad had a crazy streak. He was quite crazy about horses. He kept the stolen white horse for about six weeks, rode it, loved it, fed it well and hid it in a deserted yard. When he sang in the open countryside, it seemed as if he were roaring.

2. **The Garoghlanian Tribes**

The Garoghlanian family was an Armenian tribe. Eleven centuries ago it was the wealthiest family in that part of the world. However, now every branch of the Garoghlanian tribe was living in the most amazing and comical poverty in the world. These poor people had no money. Nobody could understand where they ever got money enough to keep them with food in their bellies.

The Garoghlanian tribes were famous for their honesty. Honesty came next and then they believed in right and wrong. None of them would take advantage of anybody in the world. No member of the Garoghlanian family could be a thief.

The elders felt pained to remember that they had lost their homeland. The names of the people are semi-Arabic: Mourad, Aram, Khosrove etc.

WORKSHEET-123

1. Honesty is the best policy because the little white lie will be revealed sooner or later. Also honesty can be an advantage because you get to know what's going to happen and what is happening. Otherwise you'll be finding something very weird from what you were expecting or had in mind. Also lies might ruin your life by ruining your friendship and family by coming up with excuses that nobody would understand. By coming up with a weird excuse you might lose the privilege of trust you have from your friends, family and the ones close to you.
Honesty is the best policy because being honest will give you mental peace. You don't have to live with guilt because you lied. If you are always honest with people you don't have to remember the lie you told them. The other person will always trust you. Being honest with someone shows character and shows that you trust them enough to let them know that you tell the truth and nothing but the truth. When someone feels that you are honest with them they tend to trust you more and this builds a strong relationship. It also assures the other person that you are trustworthy. Dishonest people don't get a second chance when they lie because people are soon going to think they are always lying to them.
2. By listening to the voice of our conscience we can know what is wrong and what is right. Our conscience is like a little voice inside us that tells us what God thinks about a matter. Our conscience will do two things for us:
 1. It will tell us when we have done something wrong.
 2. It will warn us that something is wrong before we do it.Our conscience is a wonderful gift from God and we should listen to our conscience and obey it. Yet we, the most developed and gifted species choose to live by killing our own conscience. Our pride, ego, anger and prejudice help us to do things against our very own conscience

until it is too late. The sad fact is that while one does things that go against their own moral values or beliefs, the conscience keeps telling them that it is wrong. Once we do things against our conscience and fail, our conscience begins to hurt us with the feeling of severe guilt. But instead of taking the necessary steps to undo the damage many still continue to stifle the inner voice with rage and anger. We the intelligent, civilized and knowledgeable species choose such, what an irony it is.

The gift of conscience is a wonderful thing. It is the conscience that makes the individual set out to accomplish great feats and do the impossible. It makes people charitable, invokes the wealthy to become philanthropists, invokes love, compassion and righteousness. It makes us become better people, do greater things in life and helps us to succeed. It is conscience that makes people do extraordinary things in life. It empowers us with the wisdom and courage to do things against all odds. It provides us the energy and strength to persevere. It makes people attain the impossible. It helps people realise and develop compassion, it urges in to serve humanity, help others, make ourselves worthwhile, help the weak, protect the innocent, be generous – the sort of thing that heroes do. But when we drown our conscience with greed, fury, anger and hate, we lose our ability to reason which leads to many actions that we will continue to regret for long or forever. So we must, therefore, listen to the voice of our conscience.

THE ADDRESS (*Marga Minco*)

WORKSHEET-124

1. (a) During the pre-war times, the narrator lived in the city in a small rented room. Its windows were covered with blackout paper. She could not see the beauty of nature outside her room. The threat of death loomed large.
After the liberation, everything became normal again. Bread was getting to be a lighter colour. She could sleep in her bed without any fear of death. She could glance out of the window of her room each day. One day, she went to 46, Marconi Street as she was eager to see all the possessions of her mother stored there. She felt disappointed when Mrs Dorling neither recognised her nor let her in. She asked her to come again someday.
- (b) The narrator remembered the address 46, Marconi Street. Her mother's valuable belongings were stored there. After her mother's death, the narrator had an urge to visit the place. She was not allowed to enter the first time. On her second visit she found herself in the midst of those things. She felt oppressed in the strange atmosphere. These objects evoked the memory of the familiar life of former time. But they had lost their value since they had been separated from her mother and stored in strange surroundings. She no longer wanted to see, touch or remember these belongings. She resolved to forget the address. She wanted to leave the past behind and decided to move on.
- (c) The human predicament that follows war is amply illustrated through the experience of the narrator. The war had caused many physical difficulties as well as emotional sufferings to her. She had lost her dear mother. She went to 46, Marconi Street to see her mother's valuable possessions. How greedy and callous human beings can become is exemplified by the behaviour of Mrs Dorling who refused to recognise the narrator. The presence of her mother's possessions in strange atmosphere pained her. Now these valuables had lost all their importance for her as they had been separated from her mother. She could get no solace or comfort from them.

WORKSHEET-125

1. (a) She thought that perhaps the woman was not Mrs Dorling. She had seen her only

once, for a brief interval and that too years ago. Secondly, it was probable that she had rung the wrong bell.

- (b) The woman was wearing the green knitted cardigan of the narrator's mother. The wooden buttons were rather pale from washing. She saw that the narrator was looking at the cardigan. She half hid herself again behind the door. Her reaction convinced the narrator that she was right.
 - (c) The interview was a flop as far as the narrator was concerned. Mrs Dorling refused to see her and talk to her in spite of the narrator's repeated requests.
 - (d) The narrator's mother had given her the address, years ago during the first half of the war. The narrator came home for a few days and missed various things in the rooms. Then her mother told her about Mrs Dorling and gave her the address.
2. Years ago, during the first half of the war, the narrator went home for a few days to see her mother. After staying there a couple of days she noticed that something or other about the rooms had changed. She missed various things. Then her mother told her about Mrs Dorling. She was an old acquaintance of her mother. She had suddenly turned up after many years. Now she came regularly and took something home with her everytime she came. She suggested that she could save her precious belongings by storing them at her place. Mother told her address, Number 46, Marconi Street.

WORKSHEET-126

1. (a) In the post-war period the narrator went to 46, Marconi Street. Mrs Dorling opened the door a chink. The narrator came closer, stood on the step and asked her if she still knew her. Mrs Dorling told her that she didn't. The narrator told her that she was the daughter of Mrs S. Mrs Dorling kept staring at her in silence and gave no sign of recognition. The narrator recognised the green knitted cardigan of her mother that Mrs Dorling was wearing. Mrs Dorling asked with surprise if she had come back. She declined to see the narrator or help her.
- The brief interview shows that Mrs Dorling was deeply materialistic and lacked grace, gratitude and hospitality.
- (b) The second visit of the narrator to 46, Marconi Street was different from the first one in one respect. She was led to the living room, where she could see and touch some of the things she had wanted so eagerly to see. The touch and sight of familiar things aroused memory of her former life. These objects had now lost their real value for her since they were severed from their own lives and stored in strange circumstances. She resolved to forget these objects, and their past and move on. This is clear from her decision to forget the address.
 - (c) When the nights are long and you can't sleep for all the sadness of a past left unresolved; when your past haunts both your waking hours and your dreams... it is likely that you are in the grip of anxiety and inertia. There will always come a point at which you must cease to remain stuck in the past or it will define you and mark every step you take from now on. There are some steps involved in making a new beginning:-
 - (i) Prepare to face the challenges. Address the underlying sorrow, pain and anger otherwise the unresolved part will continue to haunt you. Fully comprehend what happened in the past and learn from it, otherwise you will live in the grip of the past subconsciously and let it eat you away gradually.
 - (ii) Accept that you cannot change what happened. It is possible to rewrite the facts of what happened and went through, but it is possible to rewrite the way you perceive it and handle it from now onwards. If you don't, your hurt self will carry over this emotional pain into all new experiences and relationships possibly poisoning them and looming them to failure without any conscious desire on your behalf.

- (iii) Let go. Acknowledge that you are living in real time carrying the baggage of old time. And then let go of it.
- (iv) Remove the past from your future. This simply means that you must learn to stop letting past experiences control you.
- (v) Create a positive future.
Combine the knowledge that you cannot change the past with the knowledge that you cannot predict the future. But you can take responsibility for yourself and how you reach. Instead you now learn to embrace the reality that the future is as yet unwritten and if you want it to be a positive and strong experience, the power lies within you to achieve this.
- (vi) Take it slowly but surely. Remember that no overnight transformation will occur when you are trying to move yourselves through past actions. It all takes time and you will only achieve the best and soundest results by allowing yourself the time and space to move on.
However there are some simple and practical things that help you to leave the past behind and assist you in your thinking processes.
Write down your feelings in a letter, poetry or prose. From that allows you to let out the feelings. You should not keep this writing as it would open up the emotional backlog.
- (vii) Avoid rash decisions. While you are going through the healing process to strengthen your ability to deal with the past in a reasoned and distanced manner, keep aware of the triggers that send you back to the past experiences. This also means avoiding making decisions in haste that you may regret later, such as cutting off all ties with somebody in the family, or sending notes with vitriol to people, or quitting from something you have been doing. You have to strengthen yourselves to remain calm and take enlightened decisions rather than making merry with curses and burning your bridges with no case for tomorrow. You do care about tomorrow—a responsible, thoughtful and clear future that is free of being controlled by past experiences.

WORKSHEET-127

1. (a) Mrs Dorling was an old acquaintance of the narrator's mother. The latter had not seen her for several years. Then she suddenly turned up and renewed their contact. Every time she left that place she took something with her—table silver, antique plates etc.
 - (b) Mrs Dorling suggested to the narrator's mother that she should store her belongings at a safer place. She wanted to save all her nice things. She explained that they would lose everything if they had to leave the place.
 - (c) The narrator's mother was a kind-hearted, generous and liberal lady. She was fond of collecting valuable things. She is more worried about the physical risk to Mrs Dorling than losing them to her. She thought it an insult to tell her friends to keep those things for ever.
 - (d) The narrator did not feel convinced about her mother's concern for Mrs Dorling. The latter was keen on removing the precious possessions of the narrator's mother to her own house. It seems that the narrator did not like Mrs Dorling's excessive interest in her mother's belongings. It is evident from the questions she puts to her mother.
2. The title of the story '*The Address*' is quite apt. It is the spring wheel of the action. In fact, the whole action centres round it. The title is quite suggestive and occurs at the beginning, middle and end of the story. It was her mother who informed her about the place where Mrs. Dorling lived and asked her to remember it.
The story ends dramatically with the narrator's resolve to forget the address. The wheel comes full circle. She had remembered the address for so many years and now since the

belongings of her mother stored there have lost their usefulness, she finds that forgetting this address would be quite easy.

RANGA'S MARRIAGE (*Masti Venkatesha Iyengar*)

WORKSHEET-128

1. (a) The narrator says that during the last ten years English language has made inroads into Indian countryside. Now there are many who know English. During the holidays, one comes across them on every street, talking in English. They bring in English words even while talking in Kannada. The narrator considers it disgraceful. The use of English language before a native Kannada speaker caused confusion.

Ranga was influenced by the English way of life. Like them he wanted to marry a mature girl and not a young present-day bride. He told the narrator that he would marry when he grew a bit older. Secondly, he wanted to marry a girl he admired. He was not in favour of arranged marriages. This shows the influence of English way of life on modern young educated Indians. The narrator did not approve of it.

- (b) This story presents astrologers in an unfavourable light. The author seems to be having a dig at them through the words of the narrator. The story gives a graphic description of how the narrator employs the astrologer to trick an unwilling youngman to agree to marry a young girl. He tutors him in all that he wants him to say.

The narrator took Ranga to the astrologer. The Shastri called astrology an ancient science. He told Ranga that he was thinking about a girl. She had the name of some thing found in the ocean. He assured them that their negotiations would definitely bear fruit. Ranga was impressed by the science of astrology.

That evening the narrator congratulated Shastri for repeating everything he had taught without giving rise to any suspicion.

This shows that astrologers' perceptions are based more on hearsay and conjecture than what they learn from the study of the stars.

- (c) In the past, marriages in India were usually arranged by parents/relatives. After independence, certain changes have come in the economic and social set-up of the Indian society. Women empowerment has made women men's comrades and equals and not a mere prisoner confined within the four walls. Women education and access to jobs have changed the attitude of modern males towards them. A girl is now accepted as a partner in marriage for her worth or qualities rather than the dowry. Marriageable young boys and girls have now more say in the choice of partners. Early marriages have been banned legally. Indian society has certainly moved a long way from the time of arranged marriages.

WORKSHEET-129

1. (a) First is the raw mango. The sourness of its bite is sure to get straight to the *brahmarandhra* i.e., the soft part in child's head where skull bones join later. Second speciality is a creeper growing in the water of the village pond. Its flowers are a feast to behold. You can serve afternoon meal to the whole family on its two leaves.
- (b) Ten years ago, there were not many people in the village who knew English. The village accountant was the first one who sent his son Ranga to Bangalore to pursue his studies. It was quite an important event then. The narrator highlights it by saying that the village accountant was the first one who had enough courage to send his son to Bangalore to study.
- (c) Ranga's homecoming was a great event. The crowds milled around his house to see

whether he had changed or not. People were quite excited as the boy was returning home after studying English at Bangalore. Everyone was surprised to see that Ranga was the same as he had been six months ago, when he had first left the village.

- (d) The old lady ran her hand over Ranga's chest. She looked into his eyes. She was satisfied to find the sacred thread on his body. She was happy that he had not lost his caste.
2. The narrator, Shyama, is dark in colour. He calls himself 'a dark piece of oil-cake'. He is an elderly gentleman. He is a keen observer of men and manners. He notices the influence of English—the language and the way of life on Indian society. He is a purist who is pained at the indiscriminate use of English words in Kannada conversation. He considers it disgraceful. He does not approve of the English custom of love-marriage either. He is a well-meaning gentleman who has the good of others in his heart. The narrator is a good strategist. He tries his utmost to get the marriage between Ranga and Ratna settled. The narrator loves fun and humour. He has the capacity to make others laugh at him.

WORKSHEET-130

1. (a) The author refers to Hosahalli, the village of Rangappa and the narrator. From the narrator's point of view it is an important village in the Mysore state. The place has been ignored both by British and Indian authors. No cartographer has put it on the map.

The raw mangoes from the mango trees in the village are quite sour. The creeper growing in the village pond had beautiful flowers and broad leaves. The latter can serve as plates for serving afternoon meal. The village doctor Gundabhatta also speaks glowingly of Hosahalli.

- (b) Ranga, the accountant's son enjoyed a unique distinction. He was the first one to be sent to Bangalore to pursue his studies. It was an important event in the village—a sort of first of its type.

Naturally, Ranga's homecoming was a great event. People were quite excited because Ranga had returned home after studying English at Bangalore. An old lady ran her hand over Ranga's chest. She looked into his eyes. She was satisfied to find the sacred thread on his body. She felt happy that he had not lost his caste. People disappeared from the scene, once they realised that Ranga had not undergone any material change.

- (c) When Ranga returned home after getting his education in Bangalore the narrator asked Rangappa how he was. Ranga folded his hands and touched the narrator's feet. He said that he was all right, with the narrator's blessings. The narrator blessed him and wished that he might get married soon.

That afternoon, when the narrator was resting, Ranga came to his house with a couple of oranges in his hand. The narrator thought that Ranga was a generous, considerate fellow. He was of the opinion that it would be fine to have him marry, settle down and be of service to the society.

WORKSHEET-131

1. (a) The narrator refers to the practice of young persons who during the holidays in village, go on talking in English or bring in English words while talking in Kannada. He calls this mixing up of languages 'disgraceful'. He gives the example of the use of the English word 'change' to an illiterate person. The old lady, being asked to come the next day, went away disgruntled.
- (b) During the British rule, hundreds of persons were kept inside a single room. The next morning most of them were found dead due to suffocation. The narrator uses the expression 'Black Hole of Calcutta' to suggest the large number of people who had turned out to see Ranga.

