

**SYLLABUS**  
**ENGLISH (LANGUAGE & LITERATURE) (184)**  
**CLASS – IX**  
**S. A. - II (2012-13)**

Division of Syllabus for Term II (October-March)		Total Weightage Assigned
Summative Assessment II		30%
Section	Marks	
Reading	15	
Writing	15	
Grammar	15	
Literature	25	
Long Reading Text	10	
Listening & Speaking	10	
Formative Assessment		20%
<b>TOTAL</b>		<b>50%</b>

**The Question Paper will include value based question(s)  
to the extent of 3-5 marks.**

- The Problem Solving Assessment will be conducted for all students of class IX in Jan – Feb 2013 and the details are available in a separate circular.
- The ‘Problem Solving Assessment’ (CBSE-PSA) will be counted towards FA-4 which is 10% of total assessments of Class IX. This assessment will also be carried forward towards the FA-4 in Class X. This score will be reflected in one Language (English or Hindi), Mathematics, Science and Social Science w.e.f the session 2012-2013 for Class IX and 2013 – 14 for Class X.
- The same score will be reflected in FA-4 for class IX and Class X. The students will have the option to improve their PSA Score in Class X, as they can sit for the test with Class IX students of the Session 2013-2014 in January – February 2014. The best scores will be reflected in the final certificate in case of those applying for improvement.
- The schools which have already planned their time table and other details regarding FA-4 will take the best scores of FA-3 and FA-4 to count towards the total 10%, now available for FA-3 and FA-4 taken together.

**Note:**

1. The total weightage assigned to Summative Assessment (SA I & II) is 60%. The total weightage assigned to Formative Assessment (FA1, 2, 3, & 4) is 40%. Out of the 40% assigned to Formative Assessment, 10% weightage is assigned to conversation skills (5% each in Term I & II) and 10% weightage to the Reading Project (at least 1 Book is to be read in each term and the Project will carry a weightage of 5% in each term).
2. The Summative Assessment I and Summative Assessment II is for ninety marks. Ten marks of listening and speaking test will be added in the 80 marks Summative Assessment paper ie 80+10 = 90 marks in each semester. The weightage assigned to Summative Assessment I is 30% and the weightage assigned to Summative Assessment II is 30%.

**3 Hours**

**Total Marks 80**

**SECTION A: READING**

**15 Marks  
30 periods**

**Qs 1-3. This section will have three unseen passages** of a total length of 600 words. The arrangement within the reading section is as follows:

**Q. 1 A Factual** passage of 200 words with **Five MCQs** out of which **one** will test **vocabulary**.  
**5 marks**

**Q. 2. A Discursive** passage of 200 words with **Five MCQs** out of which **one** will test **vocabulary**.  
**5 marks**

**Q 3:** This passage may be an **extract from a poem or a literary passage**. There will be **Five Supply Type Questions** to test inference, evaluation and analysis out of which **one** will test **vocabulary**. The passage, if prose, will be of 200 words or 14 lines of a poem. **5 marks**

**SECTION B: WRITING**

**15 Marks  
Periods 40**

**Q. 4. Letter Writing: Any One out of (a) informal letter/e mail  
(b) formal letter/e mail**

in not more than **80 - 100 words** based on verbal stimulus and context provided. **5 marks**

**Q. 5.** Writing an article or speech based on visual or verbal stimulus in 120 –150 words.  
**5 marks**

**Q. 6.** Writing a short composition in the form of **story or report for a school magazine** in 120- 150 words  
**5 marks**

## SECTION C: GRAMMAR

15 Marks  
45 periods

This section will assess Grammar items in context for 15 marks.

