

**SYLLABUS**  
**ENGLISH COMMUNICATIVE (101)**  
**S. A – II (2012-13)**  
**CLASS – IX**

Division of Syllabus for Term II (October - March)		Total Weightage Assigned
<b>Summative Assessment II</b>		30%
Section	Marks	
Reading	15	
Writing	20	
Grammar	15	
<b>Literature+ Value Based Question</b>	<b>15+5 = 20</b>	
Long Reading Text/ Fiction	10	
Listening and Speaking	10	
Formative Assessment		20%
<b>TOTAL</b>	<b>90</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%.

## SECTION A: READING

15 Marks

**Qs 1 & 2** The reading section will have two unseen texts as shown below:

Text Number	Text Type	Length	Marks	Type of Questions.
Text 1	Factual/Discursive/ Literary	500 - 550 words	8 marks	<b>very short answer Supply Type</b>  (Gap filling, sentence completion, Table completion, word attack questions, Reference to context and Short Answer Questions) 2 marks will be for testing vocabulary
Text 2	Factual/Discursive/ Literary	300 – 350 words	7 marks	Multiple Choice Questions. 1mark for vocabulary.

The word limit has been reduced from 1100 to 900.

The total length of the two passages will be between 800 – 900 words. There will be at least 3 marks for assessing vocabulary.

Care should be taken to cover all the text types, ie discursive and literary while selecting the passages. A poem may or may not be used as one of the two texts. Apart from a poem, prose literary texts may include excerpts from authentic literature such as short story, autobiography, biography, travelogue, novel etc.

Whenever a poem or a prose/ literary text is used, the other text should be factual or discursive. If a poem is selected then, the length of the poem may be between 14 to 25 lines.

## SECTION B: WRITING

20 Marks

The writing section comprises of four writing tasks as indicated below.

**Q. 3.** A short composition of 50-60 words in the form of a **Notice or a Message** **3 Marks**

**Q. 4.** A composition of 50-60 words in the form of a **report** **3 marks**

**Q. 5.** A composition in the form of a **Biographical sketch, Data Interpretation, Dialogue writing or Description (people, place, objects or events) in about 80-100 words.** **4 marks**

Questions 3, 4 and 5 will assess students' skill of expressing ideas in clear and grammatically correct English, presenting ideas coherently and concisely, writing a clear description, a clear account of events, expanding notes into a piece of writing, transcoding information from one form to another or using a style appropriate for a notice, message or a report .

**Q. 6 .** An extended writing task of length 120-150 words in the form of a **Formal/Informal Letter or Email.** The long piece of writing will assess the use of appropriate style, language, content and expression. **5 Marks**

**Q. 7.** An extended writing task in about 120-150 words in the form of an **Article, Speech or a Debate.** **5 Marks**

Students' skill in expressing ideas in clear and grammatically correct English, planning, organizing and presenting ideas coherently by introducing, developing and concluding a topic, comparing and contrasting ideas and arriving at a conclusion, presenting an argument with supporting examples, using an appropriate style and format and expanding notes into longer pieces of writing and creative expression of ideas will be assessed.

Qs 5, 6 & 7 will make use of a visual/ verbal stimulus and one of the questions will be thematically based on MCB.

**Important Note on Format and Word Limit:**

- Format will not carry any separate marks and in most cases, format will be given in the question paper.
- The word limit given is the suggested minimum word limit. No candidate may be penalised for writing more or less than the suggested word limit provided the topic is covered adequately. Stress should be on content, expression, coherence and relevance of the content presented.

**SECTION C: GRAMMAR**

**15 Marks**

This section will assess **Grammar** items in context for **15 Marks.** It will carry **5 questions of 3 marks each.**

**Questions 8 & 9 will have Multiple Choice Questions. The test types for MCQs include the following:**

- **Gap filling**
- **Sentence completion/ Dialogue completion**

**Questions 10, 11 & 12 will be based on response supplied by students (Supply Type). The test types will include the following:**

- **Sentence reordering**

- **Editing/ Omission**
- **Sentence transformation**

**Questions 8 to 12** will test grammar items which have been dealt with in class IX. Different structures such as verb forms, sentence structure, connectors, determiners, pronouns, prepositions, clauses, phrases etc., can be tested through formative assessment over a period of time. **As far as the summative assessment is concerned, it will recycle grammar items learnt over a period of time and will test them in context.**

Test types used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, reordering word groups into sentences, editing, and sentence-transformation.