- (c) Ranga greeted the narrator with full devotion. He not only folded his hands, but also bent low to touch his feet. A present-day boy would stand stiff like a pole without joints, keep head towards the sun and jerk his body as if it were either a hand or a walking stick. The narrator, being old fashioned did not approve of it.
- (d) Ranga did not want to get married at an early age. He wanted to find the right girl. She should be mature enough to understand his love talk. Secondly, he wished to marry a girl he admired. He was against marrying quite young girls who had no manners or were not careful of their face or figure.
2. Modern English, sometimes described as the first global lingua franca is the dominant language or in some instances even the required international language of communications, science, information technology, business etc. A working knowledge of English has become a requirement in a number of fields, occupations and professions such as medicine, computing, and as a consequence over a billion people speak English to least a basic level. It can also be said to be the single most important language. It is important because it is the only language that truly links the whole world together. English can be used as a language in any part of the world. This is because at least a few people in each would know the language. Though these people might not have the same accent on others, the language as learnt will be understandable.

Education has increased the role of English. People who go to another country to study can only have English as their medium of study. This is because the individual will not be able to learn a subject in the local language of the country.

All correspondences between offices in different countries and also between political leaders of various countries are in English. This linking factor also tells us of the importance of English language. It is the language in which most of the information and websites are available. With internet becoming very important in education, English language is bound to grow. Then the importance of English as a language is emphasized. The future of English as a language is very secure. The day is not far off when this language will become the single language of the world like Europeans have a single currency.

So learn English and then you can teach your children English – or if they are already learning English – You can now communicate with them in English.

Moreover English poses no danger to Indian languages. Indian languages are vibrant and are developing by the contributions of great minds using them as their vehicle of expression. English is available to us as an historical heritage in addition to our own language. So, we must make the best use of English to develop ourselves culturally and materially so that we can compete with the best in the world of mind and matter. English language is our window to the world.

ALBERT EINSTEIN AT SCHOOL (*Patrick Pringle*)

WORKSHEET-132

1. (a) Exchanges between Einstein and History teacher show that Einstein is honest and truthful. He admits his shortcomings frankly. He has firm and well-defined opinions. He explains precisely what he thinks. Thus his basic intelligence, logical reasoning and lucid expression are highlighted. He showed the sparks of genius even at a young age. His Maths teacher had a high opinion of him.
- The head teacher told Albert that he was expelling him from school because his presence in the classroom made it impossible for the teacher to teach and other pupils to learn. Albert didn't say even a single word. Holding his head high, he went out with a sense of pride. Thus he had a lot of self-control. Albert was not at all impolite. He addressed his teachers respectfully and answered the questions honestly.

(b) Albert Einstein's miserable five years' stay at school is a telling comment on the system of education prevailing then and existing even now. This system of education has no room for individual aspirations, brilliance or aptitude. It discourages genius and originality and encourages mechanical dullards or the so-called 'average' students. This system lays stress on facts and dates rather than ideas. It ignores originality and creativity, which lead to progress and development.

The teachers and authorities insist on discipline and conformity. Brilliant students like Albert Einstein are considered dullard, stupid, incompetent, unfit rebels.

(c) Learning the dates of battles or the details about victorious armies are facts. These details are part of knowledge which are content-based. Learning facts or parrot-like learning *i.e.*, learning without understanding is what we call information gathering.

Analysing the facts, ascertaining the causes that led to a certain incident such as an uprising or a war and learning the ideas that spring from such actions are part of insight information. It gives us a clear perception into the true nature of a thing. Such knowledge increases our logical reasoning, power of analysis, interpretation and understanding. It makes us think.

WORKSHEET-133

- (a) Mr Braun asked Albert in what year the Prussians defeated the French at Waterloo. Albert told him that he didn't know. Mr Braun said that he had told them so many times. Albert told him that he saw no point in learning dates. These could be seen in books. This made him speechless.

(b) Mr Braun, the history teacher asks for Einstein theory of education. He does so highly sarcastically and in a mocking tone.

(c) For Einstein ideas are important; facts do not matter. He considers learning the dates of battles or the details about victorious armies meaningless. He is more interested in the causes that led the soldiers to kill each other.

(d) The history teacher felt amazed as well as annoyed at Albert's stubbornness. It was because Albert challenged all the established norms of attaining knowledge. Modern students do not agree with the history teacher's view. Education is not a mere acquisition of certain facts and their verbatim reproduction.
- Mr Braun, the history teacher laid stress on learning dates and facts. Young Albert Einstein was found wanting. He didn't know in what year the Prussians defeated the French at Waterloo. He claimed that he couldn't see any point in learning dates. One can always look them up in a book. The teacher felt angry as well as amazed at Albert's stubbornness. The boy insisted that learning facts is not education. Mr Braun then sarcastically asked Albert to tell the class the Einstein theory of education. Albert said that ideas are more important than facts.

Mr Braun felt exasperated. His eyes were cold and cruel. He punished Albert by making him stay in for an extra period that day. He had a low opinion of Einstein and called him 'a disgrace'.

WORKSHEET-134

- (a) This extract mentions only two of the teachers of young Einstein. They are: Mr Braun—the history teacher and Mr Koch—the mathematics teacher. The former was not at all interested in understanding Albert and bringing out his potential. Secondly, he had a sarcastic attitude and mocking tone towards Einstein. Instead of helping the development of a talented boy, he complained to the head teacher and got him expelled.

Mr Koch appreciated Einstein's genius, and had a good opinion of him. But he too was confined to his subject and didn't take interest in the real person. All this was because of the curriculum-centred approach.

- (b) Two factors made Einstein's life in Munich miserable. These were his school and residential environment. The school was a hateful place. He had many bad days when he got punishment. He hated going back to school. Einstein found the system of education uninspiring and the teachers, unsympathetic.

He had his lodging in the poorest quarters of Munich. The food was bad. Lack of comfort, dirt and squalor made his life miserable. The atmosphere of slum violence was oppressive. Albert found young students fighting duels and killing others. The scars on the face were badges of honour for the victors.

- (c) Yuri performs an important function in young Albert's life. He is the friend, philosopher and guide for Albert. He is in fact Albert's confidant. Yuri is the only person in Munich that Albert likes. Yuri helps Albert in his plans to obtain a medical certificate of nervous breakdown from Dr Ernest Weil advising rest for six months.

Yuri again guides the course of Albert's ship of life. He advises Albert to obtain a written reference from the mathematics teacher before seeing the head teacher. Albert follows his advice faithfully. Yuri is like a pillar of strength to the miserable young Albert in a foreign land.

WORKSHEET-135

1. (a) Dates and facts are parts of knowledge which are content based. Albert thought that there was no point in learning dates and facts because these could be ascertained from the books any time by just looking them up. Secondly, for him learning facts was not education.
- (b) No, Albert is not at all impolite. He addresses his teacher respectfully. Secondly, he answers the questions honestly. He does not think that his free and frank opinion will annoy the teacher and will be construed as impoliteness.
- (c) The history teacher had a very low opinion of Albert. He called Albert an ungrateful boy who ought to be ashamed of himself. He suggested that Albert should ask his father to take him away from school.
- (d) The history teacher's eyes got cold and cruel. He said he didn't want a lecture from him. He punished Albert by making him stay in for an extra period that day. He told him that he was a disgrace. Moreover, he didn't know why he continued to come.

2. Albert had told his father to take him away from the school. However, his father insisted that he should obtain a diploma first. For Albert, staying at that school meant wastage of time and money.

One day, he had a bright idea. He asked Yuri if he knew some friendly doctor. He could say that Albert suffered from nervous breakdown. The doctor would certify that the disease was 'bad for him to go school'.

Yuri fixed appointment with Dr Ernest Weil. Albert was frank and truthful. The doctor issued a certificate advising him rest for six months. The certificate proved useless as the head teacher was bent on expelling Albert.

WORKSHEET-136

1. The present education system in our country fosters mediocrity among students. It does not give the opportunity to the students to show their capabilities to the fullest. It caters to the average IQ level students only. Teachers don't teach their subjects properly because their syllabuses are crammed up with too many activities. Moreover the classrooms are teemed with three times the number of students which a teacher can conveniently handle. In Indian schools like the government aided schools, church aided schools, privately funded and owned schools, public schools, the number of students in each section of a class

ranges from 50 to 80, whereas the schools in UK and USA have not more than 15 students in each section in each class.

Many teachers hardly know the names of the students, their weak points or strengths, their likes and dislikes, their behaviours, their skills, their talents. The tests conducted by most of the schools check the academic performance of the students only. There are no provisions for overall assessment of the students; even if they exist, it becomes a gigantic task for one single teacher to assess the overall assessment for eighty odd students in each class.

What is needed is a reduction in the number of students per class, recruitment of more teachers, so that the teacher can give individual attention to each student. Moreover the necessity of teaching all subjects to the students should be curbed. Students should study only those subjects which seem interesting to them. That way they can delve deeper into that subject and learn its intricacies. They can become masters in that subject rather than a jack of all trades. In the lamp of specialization, such a strategy is very much needed for survival.

2. Rote learning is a memorization technique based on repetition. The idea is that one will be able to recall quickly the meaning of the material the more one repeats it. This method is used routinely in instances like learning one's lines in a play or memorizing a telephone number. It is widely used in the mastery of foundational knowledge. Example of school topics where rote learning is frequently used include phonics in reading, the periodic table in chemistry, multiplication tables in mathematics, anatomy in medicine, cases or statutes in law, basic formulae in any, science etc. By definition rote learning deliberately avoids comprehension of facts, so by itself it (rote learning) is an ineffective tool in mastering any complex subject at an advanced level. One example of rote learning can be observed in preparing quickly for exams, a technique preferred to as "Cramming".

Rote learning is sometimes mentioned in a derogatory term as "parroting, regurgitation, cramming or mugging" because one who engages in rote learning may give the wrong impression of having understood what they have written or said. It is strongly discouraged by many new curriculum standards. For example, science and mathematics standards in the United States specifically emphasise the importance of deep understanding over the mere recall of facts, which is seen to be less important.

In maths and science, rote methods are often used, for example to memorise formulas. There is greater understanding if students commit a formula to memory through exercise that use the formula rather than through rote repetition of the formula. Newer standards often recommend that students derive formulas themselves to achieve the best understanding. Students who learn with undertaking are able to transfer their knowledge to tasks requiring problem solving with greater success than those who learn only by rote. Rote learning is widely practical in schools across Brazil, China, India, Pakistan, Malaysia, Singapore, Romania, Japan, Turkey, Italy, Greece etc. Some of the nations are admired for their high test scores in international comparisons while some of these nations regularly rank near the bottom in international tests. Chinese and Taiwanese learners hold high tradition of rote learning as being an integral part of their culture.

It is necessary to pay more emphasis on active learning, critical thinking and communication over more recall of facts. In United Nations Arab human development report for 2004 the Arab researchers claim that rote learning is a major contributing factor to the lack of progress in science and research & development in the Arab countries. Asian nations though scoring well on skill test, are also studying standards of nations such as the United States to increase innovation and creativity. Therefore, there is a need to move away from rote learning towards deeper understanding of the subject. This will ensure better progress in the long run.

MOTHER'S DAY (J.B. Priestley)

WORKSHEET-137

- (a) The play raises many serious issues. The first and foremost is proper appreciation of a housewife's role and responsibilities. Those who work eight hours a day and forty hours a week treat the housewife as an unpaid domestic servant, who must carry out their orders. They neither request her nor thank her for her services. The second issue is the reciprocity of love and gratitude towards the mother or wife. The husband, son and daughter leave the lady of the house alone every night and go out to enjoy themselves in their several ways. They do not take any notice of her and have become thoughtless and selfish.

(b) The incidents of unfair treatment to the fair sex at home, at work, in public transport and elsewhere will prove handy. The examples of exploitation of female workers with lower wages, harassment by seniors, indecent remarks, eve-teasing and molestation can highlight the problems of social inequality that women face in practice. Even in the twenty-first century women face the same problems in spite of the talk of women empowerment. Examples of rapes and sexual harassment which hug the limelight in daily newspapers can also be included to highlight the problems of insecurity of women in modern society.

(c) Yes, drama is certainly a good medium for conveying a social message. Direct moralising is often resented and usually ignored. Drama is a presentation of a slice of life through characters placed in various situations. The attention of the spectators centres round their actions and reactions. Most of them feel fully involved with the protagonists. The working out of the theme generally leaves a message—sometimes obvious and explicit but in most of the cases, indirect and implicit. The social message of these plays seems to come out of the interactions of the characters and their traits of character.

WORKSHEET-138

- (a) The two ladies are sharply contrasted. Mrs Pearson is a pleasant but worried looking woman in her forties. She speaks in a light, flurried sort of tone with a touch of suburban cockney. Mrs Fitzgerald is older, heavier and has a strong and sinister personality. She smokes. She has a deep voice, rather Irish tone.

(b) Mrs. Pearson feels obliged to Mrs Fitzgerald for telling her fortune. She thinks it quite wonderful having a real fortune teller living next door.

(c) Mrs Fitzgerald is quite equivocal in her predictions. She says it could be a good fortune or a bad one. All depends on Mrs Pearson herself now. She asks her to decide firmly. Her fortune depends on it.

(d) Mrs Pearson devotes all her time and energy to serve her husband, son and daughter. These thoughtless and selfish persons go out every night to enjoy themselves leaving Mrs Pearson alone at home. She is no better than a servant in her own home. Mrs Pearson herself is responsible for the ill-treatment, neglect and lack of concern shown to her.
- The latest film I have watched recently is 'SWADESH'. It has a strong message of social reform. An Indian scientist at NASA (America) is filled with deep agony on visiting his ancestral home in India. He returns to his native country (Swadesh) to begin his work of rural uplift. For him self-help is the best help. We cannot depend for everything on the Government. This remote village is plunged in darkness after sunset as there is no electricity. With the help of a few villagers, the scientist is able to produce hydro-electricity and light the village homes. The water can be used for irrigation purposes also. Thus, the economic and social condition of the villagers undergoes a sea-change.

WORKSHEET-139

1. (a) The theme of the play is the status of women in their own household. The housewife serves the members of her family with complete devotion, sincerity and love. However, she is never given the regard, attention or thanks due to her. Instead of being politely requested for a favour, she is ordered to do it. She gets no thanks in return.
The theme is worked out by portrayal of the Pearson family. Mrs Pearson is the harassed mother. Her daughter Doris, son Cyril and husband George take her services for granted. The harsh treatment meted out to them by the personality of Mrs Fitzgerald (in the body of Mrs Pearson) reforms them and they obey the mother willingly.
- (b) Mrs Pearson is a pleasant but worried-looking woman in her forties. She loves her husband and children very much and runs after them all the time. She feels neglected and lonely but lacks courage to discuss things with them. She is not willing to act as a tough mom as she is nervous and fluttering by nature. She is so tender-hearted that she is shocked to see the rough treatment meted out to her children. She decides to change back to her original personality to deal with her family herself. She is indeed a loving and affectionate mother and a devoted wife.
- (c) I fully agree with the aforesaid statement. Drastic situations need drastic remedies. The thoughtless, selfish and spoilt members of the Pearson family do not understand the language of love and affection. Mrs Pearson with Mrs Fitzgerald's bold and dominating personality and her toughness makes them realise their own state. Doris is the first to learn her lesson in civility, politeness and self-help. Cyril is also told to help himself. The mother's declaration that she too will henceforth work forty hours a week, have the weekends off and go somewhere to enjoy herself come as a shock treatment. The balloon of her husband's ego is punctured by disclosing to him how people at the club make fun of him.