- This section will carry five questions of three marks each
- Out of five questions two questions (question 7 and 8) carrying 6 marks will have MCQs of three marks each. The text types for MCQs will include:

**Q. 7.** Gap filling

**Q. 8.** Sentence completion/ Dialogue Completion

**Questions 9, 10 and 11 (carrying 3 marks each i.e. total 9 marks)** will be based on response supplied by students. (Supply Type Questions)

These test types which will not be tested as MCQs include

**Q. 9.** Sentence reordering

**Q. 10.** Editing/ Omission

**Q. 11.** Sentence transformation (including combining sentences)

The Grammar syllabus will include the following areas in class IX:

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject – verb concord
5. Reporting
  - (i). Commands and requests
  - (ii). Statements
  - (iii). Questions
6. Clauses:
  - (i) Noun clauses
  - (ii) Adverb clauses of condition and time
  - (iii) Relative clauses
7. Determiners, and
8. Prepositions

Note: No separate marks are allotted for any of the grammar items listed above.

## SECTION D: TEXT BOOKS

25 Marks  
95 periods

### Beehive and Moments (NCERT)

**Q. 12.** One extract from **prose** for reference to context. Three very short answer questions.  
(From Beehive) **3 marks**

**Q. 13.** One extract /passage from **play** for reference to context. Three very short answer questions. (From Beehive) **3 marks**

**These passages would require effort on the part of the students to supply the responses.**

Up to one mark in each extract will be for vocabulary. At least one question will be used for testing local and global comprehension and one question will be on interpretation.

The extracts will carry 3 marks each.

**Q. 14.** One out of two reference to context stanzas (based on poetry) followed by 3 questions to test local and global comprehension of the set text. **These passages would require effort on the part of the students to supply the responses.** (Beehive) **3 Marks**

**Q.15.** Six short answer type questions from **Beehive and Moments** (three from each) to test local and global comprehension of theme and ideas (30-40 words each)—**2 marks** each.

**2x6 = 12Marks**

**Q.16.** One out of two long answer type questions to assess how the values inherent in the texts have been brought out (Beehive and Moments). Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80- 100 words)  
**4 marks**

**Novel/ Long Reading Text**

**5+5 = 10 Marks**

**Q. 17. Type of Questions:**

Global question on theme, plot involving interpretation and inference **5 Marks**

**Q. 18.** One out of two character sketches in about 100 words  
**Prescribed Books**

**5 Marks**

NCERT

1. *Beehive* – Textbook for Class IX
2. *Moments* – Supplementary Reader for Class IX

Published by

Sri Aurobindo Marg,  
New Delhi.

**Novel/ Long Reading Text**

3. *Gulliver's Travel* - 2005 (unabridged edition) Jonathan Swift

OR

4. *Three Men in a Boat* - 1889 (unabridged edition) Jerome K. Jerome

**NOTE: Teachers are advised to:**

- i. encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc,
- ii. reduce teacher-talking time and keep it to the minimum,
- iii. take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- iv. use the scale of assessment for conversation skills to test the students for continuous assessment.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

**Reading Section:**

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested formatively as well as summatively.

**Writing Section:**

All types of short and extended writing tasks will be dealt with in both I and II Term Summative as well as in Formative Assessment.

**Grammar:**

Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the summative assessments for the two terms

**English Language and Literature  
Syllabus for Second Term  
Class - IX**

Textbooks
<b>Textbooks (Beehive )</b>
<b>PROSE</b>
1. Packing
2. Reach for the Top
3. The Bond of Love
4. Kathmandu
5. If I were You
<b>POETRY</b>
1. No Men are Foreign
2. The Duck and the Kangaroo
3. On Killing a Tree
4. The Snake Trying
5. A Slumber did My Spirit Seal
<b>Supplementary Reader (Moments)</b>
1. Weathering the Storm in Erasma
2. The Last Leaf
3. A House is Not a Home
4. The Accidental Tourist
5. The Beggar
<b>Long Reading Text/ Novel</b>
<b>Gulliver's Travels</b> Part III & IV Unabridged Edition (2005) by Jonathan Swith
<b>OR</b>
<b>Three Men in a Boat</b> Chapter 11 to 19 Unabridged Edition (1889) by Jerome K. Jerome

**Note:**

1. Formative Assessment is assessment 'for' learning. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as language games, quizzes, projects, role plays, dramatisation, script writing etc must be done as 'in school' activities. In case, a field survey or visit is taken up, it must be under the direct supervision of the teacher.