The grammar syllabus will be sampled each year, with marks allotted for:

Verbs forms

Sentence structures

Other areas

**Note:** Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.

**SECTION D: LITERATURE** **20 Marks**

**Q.13 .** will have the following arrangement:

13 A: An extract from poetry with three questions based on reference to context. **3 Marks**

13 B: An extract from a short story with three reference to context questions requiring the students to supply the answers. **3 Marks**

13 C: An extract from a play with three reference to context questions requiring the students to supply the answers. **3 Marks**

**Q.14 .** Two out of three short answer type questions based on prose, poetry and play (one out of each) **3 marks each**. The questions will not test recall but inference and evaluation. (30-40 words each). **3+3= 6 Marks**

**Q.15.** One out of two long answer type questions to assess how the values inherent in the text (story, poem or play) have been brought out. Creativity, imagination and extrapolation beyond the text and across two texts will also be assessed. (120-150 words) **5 Marks**

**Novel/ Long Reading Text** **10 Marks**

**Q 16 Type of Questions: global question on theme, plot involving interpretation and inference in about 120 – 150 words**

**5 Marks**

**Q. 17 One out of two character sketches in 120 - 150 words** **5 Marks**

**Prescribed Books/ Materials**

1. Interact in English – IX Main Course Book Revised edition

2. Interact in English – IX Literature Reader Revised edition

3. Interact in English – IX Workbook Revised edition

Published by CBSE

Delhi-110092

### Novel/ Long Reading Text

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

OR

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

### Reading Section:

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested formatively as well as summatively. There will be no division of passages for this section, however, for reading purpose. The Interact in English Main Course Book will be read in two terms i.e. Term I (April-September) and Term II (October-March).

### 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. For purpose of assessment all themes dealt with in Main Course Book and other themes may be used.

### Note on assessing Writing Tasks.

Q. 3 Content : 2 marks  
Expression : 1 marks (Accuracy & Fluency)  
Total : 3 marks

Upto one mark may be deducted for spelling, punctuation and grammar errors.

Q. 4 Content : 2 marks  
Fluency } : 2 marks  
Accuracy }  
Total : 4 marks

Upto one mark may be deducted for spelling, punctuation and grammar errors.

Q.5 Content : 3 marks  
Accuracy : 1 marks  
Fluency : 1 marks  
Total : 5 marks

Upto two marks may be deducted for spelling punctuation and grammar errors.

Upto two marks may be deducted for spelling, punctuation and grammar errors.

Though marks have been allotted specifically for Content, they should not be awarded in a mechanical manner. For instance, if a student has merely mentioned the value points (content) as per the marking scheme, the examiner should assess whether the content has been expressed/communicated in a **coherent** and **cohesive** manner. It means content and expression are perceived as **interlinked** aspects of writing.

Similarly in all the writing tasks credit should be given to creativity in the realm of ideas and language use. What it means for the examiner is that students who think differently and are able to use the

language with felicity in terms of structures as well as vocabulary should be given due weightage. This need not necessarily be seen as leaning towards subjectivity in marking. **A proper balance of content, expression (accuracy, fluency, cohesion and coherence) and creativity** would encourage students to aim for higher standards in written communication. Errors in spelling, punctuation and grammar should be penalised to the extent of marks allotted for Accuracy.

**Grammar:**

Grammar items mentioned in the syllabus will be taught and assessed summatively as well as formatively over a period of time. There will be no division of syllabus for Grammar in the summative of formative assessments for the terms. However a suggested split – up of the Work Book for the two terms is given to help teachers in planning their classroom teaching.

**Syllabus for Second Term  
Class - IX**

<b>Text Books</b>
<b>Literature Reader</b>
<b>PROSE</b>
1. The Man Who Knew too Much
2. Keeping it from Harold
3. Best Seller
<b>POETRY</b>
4. The Seven Ages
5. Oh, I Wish I'd Looked After My Teeth
6. Song of the Rain
<b>DRAMA</b>
1. The Bishop's Candlesticks
<b>Main Course Book</b>
3. Mystery
4. Children
5. Sports and Games
<b>Long Reading Text/ Novel</b>
1. Gulliver's Travels Part III & IV Unabridged Edition (2005) by Jonathan Swith <b>OR</b>
2. Three Men in a Boat Chapter 11 to 19 Unabridged Edition (1889) by Jerome K. Jerome
<b>WORK BOOK* – Suggested Break-up of Units for the Purpose of Classroom Teaching only-NOT FOR TESTING (see the note below)</b>