WORKSHEET-140

1. (a) Mrs Fitzgerald tells Mrs Pearson to decide firmly and stick to her decision. She must assert her position and become the real mistress of the house. Her own initiative can help her. She must let them wait or look after themselves for once.
 - (b) Mrs Pearson loves her husband and children too much. She does not find courage enough to discuss the problem with them. She only keeps dropping hints. She hates any unpleasantness. She does not know where to start. She doesn't know how to begin discussion with the other members of the family.
 - (c) Mrs Fitzgerald offers to deal with the family of Mrs Pearson and teach them to treat her properly. Mrs Pearson feels flustered. She thanks her saying that it wouldn't do at all. They would resent being ill-treated by somebody else and wouldn't listen.
 - (d) She tells Mrs Pearson that she will deal with her family not as herself but as Mrs Pearson. They will change places or really bodies. Mrs Pearson would then look like Mrs Fitzgerald and the latter would look like the former.
2. Mrs Fitzgerald plays a very important role in the play. She understands the problems that Mrs Pearson faces. She suggests the ways and methods of tackling the situation. Mrs Fitzgerald adopts an exchange of personalities. Now as Mrs Pearson, with the personality of Mrs Fitzgerald, she puts the plan of reformation in action. She shocks them by being tough with them in word and action. She asks them to look after themselves. She tells them plainly how they behave at home and workplace. She is equally blunt with Mr George Pearson. In short, she makes them realise their responsibility towards the mother. In the end, she performs the exchange of personalities once again. Thus, she is the main spring of initial action, climax and denouement.

WORKSHEET-141

1. Nothing comes close to having love that a mother has for her children. Most women are great mothers to their children. Women that carry their children before they are born and then continue caring them throughout their childhood and even into adulthood. Moms make sure that their children are safe and happy through their childhood. It is the unconditional love that a mother feels for her children that drives these feelings. It is hard to describe the feelings that a mom has towards her children. Most people don't understand this love unless they are mothers themselves. Raising a child comes with a lot of frustrations, starting the needy new born baby that needs regular care to a teenager, a mother's job is everything but easy. A famous saying states that "God could not be everywhere and so he invented mothers", these words are an inspiration to mothers all across the world. A mother puts her children before anything else, including their own comfort and happiness.

Mothers give a lot of support to their child, whether it is a visible support or background encouragement. Mothers not only support their children, but also hold the whole family structure together. This role is not always plain sailing. Mothers can also be mad or hurt. Mothers often take the fallout of her toddlers tantrums and teenagers anger. Despite this, mothers love their children no matter what they do.

Mothers are always cheerleaders to their children: sometimes in loud and visible ways sometimes in unspoken way in the background. Mothers can often be the backbone of their families. A mother's job is not always the easiest one. Moms have to make sacrifices and can also have their hearts broken. The great thing about mothers is that they usually understand and love their kids in all ways.

Every year there is a day set aside to celebrate the role of mothers. This day is called "Mothers' Day" This is a good opportunity for children of all ages to show their appreciation for what their mothers have done for them. They can plan for giving surprise gifts to them. They can present a big floral bouquet or a gift which she always has cherished. Of course, children can take help from their fathers as regards the money to be spent on the gift. They can also take her to a fine restaurant on dinner. Infact, what they need to do more to lend a helping hand to their mothers whenever they can. They should always be nice to their mothers and never hurt them or say any harsh word.

2. A good mother has been historically expected to contribute her whole life to her family. Mothers have been the glue that holds a family together because it is upto them to provide the loving care and support needed by growing children. The nurturing a mother provides is unparalleled and a vital part of a child's care. It takes learning and practice to become a qualified mother. It is not an easy job because mothers must learn as they go. A good mother is obligated to care for her family and put them before anything else. The ideal living environment that a mother can provide for her children is a warm caring home.

In our current society many problems arise for the role of a mother. Traditional beliefs are being tested because many moms are now single parents and have to take on an even bigger role in the life of their child. Not only must they provide the care and support a child needs but they must also provide income enough for the family to live on. This is a huge role for anybody to take on. It is extremely difficult for a mother to provide everything a child needs so it helps if the child has another male figure to look up to.

As times change, mothers change to meet the new roles that they are expected to play. Gone are the days where most mothers just cared for the family and the home. Mothers today are a lot of things to a lot of people. Mothers still have to fill the mother role, but it is not felt that they are the only ones responsible for rearing the family.

The changing role of mother today includes career issues, responsibility for total home care, education of children, healthy life styles for family, and there is more focus on

mother as a person with needs of her own. You didn't disagree with mom on issues of life styles and how to care for the home. The problem with the role of mothers then and the role they now have is the need to feel that they had to be all things to all people.

The changing role of mothers should not be seen as a bad change, but one that promotes healthy happier life styles for all family members. Mothers will always fill the role of mother, no matter how many changes in life occur. Families today are just realizing the importance of all the roles mothers have played in the past and how her role is changing for the better.

Generally mothers have lots of routine work and responsibilities. Mother are often so busy to fulfil their children's needs, she does not care own. As per health concern her fitness is very important.

She should be provided regular health check ups to detect any unforeseen disorder in her body. She should go for morning walks as it would do a lot of good for her. Last but not the least she should be treated with respect, love and care should be showered on her.

BIRTH (A.J. Cronin)

WORKSHEET-142

1. (a) The young doctor Andrew Manson had done a commendable work. His exclamation is justified. He had not only helped the middle-aged lady in the safe delivery of a male child but also restored them to perfect health. Susan Morgan's strength was ebbing after the delivery. She was almost pulseless. Andrew gave her an injection and worked severely to strengthen her heart.

The major achievement of Andrew was to resuscitate the stillborn child. First he laid the child on a blanket and began the special method of respiration. Then he tried the hot and cold water treatment. He rubbed the child with a rough towel. At last the baby responded. His chest heaved. Then came the child's cry.

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) Normally the medicines prescribed in the textbooks are used by the practising physicians. However, in extreme cases of emergency, the physician's experience, resourcefulness and practical approach become far more important than the theoretical knowledge. With limited resources at his command, the practising physician exercises all his practical experience to control the damage to the minimum and check the victim's state from further deterioration. A stitch in time does save nine in such cases. The practical help comes as a boon.
- (c) Yes, I have seen and heard of incidents where people have been brought back to life from the brink of death through medical help. Surgical operations, life saving drugs and organ transplant play a leading role in modern medical science. Leading hospitals in advanced countries have facilities for medical procedures such as organ transplant and organ regeneration. Blood bank and eye bank are quite common. The techniques of organ regeneration help to preserve the donated organs for certain period and use them for transplanting the defective organ of another patient.

WORKSHEET-143

1. (a) 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.

- (b) Joe Morgan led Andrew to his house, number 12, Blaina Terrace. His wife was about to deliver her first child after being married for nearly twenty years. Joe was quite tense. He refused to go inside the house. Even his voice showed signs of strain.
- (c) Mrs Morgan's mother offered to make a cup of tea for the doctor. The experienced woman had realized that there must be a period of waiting. She was afraid that the doctor would leave the case saying that he would return later.
- (d) Andrew had reached Bryngower at about midnight. He was very worried and upset. He needed some rest and sleep. He knew that he could not sleep even for an hour if he went home. Secondly, he knew that the case would demand all his attention. He felt lethargic and decided to remain there until everything was over.
2. Andrew Manson was called in to attend to Susan Morgan, who was expecting her first child after being married for nearly twenty years. It was nearly midnight. As Joe acquainted Andrew with his wife's condition, Andrew immediately left for the driller's place. He examined the expecting mother, and decided to wait downstairs. He re-examined her after an hour. The nurse summoned him at 3.30 am. He struggled for an hour before the child was born. Then he worked feverishly to revive the weak mother and the stillborn child. He used his knowledge and experience and discharged his duty with single-minded devotion.

WORKSHEET-144

1. (a) It was nearly midnight when Andrew Manson, the young doctor reached Bryngower. He found driller Joe Morgan waiting anxiously for him. Joe told Andrew that his wife, Susan, wanted his help and that too before time.
Joe's voice showed signs of strain as he told the doctor that he would not go in. He reposed full faith in Andrew. A narrow stair led up to a small bedroom. He found two women beside the patient. One was Mrs Morgan's mother. She was a tall, grey-haired woman of nearly seventy. The other was a stout, elderly midwife. The old woman offered to make a cup of tea for the doctor.
- (b) A shiver of horror passed over Andrew as he gazed at the still form of the new born baby. Though it was a perfectly formed boy, its limp warm body was white. The whiteness meant suffocation caused by lack of oxygen. He laid the child upon a blanket and gave it artificial respiration. Then he dipped the child alternately in hot and cold water. He rubbed it with a rough towel. Then he pressed and released his chest till it heaved up. The child started gasping. A bubble of mucus came from one tiny nostril. The child gave a cry. It came alive.
- (c) At the beginning of the story Andrew is physically tired and emotionally upset. He has just returned from a disappointing evening with Christine, the girl he loved. His thoughts are heavy and muddled.
At the end of the story, Andrew is physically exhausted but emotionally cheerful and mentally alert. His mind is filled with joy and self-satisfaction. He has performed an unusual feat, no less than a miracle. He forgets his personal feelings and thinks only of reviving the patients.

WORKSHEET-145

1. (a) Andrew had been thinking about the unsuccessful married lives of some persons he knew. Bramwell was foolishly devoted to a woman who deceived him immorally. Edward Page was bound to quarrelsome Blodwen. Denny was living unhappily apart from his wife. His thoughts were muddled (confused).
- (b) For Andrew marriage was a peaceful and beautiful state. He loved Christine. The conflict between his steady mind and overflowing heart left him resentful and confused.

- (c) Andrew had been thinking about his beloved as he sat by the kitchen fire. He sat still and sadly for a long time. When the old woman sitting opposite him suddenly addressed him, Andrew felt surprised.
- (d) Andrew had struggled for more than an hour to help Mrs Susan Morgan in the safe delivery of her first child. At last the child was born, but it was lifeless. As Andrew gazed at the still form of the baby, a shiver of horror passed over him.
2. Andrew Manson, a young qualified doctor, has started his medical practice in the small Welsh mining town of Blaenelly. He is in love with Christine, and thinks of marriage as an idyllic state. Andrew is mature enough to keep his private and professional lives apart. Once confronted with his responsibility, he discharges his obligations to the utmost capacity. He is pragmatic and is not afraid to try unique methods. Andrew has a tender heart, polite manners and reassuring tone. On the whole, Andrew impresses us as a dedicated doctor.

WORKSHEET-146

1. Perseverance means to keep up a steady effort to maintain a course of action, belief in spite of difficulties. It requires regular practice to develop the quality of perseverance. Only a patient person with strong determination can achieve his goal by perseverance. Similarly, in spite of repeated failures a man having perseverance does not admit his defeat. He tries again and again, and finally attains success. A persevering person is one who has tremendous self-confidence, indomitable determination, and a natural urge towards hard labour and untiring energy to continue till the last, without grumbling or expressing dissatisfaction.
- Perseverance is the secret of success. Without it, no great achievement is possible. Even if a person is not very talented, nor highly knowledgeable, bearing an average merit, still he can succeed in life simply by his perseverance. Every action has its reaction. So, hard labour has no alternative. It must yield results.
- A person who is highly intelligent, scholarly, but lethargic by nature reluctant to diligence, can hardly prosper in life, because he does not know how to use his brain and labour in the right direction. In this world, all the great things have been made or constructed only by perseverance. It is said that 'Rome was not built in a day'. It took many years to build the beautiful city of Rome. It is through perseverance of thousands of diligent men that such magnificent structures (in Rome) could be erected. In Human life, perseverance plays a very important role. Modern science, architecture, literature, music — in every sphere of life perseverance is the root cause of success and glory. Shakespeare did not complete such voluminous works in a day. He had to work hard during days and nights with tremendous perseverance to create such great masterpieces.
- Therefore perseverance must be practiced from the very childhood so that the noble habit becomes a part and parcel of one's life. With that great onset or goodwill, a man can walk easily on the hazardous road of his life's journey and success will be his and his only.
- As students we could all apply perseverance in our studies. No matter how hard we find a subject, we should still continue studying for it so that we could learn well and pass the exam. Albert Einstein once said, "It's not that I'm so smart; it's just that I stay with problems longer". It is possible to be successful even if you are not that intelligent but you never give up with realistic problems.
- Most problems in life are not obstacles but a chance to let us learn life's lessons. Michael Jordan said, "If you run into a wall, don't turn around and give up. Figure out how to climb it." Problems will always arise but it is facing the challenges with a positive attitude that allows one to continue reaching their targets. All is achievable. So never give up and always exert great effort. Face the problems which arise and keep fighting. All is possible.

2. Optimism is a survival skill. There are times when one wanted an ordeal to end. There are times when one honestly thinks of ending one's life because one cannot change the terrible situation one is in.

However one should not give up and one should cling on to the hope that maybe tomorrow the crisis will be over. It takes a long time for tomorrow to come but eventually it comes. One should never give up. Optimists try to find the good in any given situation. They generally have a better outlook in life, seem happier, persevere and generally cope better with difficult situations. Optimists always try to think of ways to find a solution to the problem faced by them. Somehow deep inside, they know that things will always work out one way or the other.

Although it is not easy exactly to point out the effects of optimism, it is safe to say that being optimistic definitely enhances one's overall well-being. Looking on the brighter side of things will most likely not stress a person out as much as if he were to look for the most possible outcome of a situation. Less stress in one's life greatly reduces the risk of a heart attack and other chronic diseases. With an optimistic outlook on life one will be able to handle almost any situation that comes in one's way. It is true that it is not always easy to find the good in all situations and sometimes one will have look harder, but with an optimistic disposition it will be easier to handle.

THE TALE OF MELON CITY (*Vikram Seth*)

WORKSHEET-147

1. (a) The city is called Melon City because its ruler is a melon. Once a fair and gentle king got an arch built across the thoroughfare. As he passed under the low arch it struck his head and he lost his crown. He thought it a disgrace and ordered the chief of builders to be hanged. The chief lay the blame on the workmen. The workmen said that the bricks were made of wrong size. So the masons were thought guilty. The masons shifted the blame on the architect. The architect put the blame at the king's door as he had amended his original plan.
- A wise man held the arch guilty and ordered it to be hanged. A councillor objected to it as it had touched the king's head. The people became restless. They wanted to see someone hanging. Only the king's head could fit the noose. So he was hanged. It was now announced that the next man who passed the City Gate would choose the king. An idiot came. He suggested 'A melon'. So melon was crowned the king. He was taken to throne. He was called melon king.
- (b) The State where the king was 'just and placid' seems to be a backward region full of ignorant fools and ruled by a whimsical king. The whole process of changing judgement on the appeals of the victims appears as a mock-trial. The Ministers and Councillors seem to be selfish. They advise the king to serve their own ends. The common people are uneducated and ignorant fools. They are fun loving. They do not bother whether the king is a man or a melon. They want their personal freedom, free business and peaceful lives.
- (c) I think the best course lies in good governance. It ensures peace and liberty to the common man. Dedicated rulers, enlightened citizens and proper law enforcing agencies can establish peace and harmony in the state. Free expression of opinions must be allowed but respect for law and order be observed. People should be conscious of their privileges and rights as well as duties and responsibilities. This is the only way to maintain peace and liberty.

WORKSHEET-148

1. (a) The king was fair and gentle. He seemed to be interested in the welfare of the masses.

So he proclaimed that an arch should be constructed which should extend across the major thoroughfare. He hoped that it would improve people's mind on looking at it.

- (b) The king rode down the thoroughfare to edify spectators there. Since the arch was built too low, he lost his crown under it. A frown appeared on his mild face and he called it a disgrace.
 - (c) The chief of builders was held responsible for the disgrace and ordered to be hanged. The chief called it the workmen's fault. The king ordered to have all the workmen hanged. The workmen looked surprised but they blamed the wrong size of bricks for it. This shows the king's fickle-mindedness.
 - (d) The architect reminded the king that he had made certain amendments to the original plans of the architect. He suggested that it was the fault of the king himself. On hearing it, the king became so angry that he nearly lost his ability to act sensibly or calmly.
2. 'The Tale of Melon City' is full of instances of humour and irony. The just and placid king got an arch built to 'edify' spectators. The king's riding under low arch and losing his crown also creates humour. The way the accused appeal to the king and shift the blame on others is quite funny. The unstable behaviour of the king also creates humour.