**DESIGN OF QUESTION PAPER**  
**ENGLISH (LANGUAGE & LITERATURE) (184)**  
**CLASS – IX**  
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Division of Syllabus for Term II (October-March)		Weightage Assigned
<b>Summative Assessment II</b>		30%
<b>Section</b>	<b>Marks</b>	
Reading	15	
Writing	15	
Grammar	15	
<b>Literature + Value Based Question</b>	<b>21+4 = 25</b>	
Long Reading Text	10	
Listening & Speaking	10	
<b>Formative Assessment</b>		20%
<b>TOTAL</b>		<b>50%</b>

**The Question Paper will include Value Based Question(s) from Literature Section to the extent of 3-5 marks**

Sr. No.	Skills to be tested	Strategies	No. of Questions 18	Total Marks 80
1.	<b>READING COMPREHENSION</b>	Five multiple choice questions on one factual passage. (200 words) One mark for vocabulary	05 MCQs x 1 =	<b>05</b>
2.	<b>READING COMPREHENSION</b>	Five multiple choice questions on one discursive passage. (200 words) One mark for vocabulary	05 MCQs x 1 =	<b>05</b>
3.	<b>READING COMPREHENSION</b>	Five supply type questions. The questions will test inference, evaluation and analysis. The passage may be an extract from a poem or a literary passage. (200 words or 14 or more lines of a poem) One mark for vocabulary	05 VSAQs x 1 =	<b>05</b>
<b>Total</b>				<b>15</b>

<b>4</b>	<b>WRITING</b>	Letter Writing: One out of two letters (formal/informal) in 120-150 words based on verbal stimulus and context provided. a) Informal/email b) Formal/email	01 LAQ II x5=	<b>05</b>
<b>5.</b>	<b>WRITING</b>	Writing an article or a speech on visual or verbal stimulus in 120-150 words.	01 LAQ II x5=	<b>05</b>
<b>6</b>	<b>WRITING</b>	Writing a composition in the form of a story or a report for the school magazine in 120-150 words.	01 LAQ II x 5 =	<b>05</b>
<b>Total</b>				<b>15</b>
<b>7</b>	<b>GRAMMAR</b>	Gap Filling	3 MCQs x 1=	<b>03</b>
<b>8</b>	<b>GRAMMAR</b>	Sentence completion/ Dialogue completion	3 MCQs x 1 =	<b>03</b>
<b>9</b>	<b>GRAMMAR</b>	Supply Type Questions include: Sentence reordering in context/ jumbled words and phrases to be put in sequence to form a sentence	03 VSAQs x 1=	<b>03</b>
<b>10</b>	<b>GRAMMAR</b>	Editing/ Omission	03 VSAQs x 1=	<b>03</b>
<b>11</b>	<b>GRAMMAR</b>	Sentence transformation (including combining of sentences)	03 VSAQs x 1=	<b>03</b>
<b>Total</b>				<b>15</b>
<b>12</b>	<b>TEXT BOOKS (Beehive)</b>	One extract/ passage reference to context based on <b>prose</b> .	03 VSAQs x 1=	<b>03</b>
<b>13</b>	<b>TEXT BOOKS (Beehive)</b>	One extract/ passage reference to context based on <b>play</b> .	03 VSAQs x 1=	<b>03</b>
<b>14</b>	<b>TEXT BOOKS (Beehive)</b>	One out of two reference to context stanzas based on <b>poetry</b> .	03 VSAQs x 1=	<b>03</b>
<b>15</b>	<b>TEXT BOOKS (Beehive + Moments)</b>	Six short answer type questions from Beehive and Moments in 30-40 words.	06 SAQs I x 2=	<b>12</b>