**Term I**

1. Verb Form
2. Determiners
3. Future Time Reference
4. Modals

**Term II**

5. Connectors
6. The Passive
7. Reported Speech
8. Prepositions

**\*NOTE ON WORKBOOK**

The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. **Since grammar and usage is not to be tested directly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units.** Grammar will be tested by recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

**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, dramatization, script writing etc must be done as ‘in class’ and ‘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 (COMMUNICATIVE) (101)  
CLASS – IX  
S.A. – II (2012-13)**

Division of Syllabus for Term II (October - March)		Total Weightage Assigned
<b>Summative Assessment II</b>		30%
Section	Marks	
Reading	15	
Writing	20	
Grammar	15	
<b>Literature+ Value Based Question</b>	<b>15+5 = 20</b>	
Long Reading Text/ Fiction	10	
Listening and Speaking	10	
Formative Assessment		20%
<b>TOTAL</b>	<b>90</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	Total Marks 80
1.	<b>READING</b>	Literary or Discursive passage of 500-550 words. Questions to include Gap filling, Sentences Completion, Table Completion, Word Attack Questions, Reference to context and Short Answer Questions. 2 marks for vocabulary	08 VSAQs x1 =  Students to supply answers	<b>08</b>
2	<b>READING</b>	Factual passage of 300-350 words including Multiple Choice Questions. 1 mark for vocabulary	07 MCQs x 1=	<b>07</b>
<b>Total</b>				<b>15</b>
3	<b>WRITING</b>	A composition upto 50-60 words in the form of a Notice or Message.	01 SAQ II x 3=	<b>03</b>
4.	<b>WRITING</b>	A composition in 50-60 words in the form of a report	01 SAQ II x 3=	<b>03</b>



<b>5</b>	<b>WRITING</b>	A composition of upto 80-100 words in the form of Biographical sketch, Data Interpretation, Dialogue writing or Description (People, place, objects or events)	01 LAQ I x 4	<b>04</b>
<b>6</b>	<b>WRITING</b>	An extended writing task of length 120-150 words in the form of a Formal/ Informal Letter or Email. The long piece of writing will assess the use of appropriate style, language, content and expression.	01 LAQ x 5	<b>05</b>
<b>7</b>	<b>WRITING</b>	An extended writing task in 120 words in the form of an Article or a Speech or a debate.	01 LAQ x 5=	<b>05</b>
<b>Total</b>				<b>20</b>
<b>8</b>	<b>GRAMMAR</b>	Multiple Choice Questions as: ▪ Gap filling	03 MCQs x 1 =	<b>03</b>
<b>9</b>	<b>GRAMMAR</b>	Multiple Choice Questions on: ▪ Sentence completion or Dialogue completion	03 MCQs x 1 =	<b>03</b>
<b>10</b>	<b>GRAMMAR</b>	Response supplied by students (Supply Type) on ▪ Sentence reordering	03 VSAQs x 1=	<b>03</b>
<b>11</b>	<b>GRAMMAR</b>	Response supplied by students (Supply Type) on ▪ Editing or Omission	03 VSAQs x 1=	<b>03</b>
<b>12</b>	<b>GRAMMAR</b>	Response supplied by students (Supply Type) on ▪ Sentence transformation	03 VSAQs x 1=	<b>03</b>
<b>Total</b>				<b>15</b>
<b>13 a)</b>	<b>LITERATURE</b>	An extract from poetry with three questions based on reference to context.	03 VSAQs x 1=	<b>03</b>
<b>13 b)</b>	<b>LITERATURE</b>	An extract from a short story with three reference to context questions requiring the students to supply the answers.	03 VSAQs x 1=	<b>03</b>
<b>13 c)</b>	<b>LITERATURE</b>	An extract from a play with three reference to context questions requiring the students to supply the answers.	03 VSAQs x 1=	<b>03</b>
<b>14</b>	<b>LITERATURE</b>	Two out of three short answer type questions based on prose, poetry and play (one out of each). The questions will not test recall but inference and evaluation.	02 SAQs II x 3=	<b>3+3 = 06</b>

<b>15</b>	<b>LITERATURE</b>	<b>One out of two long answer type question to assess how the values inherent in the text (story, poem or play) have been brought out. Creativity, imagination and extrapolation beyond the text and across two texts will also be assessed.</b>	<b>01 LAQ II x 5=</b>	<b>05</b>
<b>16</b>	<b>LITERATURE</b>	Type of questions: global question on theme, plot involving interpretation and inference.	01 LAQ II x 5=	<b>05</b>
<b>17</b>	<b>LITERATURE</b>	One out of two character sketches in 100 words including Long Reading Text	01 LAQ II x 5=	<b>05</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 2 marks	50-60 words 3 marks	80-100 words 4 marks	120-150 words 5 marks