The criterion for selection of the wisest man is quite ironic. It is assumed that wisdom comes with age. The king wants to keep the crowd in good humour and orders that someone be hanged. Only the king is tall enough to fit the noose. What an irony! The king is hanged by his own order. The custom of naming the next king seems equally ridiculous.

WORKSHEET-149

1. (a) The chief of builders shifted the blame on the workmen. The workmen told the king that the bricks were made of the wrong size. Swayed by their rational argument, the masons were summoned. They shifted the blame on the architect. The clever architect reminded the king that he had made certain amendments to plans. This clearly meant that he held the king responsible for the mishap. Thus, each accused succeeded in shifting the blame on others.
- (b) The just and placid king appears quite ruthless as he becomes 'placider' and decides to have all the workmen hanged instead of the chief of builders. His wobbling mind and capricious nature is indicated by the frequent changes in his decision. He is easily swayed by arguments and seems fickle-minded. The whimsical king is easily outwitted by the clever architect. His lack of foresight proves to be his doom. He foolishly becomes a victim of his own order. Thus he is a short-sighted crank with muddled reasoning power.
- (c) It is quite interesting and edifying to learn how the country got a melon as its ruler after just and placid king was hanged by his own Royal Decree. What the king did for the people and how he held the trials of the accused both are quite amusing. The clever arguments of the accused to save their lives are equally interesting. The idiot's idiotic choice is approved of in the name of custom. The people are indifferent to the fact that their ruler is a melon not a man. The behaviour of pragmatic ministers and equally selfish, foolish and mean people seems quite funny and interesting. It is instructive too. A wise man should avoid the company of fools.

WORKSHEET-150

1. (a) The king got confused by the architect's clever self-defence. So he needed the advice of the wisest man in the country. The man selected was so old that he could neither walk nor see. He was not really the wisest one as wisdom does not necessarily come with age. His advice proves his worthlessness.

- (b) The criteria was that wisdom comes with grey hair. The old man they selected could not walk or see. He spoke in a trembling voice. The advice he offered was absurd. A lifeless object cannot be deprived of life by hanging it.
 - (c) It shows the councillor's sycophancy and the king's capriciousness. The councillor, an expert in the art of flattery, checked the king from an absurd action, through an argument that appeared logical. The thoughtless king mused over it.
 - (d) The king noticed that the crowd of spectators had become restless and people were muttering aloud. He judged their mood. He trembled to think of the consequences if they were deprived of the fun of watching someone being hanged. So, in order to save his skin, he ordered that someone be hanged immediately.
2. The poem is a severe indictment of the age-old custom of delivering justice by word of mouth of the kings. A just and placid king was expected to protect the innocent and punish the guilty. However, the process of trial and the ever-changing judgements make a fun of the whole process of fair trials and considered awards. The accused try to save their lives by holding others responsible for the guilt. The king's capriciousness and inability to see through the thin veil of their arguments make him an object of ridicule rather than a dispenser of divine justice. Hence we agree fully with the above statement.

WORKSHEET-151

- 1. (a) The king ordered that someone be hanged immediately. So the noose was set up somewhat high. Each man was measured one by one. Only one man was found tall enough to fit the noose. He was the king. He was hanged by the royal order. Thus, the king paid with his life for his thoughtless order.
 - (b) The ministers felt relieved that the public's eagerness to watch a hanging had been satisfied. They expressed their pleasure by saying that they found someone for hanging. They believed that if they had failed to do so, the unruly town might have turned against the king. Their elation is misplaced. The king had to lose his life to keep the public in good humour.
 - (c) The ministers believed in tradition and ceremonies. They shouted in one breath. 'Long live the king! The king is dead'. They were practical-minded men. They knew that the throne could not be left unoccupied. The crown being a symbol of power, someone must be crowned king.
 - (d) It is their custom to choose the new ruler of their State. Whoever passed the City Gate first of all the next day would choose the ruler of the State. This method of random choice excluded dynastic rule as well as conspiracies. The ministers decided to observe it with proper formality.
2. "The Tale of Melon City" is a satire on the attitude of common people in choosing their ruler. The king who was ruling the Kingdom had been described as just calm and peaceful. He was regarded as just by the foolish people and ministers in his kingdom. But he was regarded as foolish by men of rational thought. The king's idea of justice was not based on logical reasoning. When his people become restless, he ordered that someone ought to be hanged. He thought that by hanging, justice will be done. By doing so he fell into his own trap. A noose was set up and a tall person was needed for hanging. It appeared that there was none so tall in the kingdom as the king was and he was the one who was hanged. The poet thus leaves behind a message that how by thoughtless actions, people come to choose an irresponsible government and the whole kingdom suffered. There was anarchy in the kingdom as people felt free to do what they wanted *i.e.* it was free for all. Message: A country with a weak ruler is bound to suffer as anarchy will prevail there and people will do what please them. Law and order will not exist there and there will be chaos

everywhere. Such a government will be the laughing stock of its people and they would make fun of its actions and policies.

THE CANTERVILLE GHOST (*Oscar Wilde*)

WORKSHEET-152

1. When the Otis family entered the avenue of Canterville Chase the sky became suddenly overcast with clouds. There was a curious stillness that seemed to hold the atmosphere. The rooks passed silently over their heads and before they reached the house, some big drops of rain had fallen. It seemed that some omen signs were greeting them.
In the house the Otis family saw a dull red stain on the floor just by the fireplace which was revealed to them to be mark of blood. I think some unusual phenomenon was taking place to warn the Otis family about the impending danger that were to unfold during the course of their stay in the new house that Otis family bought.
2. Virginia was different from the other members of the family. She was kind, sympathetic and cared for the feelings of the ghost. She never ridiculed or made fun of the ghost. She also helped the ghost in attaining salavation due to which she was rewarded by the ghost.

WORKSHEET-153

1. Mr Otis offered the jewels given by Canterville ghost to Virginia back to Lord Canterville because he thought that the jewels legitimately belonged to Lord Canterville who had sold the house to Mr Otis. He was of the opinion that Canterville ghost was the ancestor of Lord Canterville and thus any property worth something must belong to the legitimate heir. Therefore, Mr Otis offered the jewels to Lord Canterville.
2. Canterville ghost had tried to frighten the Otis family by several means and was not able to scare them. Ultimately he decided to appear before the Otis family as the headless Earl. In this form, he had frightened many previous generations with great success. He hoped that by appearing headless he would frighten the Otis family and they would leave the house. For the last seventy years he had not appeared in this form.
To appear as headless Earl, the Canterville ghost took three hours to prepare for the final show. When Canterville ghost finally appeared before the Blue bed chamber, where he found the door ajar, he was encountered with a heavy jug of water which the two sons of Otis had placed. The jug fell upon him and he was wet to the skin. He had to escape from the place in a hurry. As a result of this he caught severe cold.

WORKSHEET-154

1. Mrs Otis offered doctor Dobell's tincture to the Canterville ghost because she thought that Canterville ghost was unwell because he had been struck by the strong armour on his knees. It so happened when Canterville ghost wanted to scare the Otis family in his second appearance. The twins had shot Canterville ghost by their pie-shooter and Mr Otis challenged him with his revolver.
Canterville responded to the offer of doctor Debell's tincture by Mrs Otis by glaring her in fury. He even tried to change into a large black dog to frighten Mrs Otis.
2. This action showed that Mr. Otis had a helpful nature. He wanted to ease the discomfort that the ghost was having by lubricating the chains worn by him. At the same time by lubricating the chains Mr. Otis wanted to ensure for himself peaceful sleep devoid of the noise produced by the metallic chains worn by the ghost. This showed that he preferred a quiet noiseless atmosphere around him.

WORKSHEET-155

1. When Canterville ghost was about to embark upon his scheme to frighten the Minister for the United States, he was encountered with a horrible sight himself. Right in front of him was standing a spectre whose head was bald and burnished, its face round, fat and white. From its eyes streamed rays of scarlet light, the mouth spwed fire and which was wrapped in a huge gown. This spectre held a sword in its right hand. Canterville had himself never seen a ghost and became quite frightened. He fled to his room but came back thinking that two ghosts would be better than one. When Canterville ghost caught hold of Spectre's hand, he ultimately realised that it was a trap laid by the Otis twins.
2. The Canterville ghost tried to salvage his reputation by deciding to have vengeance and remaining in an attitude of deep thought till daylight. This was due to the fact that he had been treated in a very shabby fashion by the wretched American family. These acts of the ghost showed that he did not like to be outsmarted or ridiculed by people whom he considered as less smart.

WORKSHEET-156

1. When Canterville ghost reveals that he had not slept for 300 years Virginia asked him whether he had no place to sleep peacefully, Canterville ghost describes the place where he can be laid to rest. The place should be in a pine-wood where grass grows long and deep, where hemlock flowers bloom; where the nightingale sings all night long and yew-tree spreads out its giant arm over the sleepers. Such a place is required by him to rest in peace where he would have no yesterday, no tomorrow. At such place he could forget time, forget life and to be at peace.
2. Lord Canterville was a more reasonable man. He felt it was his duty to warn the prospective purchaser of his mansion about the fact that the building was frequented by a ghost lest they complain that they were kept in the dark about the ghost and that the place was frequented by a ghost.

WORKSHEET-157

1. Mrs Umney was the old housekeeper of lady Canterville who had consented to work for Otis family on request. She seems to be very superstitious and somewhat mysterious. She tried to dissuade the Otis family by revealing the mysteries of the house. She informs the Otis family about the murder of lady Eleanore de Canterville by her husband. When Washington Otis removed the blood stain, there took place a lightening and thunder and Mrs Umney faints. This shows that she is terrified by the events. She is greedy too which is shown by the increase in her wages by the Otis family. Overall, she is a mysterious creature. She is a witness to the mysterious things of the past and have developed mysterious character herself.
2. At about eleven o'clock in night the funeral ceremony of Canterville ghost started from Canterville chase. The coffin of the ghost was drawn by eight horses which was covered by a purple pall on which was embroidered in gold the Canterville coat-of-arms. Servants walked by the side of the hearse with torches. Lord Canterville was the chief mourner along with Virginia, Mr Otis, Washington and three boys and Mrs Umney too went after Lord Canterville. A deep grave had been dug in the corner of the churchyard, just under the yew-tree and the service was read by Rev. Augusts Dampier. Servants extinguished the torches as per the custom of Canterville family. Virginia laid on the Coffin a large cross made of white and pink almond blossoms. Thus Canterville ghost was put to rest in a most fitting manner.

UP FROM SLAVERY (*Booker T. Washington*)

WORKSHEET-158

1. The author was determined to erect the building by the labour of the students because he thought that by doing this he would instil the importance of labour in their lives. To him, labour was not a menial work but a path to dignity. In this way he tried to lift the concept of labour up from drudgery and toil. The students would learn to love work for its own sake. He wanted to show them how to make the forces of nature—air, water, steam, electricity, horsepower assist them in their labour. Skill and knowledge could transform their lives in a constructive way. This is the reason why author insisted on the labour of students.
2. The students at the night school were so poor that they could afford neither the boarding fees nor the cost of books. They were promising young men and women who worked for ten hours during the day and attended school for two hours at night. They worked at the school's saw mill or the laundry and they worked really hard. They were good students and mastered their work thoroughly. They were so much earnest in the studies that only the ringing of the retiring bell would make them stop studying. They would often urge the narrator to continue the lessons after the usual hour for going to bed had come.
The students showed so much earnestness both in their hard work during the day as well as in their application to their studies at night that the narrator gave them the name of "The Plucky Class". These students were given a printed certificate which certified that its holder was a member of "The Plucky Class" of the Hampton Institute, and is in good and regular standing. These students prized these certificates highly, thereby showing their keen interest in learning from that institution.

WORKSHEET-159

1. During the civil war the white people found it difficult to secure food for themselves because of the fact that usual diet of the coloured people was corn bread and pork and these could be raised on plantations. But products such as coffee, tea, sugar and other articles which the whites had been accustomed to use could not be raised on the plantation and the condition brought about by the war frequently made it impossible to secure these things. They had to use parched corn as coffee and a kind of black molasses instead of sugar as substitutes. Therefore, author says that slaves felt the deprivation less than the whites.
2. Viola Ruffener, the wife of Colonel Ruffener the owner of the salt-furnace and the coal mine, was the employer of Booker. She was a yankee' woman from Vermont. She was a very strict and fastidious lady. The servants who often worked in her household and could not come to her expectation had to quit job in few months. All of them left with the same excuse that she was too strict.
She was in the habit of keeping everything clean about her and wanted things done promptly and systematically, she also expected her servants to be very honest and frank. Nothing was allowed to be dirty or slipshod. The author learned few things under her supervision which helped him in his career.

WORKSHEET-160

1. While the author was preparing himself for Hampton the older coloured people too were enthusiastic about his adventure to Hampton. They had spent their whole lives in slavery and they were happy to help him go to Hampton for studies in a boarding school.

They helped him in whatever manner they could in the form of a nickle, a quarter or even a handkerchief. It was really heart-whelming for the author. This shows how eager the older people were to see someone from their community to get education.

2. The author was fortunate enough to come into contact with such a man as General Armstrong in his life. According to him none other persons could equal General Armstrong. The first time when author met him he saw General Armstrong as a perfect man. The author found in him something that was superhuman. According to author none other thing could equal General Armstrong for a liberal education—not even buildings, classrooms, teachers, industries, etc. The author was convinced that books and costly apparatus could not equal to that which can be gotten from contact with great men and women. Even when he (General Armstrong) was paralysed he worked constantly night and day for the cause to which he had given in life. One should emulate such a great personality to achieve success in life.

WORKSHEET-161

1. Brick-making at Tuskegee school was started as a necessity as there was no brickyard in the town. In addition to the requirements of the school there was a general demand for bricks in the market. As the bricks made by the students of Tuskegee were of high quality there grew a demand of bricks by the white people. White people came to buy bricks from the school. Thus a demand was met by the school. Thus business interests got intermingled in the process. The school had something which the white people wanted and white people had something which the school wanted. Thus, a pleasant relationship grew between the white people and the coloured people.
2. Miss Mary F. Mackie was the lady principal of Hampton school. She was a member of one of the oldest and most cultured families of the North. Yet she worked for two weeks by the narrator's side cleaning windows, dusting rooms, putting beds in order and what not. She felt that things would not be in condition for the opening of the school unless every window-pane was perfectly clean and she took the greatest satisfaction in helping to clean them herself. It was hard for the narrator at that time to understand how a woman of her education and social standing could take such delight in performing such service, in order to assist in the elevation of an unfortunate race. In fact it was she who had taught the narrator the dignity of labour.

WORKSHEET-162

1. While travelling through Alabama the author experienced some strange things about the people about whom he describes in detail. In plantation districts the whole family lived in one room which included guests as well as relatives. The common diet of the people was fat pork and corn bread. The author was surprised that though these people could grow every kind of garden vegetable they raised only cotton. The people often purchased costly items such as sewing machine, clock and even organ—of which they had no use except to show them. They did not know hygiene as depicted by the author of one incident where one fork was shared by whole family. The breakfast, lunch and dinner were the same—a piece of meat, a lump of dough which was cooked in a frying pan and family members would not join together to take it.
2. James Creelman was a noted war correspondent. He was born on Nov 12, 1859 in Montreal, Canada. Journalism was his passion and with a daredevil attitude he went into the battlefield to cover wars like the Sino-Japanese war, the Cuban-Spanish war, the World War I. He normally did as much talking as listening during interviews. He was generally considered as one of the premier reporters of his day, and also had a bit of an

ego. The beauty about Creelman was the fact that whatever you gave him to do instantly became in his mind the most important assignment ever given to any reporter. His coverage of Booker T. Washington's speech in his newspaper "New York World" was praised in the literary circles. He was described as the "self described conscience of the Fourth Estate".