<b>16</b>	<b>TEXT BOOKS (Beehive + Moments)</b>	<b>One out of two long answers type questions to assess how the values inherent in the texts have been brought out (Beehive and Moments) in 80-100 words</b>	<b>1 LAQ I x 4=</b>	<b>04</b>
<b>Total</b>				<b>25</b>
<b>17</b>	<b>Long Reading Text – Novel</b> <i>Gulliver’s Travels</i> Or <i>Three Men in a Boat</i>	Global question on theme or plot involving interpretation and inference	01 LAQ II x 5 =	<b>05</b>
<b>18</b>	<b>Long Reading Text – Novel</b> <i>Gulliver’s Travels</i> Or <i>Three Men in a Boat</i>	One Character-sketch out of two	01 LAQ II x 5 =	<b>05</b>
<b>Total</b>				<b>10</b>

**SUMMARY**

<b>MCQs</b>	<b>VSA</b>	<b>SA I</b>	<b>SA II</b>	<b>LAQ I</b>	<b>LAQ II</b>
1 marks each	1 mark each	30-40 words 2 marks	50-60 words 3 marks	80-100 words 4 marks	120-150 words 5 marks
<b>16</b>	<b>23</b>	<b>12</b>	<b>----</b>	<b>04</b>	<b>25</b>

***TOTAL: 80***

**SAMPLE QUESTIONS**  
**ENGLISH (LANGUAGE & LITERATURE) (184)**  
**CLASS – IX**  
**S. A. - II (2012-13)**

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**SECTION A : Reading**

**3 UNSEEN PASSAGES OF 600 WORDS TOTAL**

**Q1 Read the passage given below and write the option that you consider the most appropriate in your answer sheet: (5 marks)**

The beginning of this fun-filled season with the sun hidden behind the grey clouds brings cheer to many of us waiting eagerly to splash in the rains. Of course not everything about rains is glamorous .Especially when you think about endless traffic jams, the bad roads dotted with potholes, un-cleared garbage and the spate of water borne diseases .Also viral infections like cold and cough make their presence felt.

Most infectious diseases prevalent in rainy season can be prevented by simply washing our hands regularly. Scrubbing hands regularly with water and soap can prevent us from contacting respiratory and diarrheal diseases.

Kids have a lower level of immunity and hence hand washing becomes a crucial part of their life style. When playing especially during monsoon season kids come into contact with germs and can unknowingly become infected simply by touching their nose, eyes or mouth .The Food and Drug Administration states that the human influenza virus can survive on surfaces for up to eight hours, making people susceptible to catching it each time they touch the infected surface. Hence repeated hand washing is required.

To make the best of the rainy season we should follow some simple guidelines .First of all if we decide to get wet in rains we should change into a dry set of clothes at the earliest. Also we should keep raw food items at bay and wash vegetables and fruits thoroughly before use. Moreover strict kitchen hygiene should be maintained in order to enjoy one of the most beautiful seasons of the year. Also, in order to have a trouble free rainy season home made fresh food should be given preference over the fast food sold in the market.

**Q (i) People wait for the rains since they can\_\_\_\_\_ in it.**

- (a) splash (b) have potholed roads (c) spate of water borne diseases (d) endless traffic jams

**Q (ii) After getting wet in rains we should put on dry clothes \_\_\_\_\_**

- (a)as late as possible (b) whenever we like to (c) as early as possible (d) when we fall sick

**Q (iii) Besides maintaining kitchen hygiene we should \_\_\_\_\_ so as to keep us disease free in rainy season.**

- (a)avoid raw fruits (b) enjoy raw fruits (c) avoid vegetables (d) consume more fruits and vegetables

**Q (iv). The passage suggests that small children should wash their hands\_\_\_\_\_ in rainy season since they have lower immunity.**

- (a)Frequently (b) rarely (c) after every meal (d) before every meal

**Q (v) The word in the passage which means the same as' prone and vulnerable 'is \_\_\_\_\_**

- (a) dotted (b) hygiene (c) susceptible (d) influenza

**Q2 Read the passage given below and write the option that you consider the most appropriate in your answer sheet: (5 marks)**

Time is running out and the parents are worried. With just 10 days left for the schools to reopen after homework. Since the children have enjoyed through their vacations it is their parents who are surfing the internet, painting the charts, writing essays and preparing science models. Some busy parents who are well off but cannot spare time are compelled to send their wards to the "holiday homework special" classes.