**SAMPLE QUESTIONS**  
**ENGLISH (COMMUNICATIVE) (101)**  
**CLASS – IX**  
**S.A. – II (2012-13)**

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**SECTION A: Reading**

LUDWIG VAN BEETHOVEN (1770-1827)

8 MARKS

Q.1. The composer came of a musical family; for his grandfather was Kapellmeister, and his father, a tenor singer, filled a small musical post at Cologne. He was born at Bonn in December 1770. His father had become a confirmed toper, and the boy suffered in consequence. The father had heard of the prodigy Mozart, and the money he had brought his parents; and he conceived the notion of exploiting his own son in the same way. Thus he kept him slaving at the piano, and thrashed him when he did not practice long enough. There are stories of the sot coming home late and dragging the little fellow out of bed to go to the keyboard. This degraded specimen ended his life by his own hand, but not before his conduct had cast a gloom over his son's youth which greatly affected his after years.

Beethoven seems to have had no regular course of instruction in Bonn, but when he was seventeen he went to Vienna and had some lessons from Mozart. Later on, he had lessons from Haydn; but the two did not get on well together, their natures being totally different. Beethoven finally left Bonn when he was twenty-two, and settled in Vienna, where he gradually made a name for himself. He began to appear in public as a player and in 1796 played before the King in Berlin; but he soon gave up playing for composing.

His first works were roundly abused by the critics -- even some that we now regard as among his greatest creations. Weber said of the Seventh Symphony that its composer was "quite ripe for the madhouse." Then, when deafness came upon him -- the tragedy of his life -- the sapient fellows found that the "horrors of sound" in his works were due to the fact that he could not hear them himself. When "Fidelio" was first performed, it was said that never before had anything so incoherent, coarse, wild, and ear-splitting been heard! Of course, the deafness had nothing to do with it. Beethoven, like all really great composers, was simply before his time.

But the deafness had a great deal to do with Beethoven himself. It turned him into a wretched misanthrope, and well-nigh caused him to end his life. Indirectly it prevented him from marrying. In the theatre he had to lay his ears close to the orchestra in order to understand the actors, and the higher notes of the instruments and voices he could not hear at all when only a little distance away. "Fidelio" was begun in 1804 and the affliction, first evidenced in 1798, had become acute four years before that. We need not dwell on it. From the time of his deafness onwards, he was constantly adding to the world's stores of the best in music. His humour was of the sardonic kind, as when he sent a tuft of hair from a goat's beard to a lady admirer, who had asked for a strand from his own leonine locks. When lying on his death-bed he had to be tapped. "Better water from the body than from the pen," he observed to the doctor. When he realized that his end was near, he said to those around him: "Clap hands, friends; the play is over." And so, on the 26th of March, 1827, this great master of tone went out to the darkness of the Silent Land.

**Q1.1 On the basis of your reading of the above passage, complete the following statements briefly.**

(1 x 4 = 4 marks)

- a) Beethoven's father \_\_\_\_\_.
- b) The father ended his life by \_\_\_\_\_.
- c) The effect it had on Beethoven's youth was \_\_\_\_\_.
- d) The response to Fidelio was \_\_\_\_\_.

**Q1.2 Answer the following questions briefly.**

(1 x 2 = 2 marks)

- a) What effect did Beethoven's deafness have on him?
- b) What kind of a person Beethoven was?

**Q1.3 Find words from the passage which mean the same as the words given below: (1 x 2 = 2 marks)**

- a) Great musician
- b) Scornful or bitter

**Q.2 Read the poem given below and complete the statements that follow by writing the correct option in your answer sheet. (1 x 7 = 7 marks)**

**DAFFODILS**

I wander'd lonely as a cloud  
That floats on high o'er vales and hills.  
When all at once I saw a crowd  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.  
Continuous as the stars that shine  
And twinkle on the Milky Way,  
They stretch'd in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in lively energetic dance  
The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed — and gazed — but little thought  
What wealth the show to me had brought:  
For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils

— William Wordsworth

**Q 2.1 Read the questions given below and write the option you consider the most appropriate in your answer sheet: (1x 7= 7 marks)**

- (a) The poet saw the daffodils
  - (i) in the valley.                      (ii) in the garden.
  - (iii) in the village.                      (iv) near the lake and under the trees.
- (b) The daffodils
  - (i) danced in the breeze. (ii) were smiling.
  - (iii) looked pretty.                      (iv) none of the above.
- (c) The poet felt he was in..... company.
  - (i) good                                      (ii) cheerful
  - (iii) sad                                      (iv) happy
- (d) “What wealth the show to me had brought” means \_\_\_\_\_
  - (i) he had earned lot of money
  - (ii) he had seen a wealthy show
  - (iii) the sight of daffodils brought him lot of pleasure and happiness.
  - (iv) none of the above



**Q.7** It is very important to have a good breakfast that provides energy for the whole day. **(5 Marks)**

Write a speech to be given in the morning assembly.