WORKSHEET-163

1. In order to earn some money when the author graduated from Hampton, he joined a summer hotel in Connecticut. The author did not know anything about waiting on a hotel table. The head waiter thought him to an accomplished waiter and gave him the charge of the table around which four customers were sitting. He was scolded so severely by them that he immediately left their table. He was reduced to the position of a dish washer. But the author was determined to learn the business of waiting so he learned it quickly. He was given his position back in a few weeks.
2. According to the narrator, General Armstrong was a great man; he was far above an ordinary individual. These were his other characteristics:
 - (i) He was always willing to help others.
 - (a) When the narrator was in the midst of a great anxiety as to where he was to get funds for the new building, he received a telegram from General Armstrong welcoming him to spend a month with him to travel through the North to seek funds from the wealthy citizens there. He held important meetings where he and the narrator spoke. All expenses for the trip were borne by Hampton Institute which was headed by the General.
 - (b) The General conceived of a plan whereby the students who were too poor to afford the cost of boarding and cost of books at Tuskegee were given an opportunity to study for two hours at night in lieu of working for the day in the institute.
 - (c) When Tuskegee faced a financial crisis, the General without any hesitation gave his personal cheque from the entire money which he had saved for his own use.
 - (ii) He believed in giving opportunities to the deserving people.
 - (a) He gave an opportunity to the narrator by telling him to take charge of teaching the Red Indian students who had a difficulty in becoming educated due to their rigid attitude and pride in their race.
 - (b) He gave an opportunity to the narrator to head a school to be set up in Tuskegee for education of the coloured people of that region.
 - (c) He fought for a cause i.e. uplifting of the coloured race to make them worthy citizens.

He virtually lost himself in this task.
 - (d) He was constantly seeking ways after the war by which he could be of service to the Southern whites, even though he had fought against them before the war.
 - (e) He never uttered a bitter word against the Southern whites after the war.
 - (f) He had a great hold on the students at Hampton Institute. In fact he was worshipped by the students.
 - (g) He had a fetish for neatness. He was very particular about neatness in the school and insisted that the students maintain cleanliness in and around the school, be it uniform or its surroundings.

The narrator felt indebted to him because the General was greatly responsible for elevating him from a poor, barely literate, ignorant coloured slave to a civilized, literate, shrewd, hardworking, orator, fund raiser, educator, teacher, selfless principal, good father, much admired by both coloured and the white people in the United States.

PROBLEM SOLVING ASSESSMENT

WORKSHEET-164

1. 1. (b) on
2. (b) on
3. (d) with
4. (a) with
2. 1. (b) Hurry
2. (d) Luxurious
3. (b) Rash
4. (a) Opening
3. 1. (b) using
2. (a) recover
3. (d) especially
4. (d) sufficiently

WORKSHEET-165

1. 1. (c), 2. (b), 3. (a), 4. (a)
2. 1. (b), 2. (c), 3. (a), 4. (d)
3. 1. (d), 2. (d), 3. (a), 4. (c)

WORKSHEET-166

1. 1. (d), 2. (b), 3. (a), 4. (c)
2. 1. (a), 2. (c), 3. (a), 4. (d)
3. 1. (b), 2. (d), 3. (d), 4. (c)

WORKSHEET-167

1. 1. (d), 2. (c), 3. (b), 4. (d)
2. 1. (a), 2. (a), 3. (b), 4. (a)
3. 1. (b), 2. (a), 3. (c), 4. (b)

WORKSHEET-168

1. 1. (c), 2. (d), 3. (b), 4. (c)
2. 1. (d), 2. (a), 3. (b), 4. (c)
3. 1. (d), 2. (d), 3. (a), 4. (c)

□□

SOLUTIONS TO PRACTICE PAPER-1

SECTION-A (READING)

- 1. A.**
- (c) the causes of urban flooding are different
 - (d) developed catchments increase faster flow times
 - (a) they are centres of economic activities with vital infrastructure
 - (b) transport and power are disrupted
 - (c) these decrease the capacity of drain
 - (d) defeated
- B.**
- Urban areas need a round the clock vigil as they are the centres of economic activities with vital infrastructure.
 - The flood disrupt transport, power causing untold misery and hardships.
 - Encroachment on natural drains is the main cause of intensifying floods in urban areas.
 - In urban areas flooding occurs very quickly due to faster flow times.
 - (a) Infrastructure (b) Overwhelm

2. 2.1 Title: Exam-Related Stress

Notes:

- Post-exam Anxiety*
 - prem. on good result
 - permt. scar on youngster with below expn. perf.
 - dejection, hopelessness, suicide (ii) 2000 suicides in 2 yrs.
 - pre & post exam. tension
- Factors Causing Anxiety*
 - Increasing expectancy of overambitious parents
 - Fierce competition
 - Result
 - anxiety (ii) depression (iii) jealousy (iv) stress
- Remedial Measures*
 - adoptn. of gradg. sys.
 - def'd due to severe objn. (ii) impl. next year proper trg. & awareness of trs.
 - Role of NGOs—'Operation Hope' by 'Saarthak'
- Operation Hope*
 - Objectives
 - to offer hope to distressed stdts. – exam. results
 - to create awareness about options
 - to prevt. permt. damage to high potential personalities
 - to de-stigmise the pro. of seek'g help.
 - Scope
 - counselling distressed stdts. (ii) off'g help to parents
 - message of hope to stdts & their families
 - Suggestions
 - Defn. of success—to be broadened (ii) Exam. results—not end of life
 - Lower marks/failures—not final (iv) More opportunities to prove their potential

2.2 **Summary.** The period when examination result is expected is full of anxiety. The society puts premium on good results. Permanent scar is left on a youngster with below expectation performance resulting in dejection and suicide. Increasing expectancy of overambitious parents and fierce competition cause anxiety. Adoption of grading system is seen as a remedial measure. Operation Hope has a four fold objective. Counselling of distressed students and offering help to parents will help in delivering message of hope to students and their families. The definition of success has to be broadened. Examination results are not the end of life.

SECTION-B (WRITING SKILLS & GRAMMER)

3. First Option

ASHA PUBLIC SCHOOL, SHAHBAD		
27 August 20XX	NOTICE	
LOST !	LOST !	LOST !
<p>Lost a golden dial SUPRIYA HMT ladies wristwatch with brown strap in the school campus today before/during recess. My name is engraved on the back. Being a birthday present, it has a sentimental value. Finder is requested to return it to me. A good treat is promised.</p>		
<p><i>Vineet/Vineeta</i> XIIA</p>		

Second Option

Poster	
Facing Hot Summer?	Taps running dry?
WATER IS THE SOURCE OF LIFE	
Preserve water	Check Wastage
ADOPT	
RAIN-WATER HARVESTING	
<ul style="list-style-type: none"> • Pure, fresh & Hygienic • Fit for drinking 	<ul style="list-style-type: none"> • Can be stored • Recharges water level
DEVICES	
EASY TO INSTAL-INEXPENSIVE IN COST	
AVAIL OF THE GOVT SUBSIDY	
Connect roof and storing tank	
Timely act now	Safe in summer
VISIT PAVILION AT G-9 PRAGATI MAIDAN, DELHI	
Convince yourself and others.	

4. First Option

The Principal
St. John's School
Chakeri, Kanpur

Sir

I want to bring to your kind attention that one of the water taps near our classroom drips continuously. As a result, a lot of water is wasted. All of us know that water is a precious resource. We must conserve water.

I, therefore, request you to take immediate action in getting the tap repaired.

I hope you will order prompt action.

Thank you

Yours obediently/faithfully

Sandhya / Shubhojeet Awasthi

Second Option

147, Sector 10

Rohini

Delhi-110085

23 October 20XX

The Editor

The Times of India

Bahadur Shah Zafar Marg

Delhi-110002

Sir

Sub: *Discrimination against the girl child*

With deep concern, I write to you hoping to remove the discrimination that exists in our society against the girl child. It is incorrect to think that girl abuse exists only among rural illiterate people. I was dismayed to find evidence of this unjust practice even among educated, prosperous urban families. Daughters are not given quality food. Milk, eggs, fruit, etc., are reserved for the boys. Girls are sent to schools which have no claim to any quality education or facilities whereas the boys are sent to the most exclusive 'public schools'. After school the daughters stay at home and assist in housework, whereas the boys go out to play, meet friends or to movies and shows. Needless to say that girls have all kinds of restrictions on their movement regarding meeting friends, spending leisure.

No argument can justify this injustice. Girls have the same talent, creativity and intelligence. They have more sensibility, love and affection. We should open our minds, have positive thinking and be fair to our daughters.

Yours faithfully

Aruna Verma

5. First Option

Abolish Death Penalty

Death penalty is a relic of the past. It reminds us of the days of yore which adopted the savage principle of vengeance and proudly declared: 'an eye for an eye, a tooth for a tooth.' Causing violence or physical damage to the other party may satisfy one's ego but it does not restore the broken limb or the damaged part. Similarly, it has been observed that death penalty does not prevent crime. Moreover, sometimes the real culprits go scot-free while the innocents die because of errors in investigation. Society should devise means of removing crimes. We should hate sin and not the sinners. Criminals are mentally ill. They must be treated and rehabilitated. Forgiveness is the best form of revenge. We must remember that human life is sacred.

Second Option

Corruption—The Cancer of Our Society

(by Arti Gupta)

Corruption has become the dangerous canker that has entered deep into all strata of our society. It has entrenched itself deeply in the social, political, economic and religious life of the nation. Even the persons in high places have been ensnared in the web of corruption. The names of former Prime Ministers Rajiv Gandhi and Narasimha Rao are linked with scandals. It seems corruption has percolated from the top to the bottom. You pay the piper and call the tune. Files don't move in the offices until the wheels of illegal gratification pull them. Everything seems on sale. Top posts and jobs can be bought. Corrupt officers and businessmen are hand in glove with each other. Smuggling, hoarding, parallel black-marketing are the banes of corruption. If this virus of corruption is not eliminated now, it will wreck our social, economic and political fabric beyond redemption.

6. (a) Their glory has never faded.
(b) She needed complete rest as/because she was dead tired.
(c) May you live long!
(d) The workers have not done anything this morning.
(e) He succeeded in winning a scholarship.
(f) Lata is gifted with a sweet voice.
(g) It is nothing else but miserliness.
(h) They have been living in this house since 1970.
7. (a) later *that* one (b) suspect *that* this (c) for *the* journey (d) water. *But* the
(e) later *a* clerk (f) and *told* us (g) he *should* do (h) we *were* soon
8. (a) He shall be punished for his misdeeds.
(b) Ring the bell if you need anything.
(c) There is little hope of her recovery.
(d) We have been waiting for the bus for three hours.

SECTION-C (LITERATURE TEXTBOOKS AND LONG READING TEXT)

9. First Option

- (a) The cardboard shows three girls on a beach.
(b) The big girl was the poet's mother.
(c) The words 'went paddling' here mean swam in the sea.

Second Option

- (a) 'Thou' in these lines stands for soft-falling showers.
(b) The poem is written in blank verse. So the lines do not rhyme.
(c) The reaction of the poet to the answer of the other voice shows amazement.
10. (a) Having an independent mind is the most important step towards adulthood. The poet mentions it as the third and final step. The other steps like being rational or learning adult hypocrisy show an outside influence.
(b) Carter said that if he hadn't cut the mummy free, thieves would certainly have found a way of avoiding the guards. Then they would have torn apart everything forcibly to remove the gold.
(c) Taplow prefers science to literature. He finds it a good deal more exciting than his play which he considers quite unpleasant.

- (d) The horse was magnificent to look at, gave out a lovely smell and its breathing was quite exciting. Yet he couldn't believe that the horse had anything to do with Mourad, because he couldn't have bought it.
- (e) Ten years ago, there were not many people in the village who knew English. The village accountant was the first one who sent his son Ranga to Bangalore to pursue his studies. It was quite an important event then. The narrator highlights it by saying that the village accountant was the first one who had enough courage to send his son to Bangalore to study.
- (f) Andrew had once seen a similar case in the Samaritan. He remembered the treatment that had been used. He at once decided to administer that hot and cold water therapy.

11. First Option

The author's grandmother was deeply religious lady. We come to know this through the different ways of her behaviour. She visited the temple every morning and read scriptures. At home she always mumbled inaudible prayer and kept telling the beads of rosary. She would repeat prayers in a sing-song manner while getting the writer ready for school. She hoped that he would learn it by heart. She didn't like English school as there was no teaching of God and scriptures.

Even while spinning at her spinning wheel she would recite prayers. Perhaps it was only once that she forgot to say her prayers. It was on the evening prior to her death when she felt over excited while celebrating the arrival of her grandson with songs and beatings of drum. She continued praying and telling beads of her rosary till her last breath.

Second Option

The second visit of the narrator to 46, Marconi Street was different from the first one in one respect. During the first visit, the narrator could not get admittance in the house, whereas during the second one, she was led to the living room, where she could see and touch some of the things she had wanted so eagerly to see. She had visited this place with a specific purpose—to see her mother's belongings. The touch and sight of familiar things aroused memory of her former life. These objects had now lost their real value for her since they were severed from their own lives and stored in strange circumstances. Thus, her mission to see, touch and remember her mother's belongings was partly successful. She resolved to forget these objects, and their past and move on. This is clear from her decision to forget the address.

12. First Option

When the Otis family entered the avenue of Canterville Chase the sky became suddenly overcast with clouds. There was a curious stillness that seemed to hold the atmosphere. The rooks passed silently over their heads and before they reached the house, some big drops of rain had fallen. It seemed that some omen signs were greeting them.

In the house, the Otis family saw a dull red stain on the floor just by the fireplace which was revealed to them to be mark of blood. I think some unusual phenomenon was taking place to warn the Otis family about the impending danger that were to unfold during the course of their stay in the new house that Otis family bought.

Second Option

During the civil war the white people found it difficult to secure food for themselves because of the fact that usual diet of the coloured people was corn bread and pork and these could be raised on plantations. But products such as coffee, tea, sugar and other articles which the whites had been accustomed to use could not be raised on the plantation and the condition brought about by the war frequently made it impossible to secure these things. They had to use parched corn as coffee and a kind of black molasses instead of sugar as substitutes. Therefore, author says that slaves felt the deprivation less than the whites.

13. First Option

Lord Canterville was a more reasonable man. He felt it was his duty to warn the prospective purchaser of his mansion about the fact that the building was frequented by a ghost lest they complain that they were kept in the dark about the ghost and that the place was frequented by a ghost.

Second Option

The narrator's mother was a hardworking women who cooked for the people in the plantation in Franklin County, Virginia. She did her cooking in the open fireplace braving the cold in winter and the heat in summer. In order to feed her family she went to any extent *i.e.* even stealing chickens etc. She loved her children very much. She longed for freedom of the blacks. When the Emancipation Proclamation *i.e.*, freeing blacks from slavery, was announced she cried with joy. She explained what freedom meant, to her children.

□□

SOLUTIONS TO PRACTICE PAPER-2

SECTION-A (READING)

- 1. A.**
- (c) it is enriching a few at the cost of many
 - (d) eminence of Information Technology
 - (a) developed industrial nations will require Indian software professionals to invigorate their industry
 - (b) it has benefitted only the products of IITs or some IT-literates
 - (b) it breeds false hopes
 - (c) recovery
- B.**
- It has benefitted only the products of IITs or some IT-literates.
 - It has yet failed to touch the lives of the average citizen and India is nowhere close to bring knowledge economy or society.
 - Narasimhan's report highlights it's failure in India as it breeds false hope to invigorate their industry.
 - Indian software professionals are on high demand in developed Industrial nations.
 - (a) Redemption (b) Glaring

2. 2.1 Title: Regular Planning of Study

Notes:

- Regular Concentrated Work*
 - Failure to w'k to a plan
 - No reg. routine of study
 - muddle along
 - w'k piled up
 - Difficulty of wrkg. to set time table
 - inability to keep it
 - const' alt'n.
 - Work Routine*
 - some follow, others feel shy
 - wrkg. in cycles
 - w'k routine – reg. hrs for imp. w'k.
 - Society and Planning*
 - reg. habits, punctuality, time keep'g
 - plans – save time & effort
 - sensible routine of work
 - doesn't destroy spon. or crty.
 - helps in coping with various activities of life.
 - Balancing Studies & Other Activities*
 - distractions of students life – secondary interest
 - primary goal
 - sch'ship
 - prof. qual.
 - clarity about goal & proper balancing.
- 2.2 Summary.** The most common difficulty in study is failure to adjust to regular concentrated work. Students muddle along and let their work pile up. Few students work to a set time table. Some feel shy of work routine. Others work in cycles. Really productive workers have regular hours for important work. Society insists on regular habits and punctuality. Plans save time and effort. Sensible routine of work does not destroy spontaneity or creativity. It helps in coping with various activities

of life. Studies and other activities should be balanced sensibly. The primary goal is scholarship and professional qualification. Other things are secondary.