Sumedha, who holds classes for completing the children's homework, says that she charges anything between Rs.1000 and 5000 per child depending on the class and volume of homework. Many schools give away prizes for the best homework or add the marks in internal assessment. This makes it almost imperative for parents to get the best quality.

Majority of the parents' complain that the level of the homework is so high that their children are clueless about how to do it. Also many of them fret that the quantum of holiday homework is so much that children fail to complete it within the stipulated holidays.

In spite of all the troubles all parents agree that holiday homework is essential for the children. Some of them opined that homework helps establish and strengthen bonds between them and their children as it brings them close to each other. Some others think that holiday homework keeps the children in touch with their studies when they are not going to school.

**Q (i) The two objections raised by parents regarding holiday homework are \_\_\_\_\_**

- (a) children playing through the holidays and amount of home work  
(b) high level of homework and amount of homework  
(c) too much time and high level of homework  
(d) lack of ideas among children and level of homework

**Q (ii) Holiday homework special 'classes are conducted for \_\_\_\_\_**

- (a) busy parents (b) children of busy parents (c) for all well off children (d) teachers

**Q (iii) That \_\_\_\_\_ makes it necessary that quality homework is done.**

- (a) Schools assign difficult homework (b) parents are doing the homework (c) schools add marks of the homework to internal assessment (d) parents are paying a heavy price for the homework.

**Q (iv) Besides keeping the children in touch with their studies homework \_\_\_\_\_ between parents and children.**

- (a) sets up bonds (b) builds bonds (c) weakens bonds (d) sets up and builds bonds

**Q (v) The word/phrase \_\_\_\_\_ in the passage means the same as "expressed opinion".**

- (a) running out (b) spare (c) imperative (d) opined

**Q 3. Read the passage given below and answer the questions that follow. (5 marks)**

What exercise is to body, reading is to mind. There are different purpose of reading. One of them is deriving pleasure. Children reading for their pleasure rarely stop to ask about the words. They want to get on with the story. If the word is important, they can usually

make a good guess about what it is. "He drew an arrow from his quiver". Easy to see that quiver is some sort of gadget to put arrows in. More complicated words they figure out by meeting them in different contexts. People learn to read well and get good vocabulary, from books, not work books or dictionaries. As a kid I read years ahead of my age, but I never looked up words in dictionaries, and didn't even have a dictionary. In my lifetime I don't believe I have looked even as many as fifty words - neither have most good readers. Most people don't know how dictionaries are made. Each new dictionary starts from scratch. The company making the dictionary employs thousands of 'editors', to each of whom they give a list of words. The job of the editor is to collect as many examples as possible of the ways in which these words are actually used. They look for the words in books, newspapers, and so forth and every time they find one, they cut out or copy that particular example. Then after reading these examples they decide 'from the context' what the writer in each case had meant by the words. From these they make definitions. A dictionary in other words, is a collection of people's opinions about what words mean as other people use them.

- (i) How do children find out meanings when they are reading for pleasure?
- (ii) Does the passage suggest that dictionary is essential for a good vocabulary? Why or why not?
- (iii) Write any one step in the process of making a dictionary.
- (iv) Define a dictionary in your own words.
- (v) Find the phrase in the passage which means 'calculate/think about until one understands.'