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**Or**

Debate:

“The use of mobile phones is harmful for developing the skills of mathematics”. Write a debate expressing your opinion for or against the motion.

**SECTION C: Grammar**

**Q. 8 GAP FILLING**

Complete the sentences given below with the help of the options that follow: (1x 3 = 3 marks)

Mata Vaishno Devi is reportedly amongst the most (a)..... temples in the country. So, when my 'call' to visit the temple came, I was quite Excited It (b)..... that Vaishno Devi took birth in the house of a poor Brahmin. She was named Vaishnavi meaning who (c)..... to Vishnu. The girl left her home to meditate in a forest nearby. Thousands of years later, Sage Goraknath heard of Vaishnavi and sent his disciple Bhairo Nath to seek her out.

- |               |                 |                |           |
|---------------|-----------------|----------------|-----------|
| a) (i) visits | (ii) does       | (iii) visited  | (iv) done |
| b) (i) eats   | (ii) is said    | (iii) was said | (iv) ate  |
| c) (i) got    | (ii) is related | (iii) related  | (iv) get  |

**Q9. Read the paragraph given below and fill in the blanks with the help of options that follow.**

**(1x3 = 3 marks)**

A friend Kaveri Mehra recounts how her college-going son and daughter have become exceedingly sensitized (a).....giving back to society. Her son while travelling (b)..... an auto to college was touched by the auto-wallah's gesture (c) ..... distributing biscuits at every traffic signal. He was amazed when the guy told him that he put at least Rs 50 for charity every day.

- |           |         |          |            |
|-----------|---------|----------|------------|
| a)(i) for | (ii) to | (iii) in | (iv) at    |
| b)(i) to  | (ii) in | (iii) at | (iv) along |
| c)(i) for | (ii) in | (iii) of | (iv) with  |

**OR**

**DIALOGUE COMPLETION**

**Q 10. Read the conversation given below and complete the paragraph that follows:**

**(1 x 3 = 3 marks)**

Rohan : Let's go out for a dinner today.

Riya : Which restaurant would you like to go to?

Rohan : I would like to go to the Rama's because I like the Chinese food there.

Riya : I am not in a mood for eating Chinese.

Today let's go out to some South Indian restaurant.

Rohan suggested to Riya that they should go out for that day a dinner. Riya asked Rohan

(a).....Rohan replied (b)..... To this Riya said that she was not in a mood for eating chinese food and further suggested (c).....

**SENTENCE REORDERING**

**Q 11. Rearrange the following jumbled words to make meaningful sentences and write the same in the answer sheet.** (3 marks)

- (a) in/other animals/elephant/an/excels/ intelligence  
(b) displays/ he/ his intelligence/little actions/in his



- (a) Why did the privates treat Corporal Turnbull as a hero-figure?
- (b) The field and the cloud are lovers. How does the rain act as a messenger of mercy for them?
- (c) Who was Jeanette? What was the cause of her death?

**Long Reading Text – Novel**

**(10 marks)**

What was Gulliver's initial reaction on learning about the Struldbruggs of Luggnagg? Why did he eventually wish not to become immortal? (Gulliver's Travel, Part III) (5 marks)

Or

What was fishy about the story of a trout in a glass case in a village side inn the author and one of his friends went to? (Three Men in a Boat)

What idea do you form about the men and women of Laputa? (Gulliver's Travel, Part III)

(5 marks)

Or

What opinion do you form of the J's character from your reading of the novel "Three Men in a Boat"?



## VALUE BASED QUESTION

### QUESTION:

“The convict is the product of the society he lived in, both, in terms of the suffering that led him to steal one loaf of bread, as well as the excessive sentence he received as punishment for his “crime”. He was imprisoned for stealing money to buy food for his sick wife, this filled him with despair, hopelessness, bitterness and anger at the injustice of it all.”

Do you think justice was meted out to the convict? If Yes/ No, give reasons. If you were in place of the judge what steps would you have taken to reform the convict and why? Give reasons. What values would you focus on?