SECTION-B (WRITING SKILLS & GRAMMER)

3. First Option

*Act Now
Create Waves of
Happiness Around You*

**YOU CAN SEE THE WORLD
LONG AFTER YOU ARE NO MORE**

EYE DONATION

BLISS TO THE SIGHTLESS

Contact:
Times Eye Bank
1, Barakhamba Road, New Delhi-110001

**YOUR ACTION NOW
CAN HELP
COUNTLESS PEOPLE LATER**

Second Option

ABC SCHOOL, AGRA
NOTICE

5 Feb 20XX

OPPORTUNITY FOR ELOCUTION

The Literary Club is organising a programme for Public Speaking as per details given below:

Date : 10 Feb. 20XX
Time : 9.00 a.m.
Venue : School auditorium
Class : XI and XII

TV anchors Joy Abrams and Dolly Bains will grace the occasion.

XYZ
President, Literary Club

4. First Option

D-2, Green Park
Hisar
(Haryana)

10 August 20XX

The Editor
The Times of India
New Delhi

Sir

Sub: *Health Hazards Caused by Junk Food*

Kindly spare me some space in the columns of your esteemed daily. I want to recount my experiences and sufferings as a consumer of fast food, which is growing in popularity among teenagers. I, too, had been a votary of junk food and relished all types of food

which tempted my tongue and palate. Little did I realise then that all these dishes of fried food with lot of fats and spices are unwholesome and a potent danger to health. The first effect of junk food was visible in the form of obesity. I became overweight. The doctors advised me to reduce weight by running, jogging and taking exercises. I felt breathlessness and exhaustion too soon and too quickly. The accumulated fat and excessive weight increased the palpitations of my heart and I became a victim of heart disease. Now I have been forced by circumstances to give up fast food altogether.

I would, therefore, request all persons, especially the teenagers, to avoid eating junk food. It is hazardous to health. Simple, home-made food cooked hygienically is the best for us. I am confident you will give a wide publicity to my views.

Yours faithfully

Swati/Sourav

Second Option

51, College Road
Hisar

16 March 20XX

The Principal
Excellent Academy
25, Model Town

Sir

Sub: *Request to open a career counselling centre*

My son, Anuj, is a student of class XI in your school and is currently appearing in the Board examination. Very soon, he and other students of his class will have to make an important decision. They will have to select the stream/subjects they should opt for at the +2 level.

As you know, this is the most crucial decision of a student's life. Most of the parents are unaware of the latest trends in educational/job fields. I, therefore, request you to kindly open a career counselling centre in your school to help your students make the correct choice according to their aptitudes/talents as well as future job prospects. Expert guidance in the field will prove invaluable to the young students.

I hope you will consider my request favourably.

With regards and best wishes.

Yours faithfully

Mahima Oswal

5. First Option

How Green will the World be in 2050?

Increasing population, rapid industrialisation and unplanned housing schemes have led to a single result—deforestation. The greenery around us is destroyed to build a concrete structure. Agricultural lands and forests are depleting. Man is himself responsible for deterioration of his environment. Motivated by greed and short-term plans, he is striking at the very root of human sustenance. Trees and vegetation supply us nourishment directly or indirectly. They help to reduce pollution. However, if the speed of deforestation goes on unabated, a time may come when there will be no trees on earth. Our grandchildren may simply look at pictures of trees in books. Let us keep the world green in the next fifty years also and save the world from pollution and global warming.

Second Option

Role of Students in National Development

Students are the pride and glory of a nation. They can play a very constructive role in the progress, uplift and development of a country. In the new millennium information

technology has turned the world into a global village. Our educated youth have a tremendous responsibility on their young shoulders. Our country is overpopulated and beset with poverty, ignorance, illiteracy and superstitions. The young students can play a positive and constructive role in every field of national development. They can enlighten the villagers about new techniques in agriculture. By making them literate, the students can provide them valuable guidance in establishing cooperative societies. This will help in generating money through self-employment. In short, they can bring a transformation in the society.

6. (a) Both his sisters are doctors.
 (b) You must/should keep your clothes neat and clean.
 (c) I hate a person who is dishonest in his dealings.
 (d) She will celebrate her marriage anniversary tomorrow.
 (e) Smoking is a bad habit.
 (f) The young man denied that he was a thief.
 (g) He is rich enough to bear this loss.
 (h) She resembles her mother.
7. (a) and but (b) some any (c) whom which (d) the that
 (e) or and (f) a the (g) as but (h) been be
8. (a) It has been drizzling since last night.
 (b) Does the maid know when the guests are arriving?
 (c) We took a taxi lest we should miss the train.
 (d) I don't understand where we have gone wrong.

SECTION-C (LITERATURE TEXTBOOKS & LONG READING TEXT)

9. First Option

- (a) By 'seed' the speaker means the efforts in inculcating good habits and manners while grooming up the child.
 (b) The two exist like separate units—quite unfamiliar and unknown to each other on mental and spiritual level. They have no common link of conversation and talk like strangers. There is no understanding between the two.
 (c) The son resembles his father physically, yet his preferences and likings differ totally from his father's. The older man cannot share what the young son loves. This lack of common interest pinches the father too much.

Second Option

- (a) The hypocrisy of adults is hinted here. It makes them great dissemblers in their behaviour.
 (b) The preachings and practice of the adults are quite contradictory. They talked of love and preached of love but never acted affectionately.
 (c) During this stage of development, the poet developed his understanding.
10. (a) The narrator's grandmother was terribly old. She could not appear young and beautiful. Her face was a criss-cross of wrinkles. She was short, fat and slightly bent. The very idea of her being young and pretty did not appeal to the mind.
 (b) 'Remove' is the certificate of passing a form in the school. As a rule the form results should only be announced by the head-teacher on the last day of school. However, it seems that most teachers leak it to their students before that date.
 (c) The rain answered that it was the poem of the Earth. It rose eternally out of the land and the bottomless sea into the sky. There it is formed vaguely and its form is changed. However, it remains the same.

- (d) Initially, after the liberation, she was not at all interested in her mother's belongings lying stored there. She was also afraid of being confronted with things that had belonged to her mother, who was now no more.
- (e) For Andrew, marriage was a peaceful and beautiful state. He loved Christine. The conflict between his steady mind and overflowing heart left him resentful and confused.
- (f) It is their custom to choose the new ruler of their State. Whoever passed the City Gate first of all the next day would choose the ruler of the State. This method of random choice excluded dynastic rule as well as conspiracies. The ministers decided to observe it with proper formality.

11. First Option

Forests are one of the most important biological systems of the earth. They came into existence much before mankind. In this sense forests precede mankind. We have inherited large tracts of forests from our forefathers. Forests are the power house of evolution. Several species of life exist in them. The world's ancient inheritance of tropical forests is now wearing away at the rate of forty to fifty million acres per year. In poor countries, local forests are being destroyed to procure fuel wood. It is estimated that a five-fold increase in the rate of forest planting is needed to cope with the expected fuel wood demand in the year 2000. It is the responsibility of the state to protect and improve the environment and to safeguard the forests and wildlife. However, large areas named as the forest land are now treeless. As the forests disappear, deserts will follow. We must take timely steps to prevent this.

Second Option

Albert wanted to remain away from the school. He got a medical certificate from Dr Ernest Weil. It was certified that he had a nervous breakdown. So he must stay away from school. He wanted to see the head teacher. Next day the head teacher called Albert to his office. He told Albert that his work was terrible. So he was not prepared to have him in the school. Albert asked if he should think he was to be expelled. The head teacher told him that if he left the school of his own accord, the question wouldn't arise. Albert asked what crime he had committed. The head teacher told him that the teacher couldn't teach the class when he was in it. In his presence, the pupils couldn't learn. Albert wanted to tell the head teacher what he thought of him and the school, but he didn't say anything. The head teacher asked him to close the door behind him. But Albert didn't do so. Nor did he have the last look at his school. He met only Yuri.

12. First Option

Mr Otis offered the jewels given by Canterville ghost to Virginia back to Lord Canterville because he thought that the jewels legitimately belonged to Lord Canterville who had sold the house to Mr Otis. He was of the opinion that Canterville ghost was the ancestor of Lord Canterville and thus any property worth something must belong to the legitimate heir. Therefore, Mr Otis offered the jewels to Lord Canterville.

Second Option

During the civil war the white people found it difficult to secure food for themselves because of the fact that usual diet of the coloured people was corn bread and pork and these could be raised on plantations. But products such as coffee, tea, sugar and other articles which the whites had been accustomed to use could not be raised on the plantation and the condition brought about by the war frequently made it impossible to secure these things. They had to use parched corn as coffee and a kind of black molasses instead of sugar as substitutes. Therefore, author says that slaves felt the deprivation less than the whites.

13. First Option

The ghost gave up the idea of scaring the Otis family because he has been given a tough time by the twins. Sometimes they scared him by appearing ghostly, sometimes they

stretched strings continuously across the corridor, over which he often tripped in the dark. Once he met with a severe fall, through treading on a butterslide which the twins had constructed from the entrance of the tapestry chamber to the top of the oak staircase. Once a heavy jug of water fell right down on him and hurting him when he entered the twin's bedroom to scare them.

Second Option

Viola Ruffener, the wife of Colonel Ruffener the owner of the salt-furnace and the coal mine, was the employer of Booker. She was a yankee' woman from Vermont. She was a very strict and fastidious lady. The servants who often worked in her household could not come to her expectation had to quit job in few months. All of them left with the same excuse that she was too strict.

She was in the habit of keeping everything clean about her and wanted things done promptly and systematically. She also expected her servants to be very honest and frank. Nothing was allowed to be dirty or slipshod. The author learned few things under her supervision which helped him in his career.

□□

SOLUTIONS TO PRACTICE PAPER-3

SECTION-A (READING)

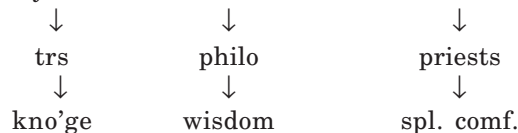
- 1. A.**
- (d) it is the garden's natural growing medium
 - (c) texture
 - (a) it is a well-balanced mixture of sand, silt, and clay
 - (b) they usually become waterlogged
 - (c) they grow better in neutral soil
 - (d) firmness
- B.**
- Loamy soil is the best for plant growth as it is well balanced mixture of sand, silt and clay.
 - Clay soils are the most difficult to work as they usually become water logged.
 - Soil must be tested before growing fruits and vegetables as they grow better in natural soil.
 - The texture of soil can be improved by applying a well rotted organic substance called humus.
 - (a) Consistency (b) Amalgamation

2. 2.1

Skills, Society & Tramps

1. *Selling of Skills*

(a) Everyone—seller



(b) value of matl. goods—money

(c) value of services—diff. to estimate

(d) skills paid for just like goods

(e) exception to rule—tramps.

2. *Tramps & Freedom*

(a) real tramps—not beggars

(b) don't sacrifice human dignity—deliberately ldg. free life

(i) nothing to sell

(ii) req. nothing from others

(iii) free from anxieties

(iv) limited matl. poss.—freedom of movem't

(c) Retains freedom

(i) works in time of need

(ii) hunt, beg or steal to keep alive

(iii) never sacrifices his freedom

(iv) envy—simple way of life and freedom from care.

- 2.2 Summary.** Everyone has something to sell. The teachers, philosophers and priests sell knowledge, wisdom and spiritual comfort respectively. The beggars sell themselves to arouse pity. The value of material goods can be measured in terms of money but it is difficult to estimate the value of skills, although both are sold. Tramps are an exception as they have nothing to sell nor do they require anything. They love freedom. But to seek independence they do not sacrifice dignity. Their

simple way of life keeps them carefree and provides them freedom of movement as they have few possessions. They may adopt various means to live, but never sacrifice freedom.

SECTION-B (WRITING SKILLS AND GRAMMER)

3. First Option

PROPERTY

For immediate sale, the rear portion of a bungalow. 115, Rajpur Road, Delhi. two bedrooms, attached baths, drawing-cum-dining. Price around 20 lacs but negotiable. Contact Rohit, 115 Rajpur Road or ring 23295665.

Second Option

Poster

WORLD HERITAGE DAY
OUR MONUMENTS, OUR HERITAGE
RELICS OF THE PAST
MONUMENTS CRUMBLING TO RUINS
HISTORY AND CULTURE OF BYGONE ERA
LET'S PRESERVE OUR ARCHITECTURAL HERITAGE
A TIMELY STEP CAN CHECK FURTHER DETERIORATION
Come forward: One and all
JOIN HANDS
LET'S GUARD THE MUTE CULTURAL WITNESSES
Help the monuments to survive
ISSUED BY
Aman/Amina, President
Social Science Club

4. First Option

17, Radhika Apartments

New Delhi

25 June 20XX

The Editor

The Times of India

New Delhi

Sir

Sub: *Involvement of Domestic Servants in Crime*

Through the columns of your esteemed newspaper, I would like to draw the attention of the public in general and police authorities in particular towards a problem which deserves immediate attention and necessary action. It has been observed that the acts of crime such as theft, house-breaking, kidnapping and murders are increasing day by day.

Newspaper reports reveal that persons working in houses for cleaning, cooking, etc. are involved, directly or indirectly in such acts of crime. They either collude with antisocial elements to make easy money or indulge in the heinous and nefarious act of stealing, kidnapping and murder themselves.

I think the police should make it mandatory for people engaging domestic servants to get clearance from the local police station after registration and proper verification. The police must show alertness and far-sightedness while dealing with such cases.

I do hope you will spare some time to look into this problem.

Thank you

Yours faithfully

Shobha

Second Option

The Principal

Anupam Shiksha Kendra

Baraut

10 May 20XX

Respected Sir

Sub: *Arranging Generator in the School*

With due respect, I would like to submit the following facts for your kind consideration. As you know, the summer is in full swing. The temperature has already crossed 40°C. The afternoons are very hot. As the classes of the boys are held in the second shift, we have to bear the brunt of the heat. To add to our plight, the electricity department resorts to frequent and unannounced power-cuts. This irregular supply of electricity hinders our studies as it affects our concentration and efficiency. You know that our NDA exams are to be held in June. We are preparing hard for the forthcoming examinations.

In the welfare of all the students, I request you to arrange for a generator of high power in the school so as to avoid the inconvenience caused to the learners by irregular supply of electricity. I am optimistic that you would take necessary steps to provide generator facility to all of us at your earliest convenience.

Thank you

Yours faithfully

Sharad Aggarwal

5. First Option

The Aged Need Care

In these days of nuclear families, the aged are considered an undesirable lot. It is ironic that the sons and daughters for whose sake the old people sacrificed their physical and material comforts, now neglect them when they need help and care. The lives of the old, sick and lonely senior citizens are quite pathetic. The sarcastic taunts of the housewives that envelop the daily bread are too bitter to bear. Yet the helpless and hapless aged pocket all insults. In some families the aged are treated as unpaid domestic servants while in others, they are despatched to 'Old Homes'. The government as well as citizens should be more responsive and responsible in their approach towards the old people. We are enjoying the fruit of their labour. We must care for them. Love and affection can help them pass the fag end of their life cheerfully.