## SECTION B

(15 Marks)

### Question 4

(5 Marks)

#### LETTERS INFORMAL

Q 4. Your cousin has fallen into the bad habit of smoking. He does not realize that smoking is highly injurious to active as well as passive smokers. Write a letter in 120-150 words telling your cousin the harmful effects of smoking. You are Pankaj living at J-54 Spring Enclave New Delhi.

OR

#### FORMAL

The usage of various gadgets – washing machine, mobile phone, i-pod etc. in our life is growing day by day. The latest researches reveal that these gadgets produce radiation which is immensely harmful to us. Write a letter in 120-150 words to the editor of a local daily highlighting the dangers of over - exposure to gadgets. You are Vineeta of B- 124 ABC Enclave Janakpuri Jaipur.

OR

#### EMAIL

Your team has won the first place in the Inter-school debate competition. Your partner could not be present for the prize distribution function. Write an email to your partner giving details of the function and what prize you had received.

**Q 5**

**(5 Marks)**

**ARTICLE**

Q Riding without helmets, speeding, rash driving and jumping red lights are some aspects of underage driving. The underage drivers fail to realize that they are putting to risk not only their own but also the life of other road users .Write an article in 120-150 words highlighting the solutions to the menace of underage driving .

**SPEECH**

There have been a number of terrorist attacks in Delhi. As such Delhi is seen as a soft target by the terrorists. Amit/Amita read an advertisement by Delhi Police. She/he decided to deliver a speech in the school assembly to spread awareness among students how they can help in avoiding terrorist activity. Write a speech for her/him in 120-150 words.

**Q 6**

**STORY WRITING**

Adjudged the best speaker, participated, slightly nervous, sure to win, tough competition, excited

Using all the phrases and words given in the box above, weave an interesting story in 120-150 words.

Or

In the month of July your school had organized an admission fair for children who are out of school. All children of nearby colonies were offered admission in the school. Write a brief report in about 120-150 words describing the admission fair to be submitted for the school magazine.

**(5 marks)**

**SECTION C: Grammar**

**GAP FILLING**

**(3 marks)**

**Q 7. The underlined words in the following passage have not been used appropriately. Replace them by choosing the most appropriate option from the ones given below the passage. Write the answers in your answer sheet against the correct blank number. Do not copy the whole passage.**

**(1x3=3 marks)**

Now it (i) \_\_\_\_\_ that once the earth had two moons .According to the astronomers the smaller of the two moons smashed into the other in what (ii) \_\_\_\_\_ the “big splat” As a result of big splat our planet (iii) \_\_\_\_\_ with a single moon .

- (i) (a) has discovered (b) has been discovered (c) has been discovering ( d) has discover  
(ii) (a)was being called (b) was been called (c)is being called (d)is calling  
(iii) (a)was left (b)had been left (c)is leaving (d)was leaving

## DIALOGUE COMPLETION

**Q. 8. Read the following dialogue and then complete the report given below. Write your answers in your answer sheet with correct blank number. Do not copy the dialogue and the report. (1x3 = 3marks)**

Santa: How did your hen die?

Banta: I poured hot water into its mouth.

Santa: But why did you do it?

Banta: Actually I thought it would give me boiled eggs.

Santa asked Banta (i) \_\_\_\_\_. Banta replied that (ii) \_\_\_\_\_. Now Santa wanted to know why he had done it. To which Banta replied that (iii) \_\_\_\_\_.

(i)

- a) how his hen died.
- b) how did his hen die
- c) how did his hen died
- d) how his hen have died

(ii)

- a) he poured hot water into its mouth
- b) he had poured water into its mouth
- c) he was pouring water into its mouth
- d) I was pouring water into pouring

(iii)

- a) actually he had thought it would give him boiled eggs
- b) actually he was thinking it.
- c) actually he thought it would give me.
- d) actually he thought it will give me boiled eggs.

## SENTENCE REORDERING

**Q. 9. Look at the words and phrases below. Rearrange them into meaningful sentences. Write the correct sentences in your answer sheet. The first one has been done as an example. (3 marks)**

{ EXAMPLE: four\divided\the question\ has been\section\paper\into\the }  
The question paper has been divided into four sections.

- i. the reading/three passages/will/section/have/unseen,
- ii. five/multiple choice/passages/questions /each/followed/will be /by
- iii. vocabulary/out of /marks /twenty /for/marks/will be/four

## EDITING

**Q. 10. The following passage has not been edited. There is one error in each line against which a blank is given. Write the incorrect word and the correction in your answer sheet against the correct blank number as given in the example. Remember to underline the word that you have supplied. (3x1=3 marks)**

The forestry sector had been  
a worst affected, because of

e.g. had has  
(a) \_\_\_\_\_

financial reasons. In fact, hard (b) \_\_\_\_\_  
any funds were provided for  
raise new plantations and the (c) \_\_\_\_\_  
afforestation programme was being  
sustained largely through external aided project.

**11. Read the following dialogue and then complete the report by transforming the sentences into reported speech. Write your answers in your answer sheet against the correct blank numbers. Do not copy the whole passage. (1x3 = 3 marks)**

Wife: Our servant has run away.

Husband: Is anything missing?

Wife: Yes, my gold watch.

Husband: Where did you keep it?

Wife: On the dressing table as usual.

A wife told her husband that their servant had run away. The husband asked the wife (a) \_\_\_\_\_. The wife replied in positive and said that (b) \_\_\_\_\_. The husband then asked her (c) \_\_\_\_\_. The wife replied that she had kept it on the dressing table as usual.

### **SECTION – D**

#### **Literature (Textbooks)**

**Read the following passage and answer the questions that follow:**

**Q. 12.**

Friends had conjectured that the bear would not recognize her. I had thought so too. But while she was yet some yards from his cage Baba saw her and recognized her. He howled with happiness. She ran up to him, petted him through the bars, and he stood on his head in delight. (3 marks)

- Q1. One thing was common to the opinion of the author and his friends regarding the bear .What was it?  
Q2. Which trait of the author’s wife is highlighted in the passage?  
Q3. Give noun form of the word ‘recognize’.

**Q 13. Read the following extract from the play “If I were you”**

Intruder: I’ve got freedom to gain. As for myself, I’m a poor hunted rat. As Vincent Charles Gerrard I’m free to go places and do nothing. I can eat well and sleep and without having to be ready to beat it at the sight of a cop. (3 marks)

1. Why does the Intruder say that he has got freedom to gain?
2. How and why is he a ‘poor hunted rat’?
3. What is the inner desire of the Intruder?

**Q 14. Read the extracts given below and answers the questions that follow: (3 marks)**

Said the Kangaroo to the Duck,  
“This requires some little reflection;  
Perhaps on the whole it might bring me luck,  
And there seems but one objection,  
Which is, if you’ll let me speak so bold,  
Your feet are unpleasantly wet and cold,

And would probably give me the roo-  
Matiz!" said the Kangaroo.

- (i) 'This requires some little reflection' 'This' here refers to \_\_\_\_\_  
(ii) The kangaroo's objection to duck's plan is that \_\_\_\_\_  
(iii) The name of the poem from which this stanza has been taken is \_\_\_\_\_.

**Answer the following questions in about 30-40 words.**

**(2 x 6 = 12 marks)**

- Q 15** a) Do you think the intruder was a boastful-fellow? Why/why not?  
b) How did Santosh Yadav pressurize her affluent parents to pay for her education in Delhi ?  
c) "Excellence would only come at a price." How did Maria Sharapova learn this important lesson?  
d) Describe the 'island' made for Baba.  
e) How does Bill Bryson end up in a crash position in the aircraft?  
f) What is the role of Olga in the story 'The Beggar'?