Second Option

India has a Bright Future

Respected teachers and friends

India is on the march, ready to make a giant leap forward. I have no hesitation in

claiming with certainty that India has a bright future. Our nation has vast natural resources. We have suffered from floods or droughts because we failed to lay down national policy for harnessing river waters. Similarly, the enemy attacked us when we were slack in defence preparedness. Our advance in Science and Technology has made us self-dependent in food grains, energy, communication, transport and defence. Green revolution, white revolution and now cyber-revolution have brought a radical transformation in Indian economy, trade and banking. With foreign exchange reserves marking very high, we can engage in profitable foreign trade. To sum up, India is bound to make all round progress in the coming years.

6. (a) issuing issued (b) the a
 (c) which who (d) have has
 (e) it's its (f) for to
 (g) being been (h) asking asked
7. (a) as a task (b) is what I
 (c) the next station (d) of whom talked
 (e) anybody could have (f) than listen to
 (g) we should have (h) for the rights
8. (a) Why do you speak so fast?
 (b) I would like to look at some books on ancient Indian history.
 (c) Don't you have any agency in this area?
 (d) The gardener has not watered the plants so far.

SECTION-C (LITERATURE TEXTBOOKS AND LONG READING TEXT)

9. First Option

- (a) In the sky, the rain changes its form but not its quality. It assumes the form of shapeless clouds or hails but its quality remains unchanged.
 (b) The rain helps the seeds to grow into plants.
 (c) The rain descends to wash the dry, parched tiny particles, dust layers of the world and everything buried below the earth.

Second Option

- (a) The speaker of these lines is the father.
 (b) The speaker at last realises that he and his son must co-exist on the same land.
 (c) The father feels pained at the unexpected behaviour of his son. His grief is the source of his anger.
10. (a) After twenty-thirty years her mother would look at the photograph. She would comment how Betty and Dolly had dressed themselves for the beach. The sea holiday became her past. Her laughter became the poet's past.
 (b) Akhenaten means the servant of the Aten *i.e.*, the sun disk. He moved the religious capital from the old city of Thebes to the new city of Akhenaten, known now as Amarna. He smashed the images of Amun, a major god and closed his temples. These deeds led Ray Jonsen to describe Akhenaten as 'Wacky'.
 (c) Frank thinks that being called for extra work on the last day of the school seems bad luck. Still there is one comfort. Taplow's action will imply the certainty of getting his 'remove'.
 (d) During the British rule, hundreds of persons were kept inside a single room. The next morning most of them were found dead due to suffocation. The narrator uses the expression 'Black Hole of Calcutta' to suggest the large number of people who had turned out to see Ranga.

- (e) The history teacher's eyes got cold and cruel. He said he didn't want a lecture from him. He punished Albert by making him stay in for an extra period that day. He told him that he was a disgrace. Moreover, he didn't know why he continued to come.
- (f) The room was littered with blankets, towels, basins and soiled instruments. The hypondermic syringe was impaled in the linoleum by its point. The ewer was knocked over. The kettle lay on its side in a puddle of water.

11. First Option

In the twentieth century, there has been a revolutionary change in human perceptions. We have begun to take a holistic view of the very basis of our existence. The earth is now regarded as a living organism of which we are parts. It has its own metabolic needs and processes necessary for staying alive, which need to be respected and preserved.

The environmental problem does not necessarily indicate our death, it is our passport for the future. A new world vision has emerged. It is a holistic view, an ecological view. This regards the world as a whole rather than a collection of isolated parts. This vision has ushered in the Era of Responsibility. Industrialists, politicians and writers have become environment friendly and realised their responsibility in preserving the non-renewable natural resources.

Second Option

The play '*Mother's Day*' treats a serious theme in a light-hearted manner. The humour in the play springs from an unusual situation where the personalities of two ladies change bodies. Their subsequent behaviour, which is in total contrast to their previous one, is a very powerful source of laughter. The ignorance of the characters about the personality they are facing also creates humour. Suggestive dialogues also provide a lot of fun. For example, consider the following:

- (i) "Mrs Pearson if you had to live my life it wouldn't be so bad. You'd have more fun as me than you've had as you."
- (ii) "It's that silly old bag from next door—Mrs Fitzgerald."
- (iii) "Ticking her off now, are you, Annie?"
- (iv) "They call you Pompy-Ompy Pearson because they think you're so slow and pompous."

The actions, gestures and reactions of the characters also provide humour. The housewife being given orders, treated like dirt and forced to stay home every night while other members go out to amuse themselves is sharply contrasted with the position at the end of the play where she is the mistress of the house. The play also satirises the eight hour work culture and threats to go on strike. Even the housewife adopts this weapon.

12. First Option

Mrs Otis offered doctor Dobell's tincture to the Canterville ghost because she thought that Canterville ghost was unwell because he had been struck by the strong armour on his knees. It so happened when Canterville ghost wanted to scare the Otis family in his second appearance. The twins had shot Canterville ghost by their pie-shooter and Mr Otis challenged him with his revolver.

Canterville responded to the offer of doctor Debell's tincture by Mrs Otis by glaring her in fury. He even tried to change into a large black dog to frighten Mrs Otis.

Second Option

While the author was preparing himself for Hampton the older coloured people too were enthusiastic about his adventure to Hampton. They had spent their whole lives in slavery and they were happy to help him go to Hampton for studies in a boarding school. They helped him in whatever manner they could in the form of a nickle, a quarter or even a handkerchief. It was really heart-whelming for the author. This shows how eager the older people were to see someone from their community to get education.

13. **First Option**

The Canterville ghost tried to salvage his reputation by deciding to have vengeance and remaining in an attitude of deep thought till daylight. This was due to the fact that he had been treated in a very shabby fashion by the wretched American family. These acts of the ghost showed that he did not like to be outsmarted or ridiculed by people whom he considered as less smart.

Second Option

The author was fortunate enough to come into contact with such a man as General Armstrong in his life. According to him none other persons could equal General Armstrong. The first time when author met him he saw General Armstrong as a perfect man. The author found in him something that was superhuman. According to author none other thing could equal General Armstrong for a liberal education—not even buildings, class-rooms teachers, industries, etc. The author was convinced that books and costly apparatus could not equal to that which can be gotten from contact with great men and women. Even when he (General Armstrong) was paralysed he worked constantly night and day for the cause to which he had given in life. One should emulate such a great personality to achieve success in life.

□□

SOLUTIONS TO PRACTICE PAPER-4

SECTION-A (READING)

- 1. A.**
- (d) the topics are unrelated to their interest
 - (c) it contains information
 - (b) mark what the author is talking about in the para
 - (a) it contains technical terms
 - (c) proper understanding and answering correctly
 - (d) different
- B.**
- One should mark what the author is talking about in para.
 - Topic based R C is tough as it contains technical terms.
 - Careful reading of the passage is essential for proper understanding and answering correctly.
 - Reading passage first and then question is the most popular strategy for solving R C.
 - (a) Diverse (b) Assume

2. 2.1 A Student's Skill

1. Studying to Optimum Point

- (a) What is optm. pt. (i) differs (ii) 5 hrs. a day
- (b) Signs of reach'g optm. pt. (i) fatigue (ii) rdg. without understanding

2. Rest while not work'g

- (a) Physical - tired body lying flat
- (b) Mental
 - (i) mind goes on working even when body is inactive
 - (ii) mind gets relaxation by variety of w'k.
 - (iii) doing something else than w'k.

3. Revision

- (a) mind - a store room
 - (i) go over the known stuff
 - (ii) tidy the loose ends
 - (iii) polish up & make accessible
 - (iv) no new mat'l

- 2.2 Summary.** A student's skill consists in studying near the optimum point as possible. The optimum point differs in individuals and week to week in the same person. It may be about 5 hours a day. Signs of reaching optimum point are fatigue and reading without understanding. One takes rest while not working. This conserves physical energy but mind goes on working even when body is inactive. Mind gets relaxation by variety of work. The mind is a store room. It must be kept efficient while revising near the examination go over the known stuff, tidy the loose ends, polish up and make accessible what you know. Never try to learn new material then.

SECTION-B (WRITING SKILLS AND GRAMMER)

3. First Option

SALE

Available for immediate sale a BPL Colour Television and Godrej 240 litre refrigerator in brand new condition (Model 20XX). Owner going abroad on a foreign assignment. Contact Ashok/Ashita, Sitapur, Lucknow. Phone 22670489.

Second Option

<p>CULTURAL CLUB GD PUBLIC SCHOOL, BIKANER NOTICE CULTURAL EVENING</p> <p>10 March 20XX</p> <p>The Cultural Club is presenting a cultural evening as a thanks giving programme on the last day of our schooling as per the following details.</p> <p style="text-align: center;">Date : 15 March 20XX Time : 6 p.m. Venue : Ashoka Auditorium Classes : XI and XII</p> <p>Entry by invitation cards only. Those interested may collect their invitation cards from the undersigned.</p> <p><i>Rohit/Rashit</i> Secretary</p>
--

4. First Option

Examination Hall

ABC Centre

19 Sept. 20XX

The Principal

Albert Mission School

Rouse Avenue

New Delhi

Respected Sir

Sub: *Improvement in School Canteen*

I would like to draw your kind attention towards the need of bringing improvement in our school canteen. Our school canteen is just an apology for a canteen. It is housed in an old dingy, ill ventilated room. Though the school has more than 2500 students, but the canteen has only 25 chairs and most of them are broken. There is a huge rush during the recess. Students who go there in their vacant periods find it in bad shape. The contractor pays no attention to the quality of the eatables served here, though the prices are exorbitant. No effort is made to keep the place neat and clean.

I request you to kindly pay a surprise visit to the canteen and make an on the spot appraisal. In case you are convinced of the genuineness of our observation, please ask the canteen committee to take immediate steps to improve the situation.

Yours faithfully

Arun Pradhan

President

Students' Association

Second Option

Format of the letter as shown earlier.

Sir

Sub: *Poor Maintenance of Public Parks in Kailash Colony*

Through the columns of your esteemed newspaper, I would like to draw the attention of the Municipal Corporation of Delhi towards the wretched condition of the public park in our colony. Our colony, Kailash Colony, was developed in the eighties, when much attention was not given to green belts. It has only one public park which is in an abject state. It seems a

picture of utter neglect. The boundary wall is broken at several places. Consequently, stray cows and dogs wander inside at will. Some undesirable elements and beggars sleep on the benches at night. There is no watchman or gardener to look after its maintenance. People are wary of going to the park early in the morning or late in the evening. Thus, the park has become a nuisance to the residents.

It is hoped that after reading our plight in the newspaper the authorities will be roused to take remedial steps. So far all our appeals and letters to the authorities have failed to elicit any response from them. Perhaps your editorial comments may do the trick.

Yours truly

Shaan

(Resident, Kailash Colony, New Delhi)

5. First Option

The Drought Disaster in Rajasthan

The state of Rajasthan, once again forsaken by the rain gods, has fallen a victim to drought. The intensity of drought is severer this time comparable to the previous years. Vast tracts of land look dry and barren with not even a blade of grass on them. Even the desert type prickly and thorny trees have withered. Standing crops of maize and *bajara* have been burnt to cinders. The village ponds and wells have dried. Scarcity of food and fodder has affected four districts adversely. People are migrating to other districts and states in search of greener pastures. Those who are unable to do so are perishing along with their cattle. It is high time the state authorities and NGOs rushed to the drought affected areas. Timely help can mitigate the lot of the sufferers.

Second Option

Hiking & Trekking Expedition

Our hiking and trekking expedition to Gaumukh, the source of river Ganga in Garhwal Himalayas was partly successful. We had to hire ponies to cover difficult terrains. Sometimes we had to seek help of vehicles to accommodate two or three members of our trekking party who either suffered from exhaustion or lack of acclimatization. In spite of these minor irritants we managed to reach Uttarkashi from where we hired some equipment for our expedition to Gangotri. Situated at a height of 3048 metres, Gangotri was a bit of disappointment. It was not only overcrowded with pilgrims but the *ashrams* were commercialized. Most of the pilgrims don't go beyond Gangotri. We walked 11 km to Bhojbasa at a height of 12000 feet. Next morning we started for Gaumukh which was still 4-5 km away. The trekking to the altitude of 3892 metres over boulders and glaciers was a challenging experience. However, the sight of the Ganga rushing out of the mouth of the glacier in a thundering torrent made us forget all fatigue. It was a bliss. In future only sturdy students who can cope with long walks in difficult terrains should be selected.

6. (a) of *with* (b) teacher *teachers* (c) His *Their* (d) in *to*
(e) and *but* (f) stand *stands* (g) a *the* (h) spreading *spread*
7. (a) letter *what* sort (b) you *some* rules (c) for *your* conduct (d) rules *which* I
(e) I *have* often (f) before, *but* then (g) I *will* now (h) shall *say* nothing
8. (a) The birds fly to South to escape chill and starvation.
(b) What is being looked at by you?
(c) There is little sense in crying over spilt milk.
(d) Can no other plan be thought of?

SECTION-C (LITERATURE TEXTBOOKS & LONG READING TEXT)

9. First Option

- (a) They stood still and smiled because uncle was taking a snap with a camera.

- (b) The incident took place before the poet was born.
- (c) The phrase '*terribly transient*' in the last line means staying for a very short time.

Second Option

- (a) The poet refers to the day when he lost his childhood.
 - (b) On that particular day, the poet realised that he was the master of his own mind.
 - (c) These lines indicate the individuality of the poet.
10. (a) The song issues from its birthplace and after fulfillment and wandering reck'd or unreck'd, returns to its origin with love. In other words, the song spreads 'love' as the rain gives life. It represents 'music' which is life-giving like the rain.
- (b) Man is the most dangerous animal of the world. He has learnt a new awareness. He has acted wisely. He has shifted from the system of domination to one based on partnership.
 - (c) She tells Taplow that her husband is at the Bursar's and might be there quite a long time. If she were him, she would go. Taplow remarks that Mr Crocker-Harris had especially asked him to come. She then asks him to run to the chemist and bring medicine according to the prescription. Thus he could do a job for him. She would take the blame if he came before Taplow returned.
 - (d) The narrator's mother was a kind-hearted, generous and liberal lady. She was fond of collecting valuable things. She is more worried about the physical risk to Mrs Dorling than losing them to her. She thought it an insult to tell her friends to keep those things for ever.
 - (e) Albert left his school without any regrets. He, in fact, left it arrogantly. It was because of the bad treatment meted out to him by the head teacher. He didn't turn his head to have even a last look at this school.
 - (f) James Merrill had a great influence on Shahid's poetry. He was the poet who radically altered the direction of Shahid's poetry. After meeting Merrill, Shahid began to experiment with strict metrical patterns and verse forms. Shahid remembers Merrill as the envoy of Death in the poem "*I Dream I Am At the Ghat of the Only World.*"

11. First Option

Mighty waves struck '*Wavewalker*'. The decks were smashed. Water was gushing in through holes and openings. The whole starboard side had bulged inwards. Clothes, crockery, charts, tins and toys moved round noisily in deep water.

Their hand pumps got blocked up with the debris floating around the cabins. The electric pump short-circuited. Water level rose high. The two spare hand pumps had been wrenched overboard. Waves had also swept off the forestay sail, the jib, the dinghies and the main anchor.

There was a tremendous leak somewhere below the waterline. The boat's main rib frames were smashed down to the keel. A whole section of the starboard hull was being held up by a few cupboard partitions only. The hull of the ship had been damaged so badly that the pressure of rigging could simply pull the damaged section of the hull part. *Wavewalker* was so damaged that she could not hold together long enough to reach Australia.

Second Option

As the title indicates, the poem tells a story about Melon City—a city named after its ruler. It is quite interesting and edifying to learn how the country got a melon as its ruler. In short, it was on account of customary choice. The people relate the story of a just and placid king who was hanged by his own Royal Decree.

What the king did for the people and how he held the trials of the accused both are quite amusing. The clever arguments of the accused to save their lives are equally interesting. The king feels the pulse of the people who want to see a hanging. He knows how mischievous an angry mob can be and hence orders that someone must be hanged immediately. The irony of the situation is that only the king is tall enough to fit the noose.

The practical-minded ministers resort to the age-old custom to choose the next ruler. The idiot's idiotic choice is approved of in the name of custom. The people are indifferent to the fact that their ruler is a melon not a man. The behaviour of pragmatic ministers and equally selfish, foolish and mean people seems quite funny and interesting. It is instructive too. A wise man should avoid the company of fools.

12. First Option

When Canterville ghost was about to embark upon his scheme to frighten the Minister for the United States, he was encountered with a horrible sight himself. Right in front of him was standing a spectre whose head was bald and burnished, its face round, and fat, and white. From its eyes streamed rays of scarlet light, the mouth spwed fire and which was wrapped in a huge gown. This spectre held a sword in its right hand. Canterville had himself never seen a ghost and became quite frightened. He fled to his room but came back thinking that two ghosts would be better than one. When Canterville ghost caught hold of Spectre's hand. He ultimately realised that it was a trip laid by the Otis twins.

Second Option

The author was determined to erect the building by the labour of the students because he thought that by doing this he would instil the importance of labour in their lives. To him, labour was not a menial work but a path to dignity. In this way he tried to lift the concept of labour up from drudgery and toil. The students would learn to love work for its own sake. He wanted to show them how to make the forces of nature—air, water, steam, electricity, horsepower assist them in their labour. Skill and knowledge could transform their lives in a constructive way. This is the reason why author insisted on the labour of students.

13. First Option

Mr. Otis gets in touch with Lord Canterville, from whom he had bought the Canterville Chase, about the family jewels that the ghost had left with Virginia. But Lord Canterville was adamant that they should remain with Virginia, for the ghost had given it to her personally, and because she had done something spectacular by freeing him from his drudgery.

Second Option

Character sketch of President McKinley of the United States of America. President William McKinley was the 25th President of the United States who served in his post from March 4, 1897 to Sept 1901. He led the nation to victory in the Spanish-American war. He served in the Union Army during the American Civil War. Rapid economic growth marked his presidency. Cuba got independence from Spain during his presidency.

In the wake of McKinley's election in 1896, the coloureds were hopeful of progress towards equality. He spoke against lynching. Most coloureds who could vote supported him in 1896. He did give low-level government posts to the coloured people, but there were no offers to the coloureds in higher level posts. The coloureds in the North felt their contribution to McKinley's victory was overlooked. The US government's response to social violence was minimal, causing Mr McKinley to lose black support.

The coloureds regarded him as their best friend they ever had. Even Mr Washington of Tuskegee school also regarded him so. During the second half of 1898 there were several outbreaks of racial violence. McKinley toured the South in late 1898 hoping to pacify the coloureds. He visited Tuskegee Institute and its black principal, Booker T. Washington. But nothing was achieved by it. It is said that he lacked the vision to transcend the bias of the day and to point towards a better future for all Americans including its coloured people.

□□

SOLUTIONS TO PRACTICE PAPER-5

SECTION-A (READING)

- 1. A.**
- (c) death
 - (d) metonymy
 - (b) it buries all under the earth
 - (a) they creep to death as pale captives
 - (d) they performed just and noble actions
 - (c) it is covered with human blood
- B.**
- People should not feel proud of high birth and position because these are unreal and hollow.
 - The death has been called the leveller because it buries all under the earth.
 - The persons who performed just and noble deed are remembered after their death.
 - Death's alter is called 'Purple' because it is covered with human blood.
 - (a) Glories (b) Reap

2. 2.1 Title: Women Empowerment

- Women's Reservation Bill*
 - seeks 33% share in state legslt. & parlmt.
 - ensure res'n in orgl. posts of pol. parties
 - men agst. pol. empt. of women
- Giving women rightful due*
 - socio-econc. empt. & pol. empt.—inter-related
 - women's key role in social destiny of nation
 - hidden sacrifice of women
 - devi or wrap up of flesh & bone?
- Women's dependence on man*
 - not sole bread earner
 - unequal social laws
 - a stipendary housemaid
- Rural & Urban Women*
 - diff. setting
 - suff. level nature – same
- Women in Politics*
 - Key role in freedom struggle
 - not products of res'n
 - will to sacrifice for nation
 - Privileged place for 30% - can't ensure freedom & dignity for 70%
 - Smash fear & exploitation of women.
- Political Reservation*
 - Likelihood of passage of Reservation Bill.
 - Some women orgn. fear conspiracy.
 - Reality
 - women not involved in decision-mak'g in pol. parties
 - exploitation of women in pol. offices.

2.2 Summary. Women's Reservation Bill seeks 33% share in state legislatures and

parliament. Women should ensure reservation in organisational posts of political parties. Men are against political empowerment of women. Socio-economic empowerment and political empowerment are inter related. Women have played a key role in shaping the social destiny of nation. Women must be given their rightful due. Women depend on men because of unequal social laws. Woman played a key role in freedom struggle. The hard crust of fear and exploitation of women have to be smashed so that women emerge as equals to males in society.

SECTION-B (WRITING SKILLS & GRAMMER)

3. First Option

BIRLA PUBLIC SCHOOL, JAIPUR		
25 July 20XX	NOTICE	
LOST !	LOST !	LOST !
<p>Lost a fawn coloured wallet in the school compound during recess today. It contains my identity card, bus pass, certain important personal documents and some cash. Finder is requested to return it to me. A good treat is promised.</p>		
<p><i>Rohit / Romola</i> XII E</p>		

Second Option

Poster

Facing unscheduled cuts!	Sudden Breakdown!!	
Beat the Heat!!	Drive Away the Chill!!	
CONSERVE ELECTRICITY		
<i>Remember:</i>		
ELECTRICITY IS THE LIFE-LINE TODAY		
<p>Used Everywhere</p> <ul style="list-style-type: none"> • Homes & Schools • Industries • Offices 		
<ul style="list-style-type: none"> • Markets • Cinema • Entertainment Parks • Shopping Malls 		
Electricity is expendable		
<ul style="list-style-type: none"> • Use cautiously • Avoid wastage 		
Switch off bulbs/tubes, fans when not required.		
Use electricity saving equipments		
For further details		
Please Visit		
<table border="1" style="margin: auto; padding: 5px;"> <tr> <td style="text-align: center;"> SCIENCE & TECHNOLOGY EXHIBITION at A.P. Public School, Daryaganj, Delhi </td> </tr> </table>		SCIENCE & TECHNOLOGY EXHIBITION at A.P. Public School, Daryaganj, Delhi
SCIENCE & TECHNOLOGY EXHIBITION at A.P. Public School, Daryaganj, Delhi		
from		
14 Nov. 20XX to 19 Nov. 20XX		
<table border="1" style="margin: auto; padding: 2px;"> <tr> <td style="text-align: center;">9.00 a.m. to 4.00 p.m.</td> </tr> </table>		9.00 a.m. to 4.00 p.m.
9.00 a.m. to 4.00 p.m.		
on all days		

4. First Option

23 Ashok Vihar

New Delhi

17 October 20XX

The Editor

The Times of India

Bahadur Shah Zafar Marg

New Delhi

Sir

Sub: *Road Accidents Near Schools*

Through your newspaper I want to draw the attention of the authorities and the general public towards the plight of students. There has been a spate of road accidents involving school students recently. Most of these accidents have occurred due to the negligence of the bus drivers. They seem to be in a hurry and do not take proper precautions. In a few cases, children eager to reach the school on time and not adopting safety measures while crossing the roads, have been at fault.

Under these circumstances it is proposed that speed limit should be strictly observed near educational institutions. The authorities should post two policemen one on each side of the road at opening and closing hours of school to regulate traffic.

In case of nursery/kindergarten schools, it will be advisable to post a teacher in every bus.

I do hope my views will get proper circulation.

Yours truly

Supriya

Second Option

Format of the letter as given earlier.

Sir

Sub: *Curriculum of SUPW*

The curriculum of SUPW (Socially Useful Productive Work) is quite vast and contains many interesting and useful activities. The choice of subjects/projects has been left to the institutions. This has led to a very disturbing state. Many schools have no provision or facilities for the hobbies/subjects introduced for the senior secondary classes. There is no field work or practical participation of students. These periods are reduced to one-way lectures only. The students are so disillusioned that they call SUPW as 'some useful periods wasted'. It will be better to prescribe a limited number of crafts/hobbies suiting the local conditions and availability of raw material. Please try to make the curriculum of SUPW relevant and effective for real life.

Yours faithfully

Sushmita

5. First Option

Hazards of Polythene Bags

Polythene bags are a potential threat to our environment. They have many adverse effects on human health and hygiene. Polythene bags are non-biodegradable. They do not dissolve in mud. Rather they clog the pores and do not allow earth to suck up water. Thus, the fertility power of the earth is lost. New buds do not get a chance to come up. Greenery is hampered. They produce obnoxious gases when burnt. These gases cause serious diseases like bronchitis, eyesore, rashes, allergy, cancer etc. Heaps of discarded

polythene bags present an ugly sight. They scatter with wind and choke the drains. Deadly germs breed in the pools of dirty water. Sewer system is choked. Stray animals eat them and their digestive systems get disturbed. We should create public awareness against these hazards. Anti-polythene campaigns should be organised.

Second Option

Evils of Dowry System

Dowry which used to be a token of love and affection to a daughter at her wedding has now become a necessary evil in the modern materialistic age. Dowry has in fact assumed such a menacing proportion that the merit of the girl is secondary. The worth of a girl is measured in terms of the dowry she brings. All the laws and regulations such as equality of sexes, equal opportunities, respect for the girl child are thrown aside while negotiating a marriage deal. Many educated, talented and beautiful girls fall in the clutches of this demon. The greedy dowry seekers invent novel measures to seek and extract dowry. The incidents of bride burning are increasing day by day. Gender bias cannot be rooted out without eradicating social evils like dowry. There is no dearth of laws and regulations. Stringent action and deterrent punishment are needed. An awakened society of enlightened youth can help to curb the evils of dowry.

6. (a) peak *less* than (b) traffic *of* climbers (c) season *these* days
 (d) visited *the* region (e) boon *for* the (f) expeditions *has led*
- (g) Everest *into* the (h) expedition *will* be
7. (a) us *our* (b) are *is* (c) or *and* (d) their *its*
 (e) being *been* (f) can *may* (g) which *that* (h) who *which*
8. (a) But what has it to do with being good.
 (b) You will be rewarded for your good work.
 (c) His medals show that he was a brave soldier.
 (d) He is working as security officer in a reputed company.

SECTION-C (LITERATURE TEXTBOOKS AND LONG READING TEXT)

9. First Option

- (a) In the first line 'I' refers to the poet narrator. In the third line 'I' refers to (the voice of) the rain.
 (b) It means strangely enough.
 (c) In translated form. The answer is: "I am the Poem of Earth."

Second Option

- (a) The speaker in these lines is the father.
 (b) The father reveals that he does not understand his son although they have lived together in the same house for so many years.
 (c) The speaker's intention in these lines is to build up a relationship with his son as it was when he was a child.
10. (a) The poet's mother died twenty-three years ago. This is clear in the third stanza. It also becomes clear when the poet says that her mother's 'laughter' became her past.
 (b) Taplow is respectful towards Mr Crocker-Harris and likes him for his principles. He criticises him for being a feelingless person yet regards him an extraordinary master. He is mortally afraid of him and dare not cut the extra work even on the last day of the term.

- (c) Scientists have arranged a list of about 1.4 million living species. The number of unlisted species is much more. It varies from three to a hundred million according to various estimates. These still remain unknown and unidentified.
- (d) First is the raw mango. The sourness of its bite is sure to get straight to the *brahmarandhra* i.e., the soft part in child's head where skull bones join later. Second speciality is a creeper growing in the water of the village pond. Its flowers are a feast to behold. You can serve afternoon meal to the whole family on its two leaves.
- (e) She tells Mrs Pearson that she will deal with her family not as herself but as Mrs Pearson. They will change places or really bodies. Mrs Pearson would then look like Mrs Fitzgerald and the latter would look like the former.
- (f) The ministers believed in tradition and ceremonies. They shouted in one breath. 'Long live the king! The king is dead'. They were practical-minded men. They knew that the throne could not be left unoccupied. The crown being a symbol of power, someone must be crowned king.

11. First Option

The play presents a funny situation. Frank, a young science teacher, finds sixteen-year-old Taplow waiting for his master Mr Crocker-Harris. This lower fifth form student has been asked to come in to do extra work on the last day of the school. Mr Crocker-Harris is leaving the school for good the next day. Being quite busy in settling his own affairs, he has not yet arrived there. Taplow's fears of adverse remarks about his result make us smile. The interaction between Mr Frank and Taplow is quite amusing. The young science teacher encourages Taplow's comments on Crocker-Harris. The manner in which Taplow imitates his master's voice, manner of speaking and diction are quite amusing. The sudden arrival of Millie Crocker Harris in the midst of an imitation of a joke surprises Frank and makes Taplow nervous. Their reactions are quite amusing. Taplow's unwillingness to leave the place and his fears of consequences in case his master returns before his arrival seem genuine but funny. He feels relieved only when Millie offers to take the blame. All these actions seem exaggerated and funny.

Second Option

At the beginning of the story Andrew is physically tired and emotionally upset. He has just returned from a disappointing evening with Christine, the girl he loved. His thoughts are heavy and muddled. The episode he had witnessed at Cardiff station still filled his mind with sadness. Though he thought of marriage as a blissful state, he couldn't help remembering the miserable failure of many marriages.

At the end of the story, Andrew is physically exhausted but emotionally cheerful and mentally alert. His mind is filled with joy and self-satisfaction. He has performed an unusual feat, no less than a miracle. He calls upon God as witness that he has done something real at last. This sense of achievement helps him overcome physical fatigue. His sense of duty towards his patients helps him attend to them whole-heartedly. He forgets his personal feelings and thinks only of reviving the patients.

12. First Option

The Otis family did not feel scared despite the bloodstain being shown to them. This showed that they did not believe in ghosts and spirits. Even their children viewed the bloodstain as a nonsense.

This behaviour showed a bold and fearless family who had a scientific temper and analysed everything in a logical manner.

Second Option

In order to earn some money when the author graduated from Hampton, he joined a summer hotel in Connecticut. The author did not know anything about waiting on a hotel table. The head waiter thought him to an accomplished waiter and gave him the charge of the table around which four customers were sitting. He was scolded so severely by them that he immediately left their table. He was reduced to the position of a dish washer. But the author was determined to learn the business of waiting so he learned it quickly. He was given his position back in a few weeks.

13. First Option

The Otis family did not feel scared despite the bloodstain being shown to them. This showed that they did not believe in ghosts and spirits. Even their children viewed the bloodstain as a non-sense.

This behaviour showed a bold and fearless family who had a scientific temper and analysed everything in a logical manner.

Second Option

Miss Olivia A. Davidson was born in Ohio. She received her preparatory education in public schools of Ohio. She began her career as a teacher in the state of Mississippi and later in the city of Memphis. While teaching there, one of her pupils became ill with smallpox. Everyone in the community was so frightened that no one would nurse the boy. Miss Davidson closed the school and remained by the bedside of the boy day and night until he recovered. She also offered her services as a yellow-fever nurse, in Memphis city although she never had the disease. These incidents showed her caring nature.

Miss Davidson was very light in colour and people mistook her for a white woman. But she made it known that she would not deceive anyone and declared that she was a coloured person.

Soon after her graduation from the Framingham institution, she came to Tuskegee and brought into the school many valuable and fresh ideas as to the best methods of teaching as well as a rare moral character and a life of unselfishness. No other individual did more towards laying the foundations of the Tuskegee institute so to ensure the successful work that has been done than her.

She was also a capable fund raiser for the school. She held festivals or "suppers". She personally canvassed among the white and coloured families in the town of Tuskegee and got them to agree to give something that could be sold at the festival.

□□