**Attempt any one Part – A or Part – B.**

**5 marks**

**Part – A**

Gulliver's Travels

**Q.17 Do you think Gulliver changes as the story progresses? Does he learn from his adventures? Elaborate your answer with support from the text.**

Value Points

- Gulliver more tranquil and less restless at end -- in desiring first to stay with the Houyhnhnms, then to find an island on which he can live in exile, Gulliver shows that his adventures have taught him that a simple life, one without the complexities and weaknesses of human society, may be best
- Yet his tranquility is superficial—lying not far below the surface is a deep distaste for humanity aroused as he comes in contact with crew of Don Pedro de Mendez
- Transformed from the naïve Englishman to the experienced but still open-minded world traveller of the first two voyages; then to the jaded island-hopper of the third voyage; and finally to the cynical, disillusioned, and somewhat insane misanthrope of the fourth voyage.

**Q.18 Do you think that Swift meant the country of the Houyhnhnms to represent an ideal society?**

- Houyhnhnms live simple lives wholly devoted to reason-- a society in which there is no crime, no poverty, no disagreement, and no unhappiness; speak clearly, act justly, and have simple laws
- untroubled by greed, politics, or lust; live life of cleanliness and exist in peace and serenity-- live by grand maxim: Cultivate Reason and be totally governed by it.
- perfect society; no concept of a lie, and therefore no word to express it.
- On the other hand, neither is there any joy, passion, or love-- Gulliver, acts like a Houyhnhnm but is closer in physique to a Yahoo-- difficult to continue to sympathize with Gulliver and to look through his eyes at the society he visits as he is increasingly hostile to, and isolated from, his fellow humans

- Gulliver's rejection of Don Pedro – who is kind and courteous to him, and, later, of his family, makes him appear mean-minded and unbalanced. His preference for talking to his horses over his family appears to be a kind of madness.

Or

**Part – B**

**Three Men In a Boat**

**Q.17 Compare and contrast George with Harris.**

**Value Points**

- **Harris** practical young man-- no romance
- fond of drinking
- not too fond of working hard
- not much imagination
- more aggressive
- very fond of eating
- no aesthetic
- terrible singer
- frank and outspoken
  - George:-- employed at a bank, where the only work his friends thought he did was sleep-- hates work of any kind
  - some knowledge of the ways of the world -- gives sensible advice and suggestions
  - calmer and less aggressive than Harris
  - like Harris does not have much sense of style.
  - does not exert himself too much, and was the last one to offer to do anything that required physical labour
  - not very quick-witted and depended on the others to lead him
  - laughed at others but did not enjoy it much when the joke turned on him.
  - keen to learn to play the Banjo, but he played quite badly

**Q.18 What was ironic about the boat journey? What light does it throw on the characters of the three friends?**

- three friends planned boat trip thinking it would be a idyllic journey, offering them a respite from their day-to-day routine and expected to enjoy two weeks on the river
- What they wanted was rest
- Unfortunately, trip turns out to be full of catastrophes with all of them having to actually work!
- in deep depression because of the continuous rain
- determined to enjoy themselves and did not want to give up until the full two weeks were up
- despite being terrible boatmen and totally ill-equipped to deal with the simplest of jobs, they were determined to look at the brighter side of life and refused to give in to circumstances, however gloomy and difficult they may be.

## VALUE BASED QUESTION

**LONG Answer Question**

**4 MARKS**

**My childhood**

**Q16: Answer the following question form the lesson My Childhood**

**Abdul Kalam used to collect the tamarind seeds and used to sell them to provision shop on the Mosque street in Rameshwaram. A days collection would fetch him the princely one anna. Besides he would collect the bundle of newspaper and worked as a help for Samsuddin. He was proud of earning his own money.**

**Do you think that Abdul Kalam worked to earn only money or it was merely a joy to be a self earner and self dependent? What traits in the personality are developed if one is self reliant and dependent? What values of life one learns when one starts working and earning.**

**Marking Scheme & Value Points**

- Description of the Context
- Traits in the personality, confidence increased self esteem and self respect
- Value of money and value of hard work so that one does not become spend thrift.